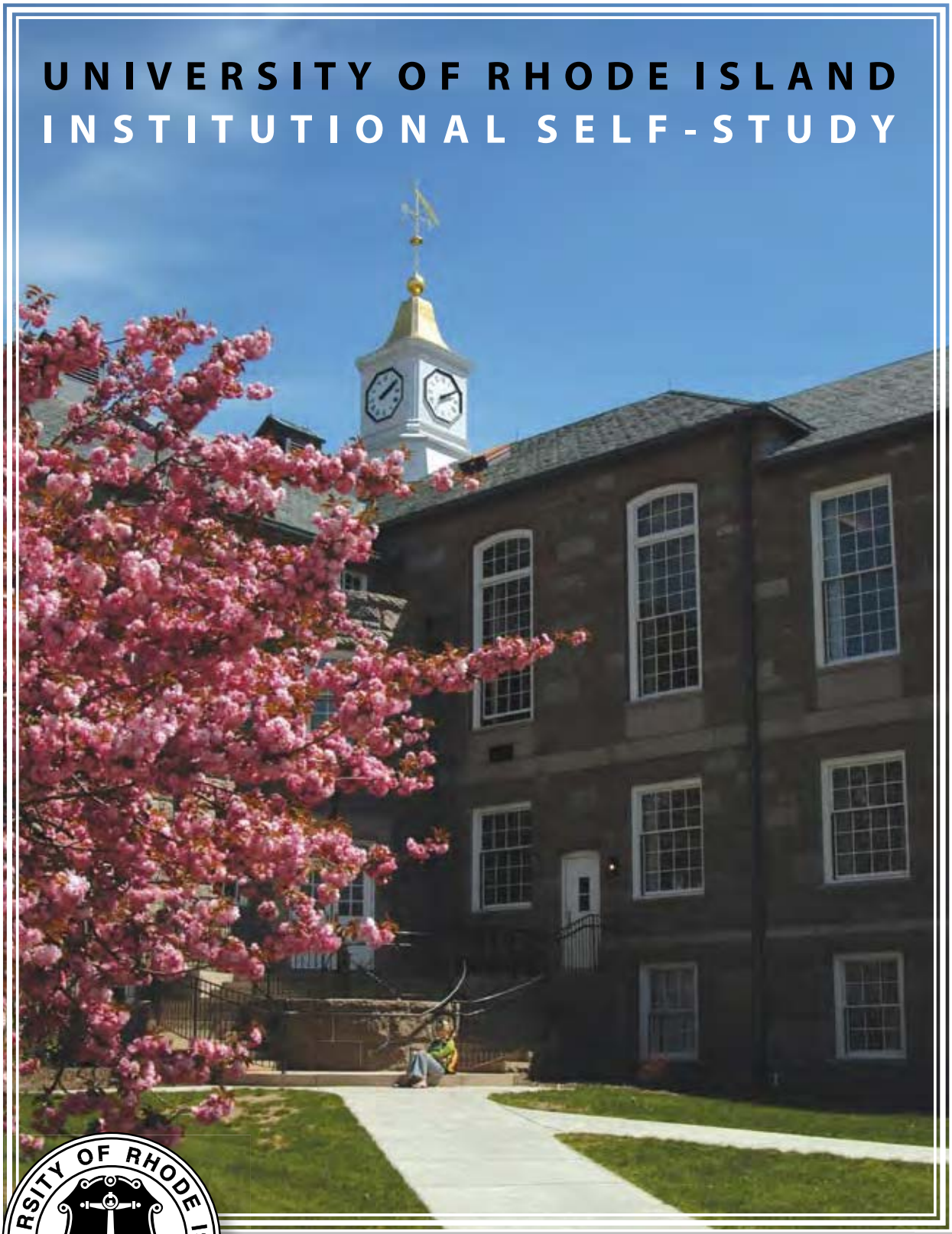
UNIVERSITY OF RHODE ISLAND
INSTITUTIONAL SELF-STUDY



Submitted to:
New England Association of Schools and Colleges, Inc.
Commission on Institutions of Higher Education

September 2007

CONTENTS

Institutional Characteristics i
Organizational Charts vi
Preface ix
Overview xi
Narrative
Standard One: Mission and Purposes 1
Standard Two: Planning and Evaluation 5
Standard Three: Organization and Governance 10
Standard Four: Academic Programs 17
Standard Five: Faculty 37
Standard Six: Students 49
Standard Seven: Library and Other Information Resources 63
Standard Eight: Physical and Technological Resources 71
Standard Nine: Financial Resources 83
Standard Ten: Public Disclosure 93
Standard Eleven: Integrity 97
Appendices
Appendix A: Steering Committee, Authors, and Contributors A 1
Appendix B: CIHE Data Forms: General Information B 1
Form 1: Statement of Revenues and Expenses B 2
Form 2: Statement of Changes in Net Assets and Indebtedness B 3
Form 3: Student Charges B 4
Form 4: Student Admissions Data B 5
Form 5: Student Enrollment Data B 6
Form 6: Projected Financial, Tuition and Fee, and Enrollment Data B 7
Form 7: Faculty Profile B 8
Form 8: Student Headcount by Undergraduate Major and Degree Program B 13
Form 9: Credit Hours Generated by Department B 19
Appendix C: Public Disclosure: Web sites and Documents C 1
Appendix D: Insurance Coverage Summary D 1
Appendix E: Audited Financial Statements E 1
Appendix F: Key Documents and Web Sites F 1

Institutional Characteristics

Date: August 27, 2007

1. Corporate name of institution: The University of Rhode Island
2. Address (city, state, zip code): Kingston, RI 02881

   Phone: (401) 874-2444 URL of institutional webpage: www.uri.edu
3. Date institution was chartered or authorized: 1892
4. Date institution enrolled first students in degree programs: 1892
5. Date institution awarded first degrees: 1894
6. Type of control: (check)

Public	Private
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)
(Specify)	☐ Proprietary
	☐ Other:
	(Specify)

7. 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? Board of Governors for Higher Education

   Certificate, Bachelor, Master, Professional Doctorate, PhD

(Attach 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.) General Laws of the State of Rhode Island, 16-32-10

§ 16-32-10 Award of degrees – Curriculum and government. – The board of trustees, with the approval of the president and a committee of the faculty of the university, shall award academic degrees and diplomas and confer honors in the same manner as is customary in American colleges. It shall also be the duty of the president and a committee of the faculty, with the approval of the board of governors for higher education, to arrange courses of study conforming to all acts of Congress, and prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper.

8. 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

☒ Four or five-year baccalaureate degree granting program

☒ A doctor of philosophy or equivalent degree

☐ Other
Specify

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

☐ Occupational training at the crafts/clerical level (certificate or diploma)

☐ Occupational training at the technical or semi-professional level (degree)

☐ Two-year programs designed for full transfer to a baccalaureate degree

☒ Liberal arts and general

☒ Teacher preparatory

☒ Professional

☐ Other

10. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester Other

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

a) Undergraduate 15 credit hours
b) Graduate 9 credit hours
c) Professional 15 credit hours

12. Student population:

a) Degree-seeking students: Institutional data from October 15, 2005

	Undergraduate	Graduate and First Professional	Total
Full-time student headcount	9766	1517	11283
Part-time student headcount	1710	965	2675
FTE	10336	2105	12441

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

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

ACCREDITED PROGRAMS	
Program	**Accrediting Body**
Arts and Sciences	
Chemistry, BS	American Chemical Society (ACS)
Clinical Psychology, PhD	American Psychological Association (APA)
Library and Information Studies, MLIS	American Library Association (ALA)
Music, BA, MA	National Association of Schools of Music (NASM)
School Psychology, MS, PhD	National Association of School Psychologists (NASP)
School Psychology, MS, PhD	National Council for the Accreditation of Teacher Education (NCATE)
School Psychology, PhD	American Psychological Association (APA)
Business Administration	
Accounting, MS	American Assembly of Collegiate Schools of Business (AACSB)
Business Administration, BS, BA, MBA, PhD	American Assembly of Collegiate Schools of Business (AACSB)

ACCREDITED PROGRAMS	
Program	**Accrediting Body**
Engineering	
Chemical, BS	Accreditation Board for Engineering & Technology (ABET)
Civil, BS	Accreditation Board for Engineering & Technology (ABET)
Computer, BS	Accreditation Board for Engineering & Technology (ABET)
Electrical, BS	Accreditation Board for Engineering & Technology (ABET)
Industrial and Manufacturing, BS	Accreditation Board for Engineering & Technology (ABET)
Mechanical, BS	Accreditation Board for Engineering & Technology (ABET)
Ocean, BS	Accreditation Board for Engineering & Technology (ABET)
Environment and Life Sciences	
Nutrition & Dietetics, BS	American Dietetic Association (ADA)
Dietetic Internship, MS	American Dietetic Association (ADA)
Landscape Architecture, BLA	American Society of Landscape Architects (ASLA)
Human Science & Services	
Education (Joint URI-RIC), PhD	NEASC – accreditation coordinated by RIC
Education (Teacher), BA, BM, BS, MA, MLIS, MS, MA	National Council for Accreditation of Teacher Education (NCATE) and Rhode Island Department of Education (National Association of State Directors of Teacher Education & Certification -NASDTEC) joint visit
Exercise Science, BS and MS	Commission on Accreditation of Allied Health Education Programs
Marriage & Family Therapy, MS	Commission on Accreditation of Marriage and Family Therapy Education
Physical Therapy, MS	Commission on Accreditation in Physical Therapy Education
Speech-Language Pathology & Audiology, MS	American Speech-Language and Hearing Association (APTA)
Nursing	
Nursing, BS, MS	Commission on Collegiate Nursing Education (CCNE)
Midwifery, MS	America College of Nurse-Midwives (ACNM)
Pharmacy	
Pharmacy, Pharm.D.	Accreditation Council for Pharmacy Education (ACPE)

14. Off-campus Locations: List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

	Full degrees?	50% or more?	Courses only?	FTE Enrollment
A. In-state Locations				
Narragansett Bay Campus	Yes			86
Feinstein Providence Campus	Yes			169
B. Out-of-state Locations				
University of New Hampshire			Yes	11
Worcester State			Yes	14

15. Degrees and certificates offered 50% or more electronically: For each degree or certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percent that may be completed on-line, and the number of matriculated students for the most recent fall semester. Enter more rows as needed.

Name of program	Degree level	% on-line	Students
Digital Forensics	Graduate Certificate	100	10

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

N/A

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

Chief Institutional Officers		
Function or Office	**Name**	**Exact Title**
Chair Board of Trustees	Frank Caprio	Chair, Board of Governors for Higher Education
President	Robert L. Carothers	President
Chief Academic Officer	M. Beverly Swan	Provost and Vice President for Academic Affairs
Deans of Schools and Colleges		
College of Arts & Sciences	Winifred Brownell	Dean, College of Arts and Sciences
College of Business Administration	Mark Higgins	Dean, College of Business Administration
College of Engineering	Raymond Wright	Interim Dean, College of Engineering
College of the Environment and Life Sciences	Jeffrey Seemann	Dean, College of the Environment and Life Sciences
College of Human Science and Services	W. Lynn McKinney	Dean, College of Human Science and Services
College of Nursing	Dayle Joseph	Dean, College of Nursing
College of Pharmacy	Donald Letendre	Dean, College of Pharmacy
University College	Jayne Richmond	Dean, University College
Graduate School	Lynne Pasquerella	Vice Provost for Academic Affairs and Dean of the Graduate School
Graduate School of Oceanography	David M. Farmer	Dean, Graduate School of Oceanography
Chief Financial Officer	Robert A. Weygand	Vice President for Administration
Chief Student Services Officer	Thomas R. Dougan	Vice President for Student Affairs
Planning	Abu Bakr/Ann Morrissey	Co-Directors, Planning Services
Institutional Research	Vacant	Director of Institutional Research
Development	Robert Beagle	Vice President, University Advancement
Library	David Maslyn	Dean of University Libraries
Chief Information Officer	Garrett A. Bozylinsky	Vice Provost, Information Technology Services
Continuing Education	John McCray	Vice Provost for Urban Programs
Grants/Research	Peter Alfonso	Vice President for Research and Economic Development
Admissions	Cynthia Bonn	Dean of Admission
Registrar and Financial Aid	Horace Amaral	Director, Enrollment Services
Public Relations	Linda A. Acciardo	Director, Communications and Marketing
Alumni Association	Michelle Nota	Executive Director, Alumni Relations
University Legal Counsel	Louis J. Saccoccio	General Counsel
Affirmative Action	Robert Gillis	Director of Affirmative Action, Equal Opportunity and Diversity

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

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

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

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

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

    Organizational charts immediately follow in the next section.

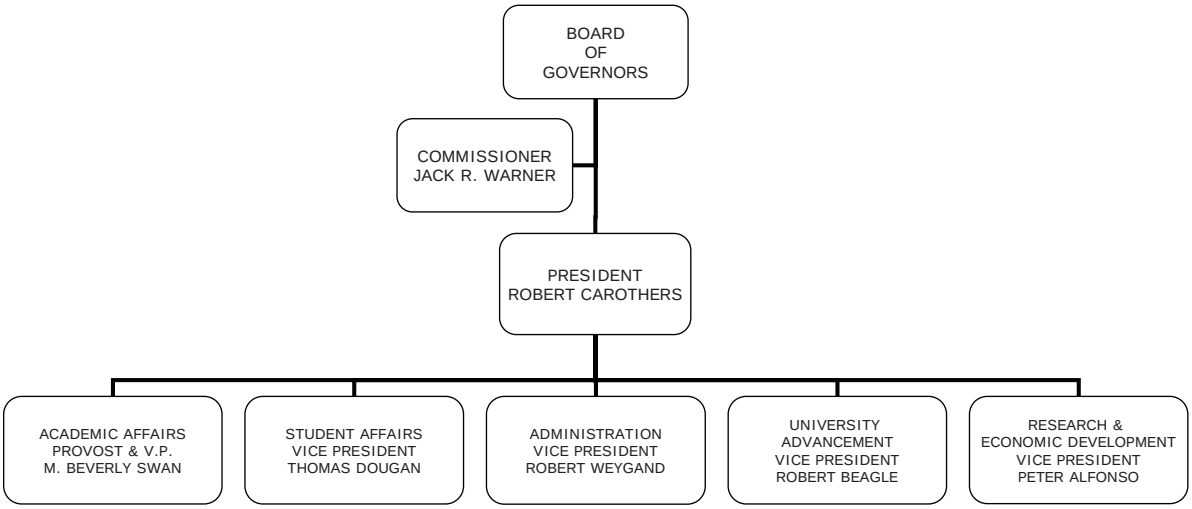
19. Record briefly the central elements in the history of the institution:

The University was chartered as the state's agricultural school in 1888. The Oliver Watson farm was purchased as a site for the school, and the old farmhouse, now restored, still stands on the campus. The school became the Rhode Island College of Agriculture and Mechanic Arts in 1892, and the first class of 17 members was graduated two years later.

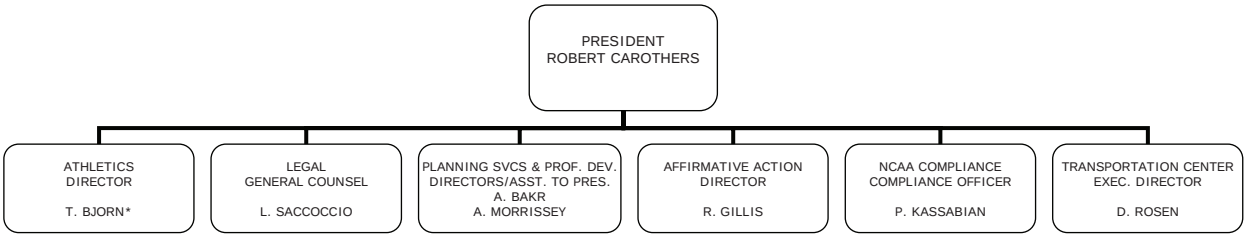
The Morrill Act of 1862 provided for the sale of public lands. Income from these sales was to be used to create at least one college in each state with the principal purpose of teaching agriculture and mechanic arts. From this grant of land comes the term "land grant," which applied to the national system of state colleges. In a later adaptation of the concept, federal funds given to colleges for marine research and extension are called "sea grants."

In 1909 the name of the college was changed to Rhode Island State College, and the program of study was revised and expanded. In 1951 the college became the University of Rhode Island by an act of the General Assembly. The Board of Governors for Higher Education appointed by the Governor became the governing body of the University in 1981.

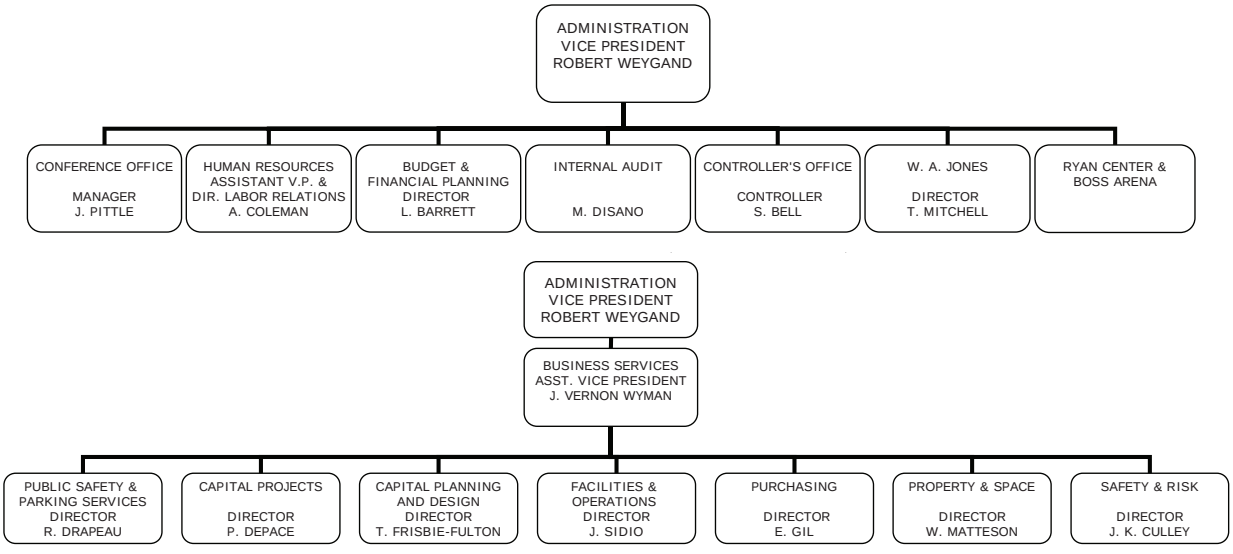
FY08 Allocation – Organizational Chart



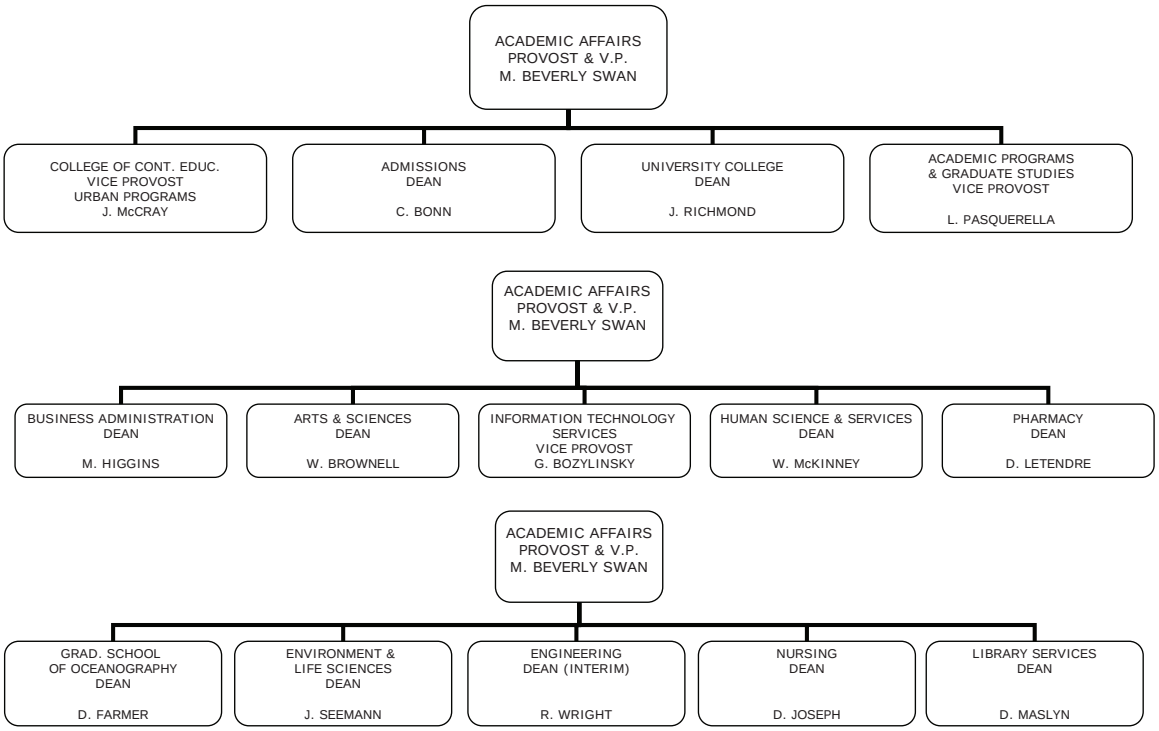
President's Office



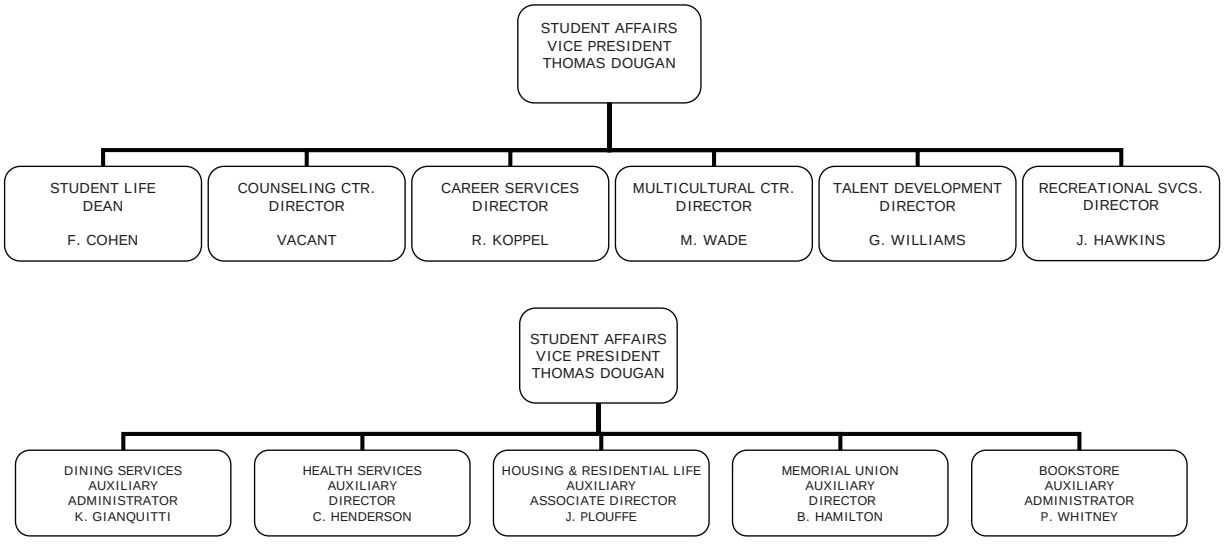
Administration



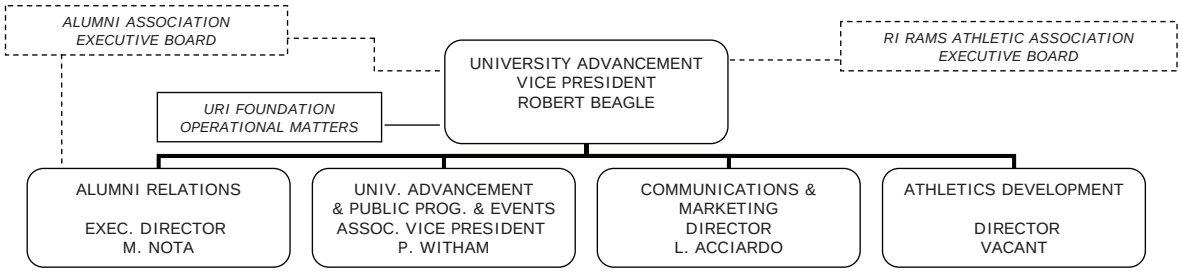
Academic Affairs



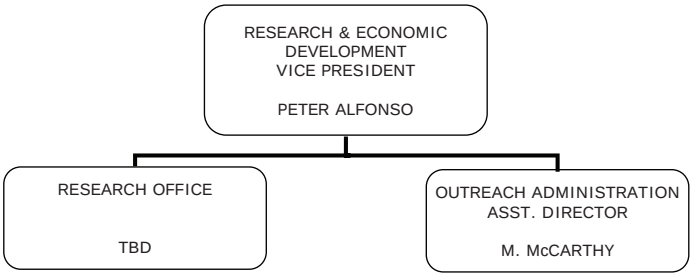
Student Affairs



University Advancement



Research & Economic Development



Preface

Preparing the Self-Study for the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges afforded us the opportunity to reflect on where we were as an institution ten years ago, review and assess the activities that have taken place since then and affirm or, where necessary, alter our plans for the future. As always, it was an interesting and exciting journey filled with good memories and some battle wounds. In all, the University of Rhode Island has made significant progress over the past ten years, and the preparation of the Self-Study and making arrangements for the on-site evaluation have served us well as we ready ourselves for the future.

We began to prepare for these activities in fall 2005 when President Robert L. Carothers and Provost M. Beverly Swan appointed steering committee co-chairs for the self-study process: Dr. James Kowalski, Department Chair and Professor of Computer Science, and Dr. Judy Beckman, Professor of Accounting. In October 2005, these co-chairs, along with the President and the Provost, attended a NEASC workshop for institutions preparing for an on-site evaluation visit. The co-chairs, along with Provost Swan and Vice Provost Lynn Pasquerella, began to establish the steering committee and identify chairs for each of the standards. Not only has the University of Rhode Island changed over the last ten years, the NEASC standards have also changed. We thought it wise to establish committees that brought perspectives of "the way we were," along with perspectives of "where we are" and "where we are going."

Involving the committee chairs, we appointed the committees and, where appropriate, subcommittees, and held an introductory meeting. At this meeting, the Provost discussed the accreditation process, its purposes and its value and Patricia O'Brien, Deputy Director of the Commission, presented an overview of the NEASC accreditation process that was both motivating and helpful to the Steering Committee. The Steering Committee co-chairs established an accreditation timeline, which included monthly meetings with the co-chairs, the Steering Committee, and in many cases, the chairs of the subcommittees, to discuss problems and progress. The Provost and Vice Provost attended and participated in these meetings. In spring 2006, Dr. Marilyn Barbour, Professor of Pharmacy, joined the Steering Committee as a third co-chair.

In February of 2006, the President and the Provost sent a letter to the campus community informing its members of the visit, the timelines, and the campus expectations. We wanted this to be an open and widely participatory process with as much involvement as possible from all constituencies of the campus.

Each committee functioned independently and used the monthly meetings to share progress, discuss issues and concerns, and coordinate activities across standards. The methods used to gather information varied among the committees and included data collection, focus groups, surveys, interviews, analyses of web sites, and review and study of documents.

The University established a web site (http://www.uri.edu/accreditation) in April of 2006 and informed the University community of its existence through written communication and at regular meetings of the Faculty Senate. The web site proved to be a valuable tool and afforded the committees opportunities to review and react to each other's work and to see their own progress. The web site also served as a clearinghouse for documents that were used by the committees in the preparation of their reports. In March 2007, Self-Study drafts were made available to the campus community through a password-protected page on the web site. We invited the campus community, including the Council of Deans, to review the drafts and submit comments. On August 20, 2007, the Self-Study was made available without password protection. We will continue to use the web site, along with other means, to keep the campus informed about the status of the visit, including the follow-up activities.

The co-chairs provided the community with updates on the progress of the Self-Study at the monthly meetings of the Faculty Senate, and these comments were included in the Faculty Senate minutes. Co-chairs met with the Student Senate three times early in the process and with the Graduate Student Association once. Three open meetings were held to seek input from members of the campus community. Discussions at those meetings helped inform some modification to the Self-Study.

We appreciated the helpful comments about sections of the draft of the Self-Study from Dr. Louise Zak, Associate Director of the NEASC Commission on Institutions of Higher Education. We appreciated President Carothers' reactions as well.

In preparation for the visit, we are writing to the community, placing advertisements in campus publications, including *Quad Angles* (the alumni magazine) and *The Good Five Cent Cigar* (the student newspaper), and in other newspapers. We are also continuing to keep the web site up to date.

We were committed from the onset to an open and participatory process. The process has provided us with the opportunity to reflect, to take inventory of where we are, and to assess our path for the future. We are confident that our Self-Study reflects accurately where we are, how we measure up in terms of the NEASC standards for accreditation, how effective we are in doing what we say we do, and how valid our plans are to continue measuring our effectiveness.

Overview

As a land-grant, sea-grant, and urban-grant institution, the University of Rhode Island stands as the State's only public research institution. Since our last NEASC visit, the University has continued to change in significant and positive ways. We are proud of our accomplishments and proud of the direction in which the University is moving. We do face challenges, and yet we are optimistic that our strategic planning process and the quality of our academic teaching and research activities along with our co-curricular offerings will position us well to meet those challenges.

The freshman class entering this fall will be the largest one in University history. We anticipate a freshman class of 3,065 by the official reporting date of October 15th. We also anticipate enrolling 677 new transfer students this fall. Our freshman retention rate has improved this year. Our overall retention rate has remained steady in spite of the investment of significant resources and effort to effect change. Our attractiveness to out-of-state students continues, and this helps not only with geographical diversity but also contributes to the financial health of the University. As appears to be the national trend, our graduate enrollment is down. We are developing strategies to counter that trend.

We have reaffirmed our commitment to shared governance and planning through the establishment of the Joint Strategic Planning Committee (JSPC). Its members include senior administrators, the entire Faculty Senate Executive Committee and representatives from other constituencies on campus. We have agreed to use the JSPC as our means to ensure progress on assessing institutional effectiveness. In fact, the Faculty Senate passed and the President approved legislation in March of this year stating that the JSPC "shall be responsible for the periodic and systematic review of various aspects of institutional effectiveness and shall ensure that the results of these reviews are used for continuing improvement." This language appears in the UNIVERSITY MANUAL (5.70.10).

We continue to struggle with issues of declining State support, and we are being aggressive in seeking alternative sources of revenue. As with most of our sister institutions, that challenge promises to continue. While the State and its citizens have been generous in their support of new facilities at the University, the overall contribution of the State to the direct operation of the University is declining as the needs of all agencies within the State increase. The State appropriation for general operating support, including debt service on general obligation bonds, is 17.5% of the University's budget. Excluding consideration of the debt service, the proportion of state support is 16.9%.

This fact has necessitated our further exploration of other sources of revenue. Tuition has increased, but there are limits on how much we can tax students and remain committed to access, which we see as a fundamental part of our mission. We have new legislation that will allow for public-private partnership. We recently received approval for the establishment of a URI Research Foundation, and we are planning a Technology Park. The Self-Study itself elaborates on these plans.

We have developed a plan for increasing enrollment. This was mandated by the Rhode Island Board of Governors for Higher Education, whose goals include getting more students into higher education and having more students graduate. This planned enrollment growth is also part of the University's Strategic Plan. We are studying ways to define what is the optimal size of the University in light of resources and facilities.

Planned enrollment growth necessitates ensuring the balance between and among the number of students, the number of faculty and the availability and quality of facilities. This year I allocated 21 new tenure-track faculty positions and authorized the conversion of six clinical faculty positions to tenure track positions to address this planned growth. This balance is always a fragile one and one that requires constant monitoring. We have received additional support for technology in classrooms, an ever-growing need.

Our academic programs continue to flourish. We make modifications to respond to student demand and societal needs (e.g., a track in Criminal Justice, a Forensic Chemistry Degree). When issues of increased demand or quality surface, we take more dramatic steps such as additional investment (e.g., Communication Studies) or program discontinuation (e .g., the Doctor of Audiology).

In order to ensure quality, we have developed, with the assistance of an external consultant, a model to review programs (Academic Investment and Improvement Model--AIIM). In order to guarantee that students were making progress, we reallocated funds to create the Office of Student Learning, Outcomes Assessment, and Accreditation. We have made significant progress in the area of assessment of student learning, an area identified ten years ago as one for additional work.

When I first joined the University as its President in 1991, I established as a goal the creation of "a new culture for learning." We agreed to enhance interdisciplinary, experiential, and international activities. We have established and provided three years of seed funding for "partnerships," interdisciplinary teams of faculty, undergraduate and graduate students and external partners such as representatives from state agencies or businesses to address significant societal problems. We have funded 11 partnerships to date.

The physical appearance of the campus has also changed dramatically since the last visit. You will see a new Alumni Center, a new URI Foundation Building, a totally rehabilitated College of Business Administration in Ballentine Hall, the Ryan Convocation Center, a multipurpose facility used for athletic events, concerts and the Graduate Commencement Ceremony and the Boss Ice Arena. A newly renovated Green Hall, one of the University's signature buildings, houses the President's Office, the Office of the Provost and Vice President for Academic Affairs, Enrollment Services and the Faculty Senate Office. Three new residence halls and other rehabilitated residence halls have provided better living accommodations for our residential students. We recently dedicated our new dining center, Hope Commons, which opened to rave reviews.

In 2004, the voters of the State of Rhode Island approved bond funding for a new Center for Biotechnology and Life Sciences. We have broken ground for that building, which is scheduled for completion in 2009, and will house modern classrooms, high-tech specialty laboratories, support areas for DNA sequencing, faculty offices, incubator space for technology commercialization, a 100-seat classroom and a two-story, 300-seat auditorium, all to meet the needs of URI's growing environmental biotechnology and biological sciences programs.

Voters also provided funding to construct an Ocean Exploration and Research Center and rehabilitate the Pell Marine Science Library on the Narragansett Bay Campus. This project will integrate key resources and services of the Graduate School of Oceanography to position it as a leader in the 21st century exploration of the oceans. The building will house an Inner Space Center, created by URI Professor Robert Ballard of Titanic fame, which provides a direct link via satellite between the Graduate School of Oceanography's research activities at sea in remote areas and URI's Narragansett Bay Campus, with onward links to educational programs in Rhode Island's schools.

In addition to housing Professor Ballard's program and the Inner Space Center, the new facility will house new office and laboratory space, a central computing facility, administrative offices, and a new campus gathering place. It will allow for growth of the Pell Library's collection and incorporate new electronic facilities to provide information services to users.

In the fall of 2006, the voters approved bond funding of $65 million for a new College of Pharmacy building, which, along with the Center for Biotechnology and Life Sciences and a planned new building for Chemistry and the College of Nursing, will create what is called the North District of the Kingston Campus.

By the time the team arrives, the University will have entered into the public phase of its $100 million capital campaign: Making a Difference. Primarily seeking endowments, the campaign has as part of its goal increasing funds for student scholarships and endowed faculty chairs. We have already secured several leadership gifts.

The University's research program has continued to grow and the University has been successful in garnering external support to foster this growth. Designated as an EPSCoR state, the University has also garnered significant funding through the IDeA Network of Biomedical Research Excellence (INBRE), formerly the Biomedical Research Infrastructure Network (BRIN) , and the U.S. Department of Transportation. In addition to those grants aimed at directly supporting research and research capacity, the University also has a five-year ADVANCE grant through the National Science Foundation to increase the number of women faculty members in the disciplines of science, technology, engineering and mathematics. The University of Rhode Island, along with the other New England Land-grants, secured funding from the Northeast Alliance for Graduate Education and the Professoriate (NEAGEP) to implement innovative and tested strategies for the recruitment, admission, retention and preparation of underrepresented minority graduate students for faculty positions.

In recognition of the University's growing quality of its research programs, the University elevated the position of Vice Provost for Research, Graduate Studies and Outreach to the vice presidential level in the position of Vice President for Research and Economic Development. The position was filled with an experienced senior administrator from North Dakota after a national search.

The University has taken a leadership role in addressing issues related to alcohol and substance abuse. Faculty members and administrators in the Division of Student Affairs and the Division of Academic Affairs have been successful in using internal funds to attract significant external funds to address these issues, and we have been recognized nationally for our activities.

The last self-study visit resulted in a Commission recommendation that the University develop a coherent general education program. We now have in place a new and invigorated general education program, which addresses not only content areas but skill areas as well. This integrated program also includes a diversity component. An assessment project is currently underway to evaluate student learning outcomes in relation to general education.

We have taken significant steps to address student engagement. One hundred percent (100%) of our freshman students are in learning communities and of those 50% are in living-learning communities. The new and rehabilitated residence halls have done much to enhance living arrangements for students, an area long recognized in need of improvement. The most recent data from the National Survey of Student Engagement (NSSE) shows URI's excellence in learning communities, community service, internships and practicum experiences and foreign language coursework. It also shows that we need to work on increasing interaction between faculty members and students, in and out of the classroom.

In order to improve academic advising and provide better support for students, the University created the Academic Enhancement Center and also transferred the responsibility of academic advising and support for intercollegiate athletics to University College and Special Academic Programs. The Academic Enhancement Center's peer-driven and professional academic support services include subject-area and learning skills tutoring, supplemental instruction, and intercultural awareness workshops and training. Outreach initiatives include developing and supporting bridge programs for various majors, faculty and departmental partnerships and targeted services for academically at-risk students.

The University's Strategic Plan serves as a blueprint for the future. Its measurable goals provide us with a yardstick by which to measure our progress and alter our behavior where necessary. Each division is responsible for segments of the Strategic Plan and the Office of Planning Services and the Joint Strategic Planning Committee, along

with other groups on campus, monitor and contribute to progress. The Plan provides the backbone for my annual Management Letter to the Board of Governors for Higher Education.

In April of this year, Provost M. Beverly Swan announced that she wished to return to the faculty in December of this year after 16 years in the position. Committed to the process of accreditation and an experienced evaluator herself, Provost Swan has overseen this accreditation process. A national search is underway for a replacement, and we anticipate that a new Provost and Vice President for Academic Affairs will be in place in January of 2008. Provost Swan's strong and sensitive leadership will be hard to replace, and we will need to spend more time than usual working on transition. We will be disadvantaged in the search and selection process by the lack of competitive compensation packages available to us.

The University of Rhode Island has served the people of Rhode Island well for some 115 years. It has never been a well-funded institution, but it has grown and prospered through the dedication, creativity and imagination of its board, its faculty and its staff. It is safe to say that the current organizational and financial structures of the University will be changed in the coming years. We need to be more agile and less bureaucratic, more willing to take risks, more willing to create our own future rather than wait for others to do it for us. I am confident that the courage and the skill to accomplish this are in our own culture for learning.

Robert L. Carothers, President

September 2007

STANDARD ONE: MISSION AND PURPOSES

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

DESCRIPTION

The Mission Statement of the University of Rhode Island has undergone several revisions over the years, but in principle the various mission statements have reflected the original founding purposes of the University embodied in Section 16-32-3 of the General Laws of Rhode Island:

> **16-32-3 Purposes of university.** *The board, as now constituted, and their successors, for the terms for which they have been or for which they hereafter may be appointed regents, shall continue to be a body politic and corporate for the purpose of continuing and maintaining the University of Rhode Island as a university where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach any branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, as provided in the act of the congress of the United States, approved July 2, 1862, entitled "An Act Donating Public Lands to the Several States and Territories Which May Provide Colleges for the Benefit of Agriculture and the Mechanic Arts," and for the purpose of continuing and maintaining an agricultural experiment station as a department of the college under and in accordance with, and to carry out the purposes of, the act of congress approved March 2, 1887, entitled "An Act to Establish Agricultural Experiment Stations in Connection with the Colleges Established in the Several States Under the Provisions of An Act Approved July 2, 1862, and of the Acts Supplementary Thereto."*

In January 2005, the Rhode Island Board of Governors for Higher Education (RIBGHE) passed a motion requiring the Rhode Island institutions of higher learning to review and revise their mission statements. An *ad hoc* committee of the Provost and Vice President for Academic Affairs was subsequently convened in May 2005 for the purpose of revising the University of Rhode Island (URI) Mission Statement, which had remained unchanged since 1996.

The *ad hoc* committee chaired by the Provost and Vice President for Academic Affairs consisted of faculty members representing a diverse spectrum of educational specialties, a representative from student affairs, and representatives from student leadership and administrative staff. The committee met several times over a two-month span to create the new Mission Statement. The Joint Strategic Planning Committee (JSPC), a joint standing committee of the Faculty Senate and the President, reviewed the final draft and made minor revisions. The final version of the new Mission Statement was endorsed by the University's Faculty Senate on October 20, 2005, and it was approved by the President on November 1, 2005. The Rhode Island Board of Governors for Higher Education formally approved the new Mission Statement on January 24, 2006 (http://www.uri.edu/accreditation/TrusteeApprovalofMission.pdf).

The 2006 Mission Statement is found on the University web site as well as in hardcopy and online publications of the 2006–2007 *Catalog*.

UNIVERSITY MISSION STATEMENT

> *The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate,*

and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island's heritage of independent thought, we value:

- *Creativity and Scholarship*
- *Diversity, Fairness, and Respect*
- *Engaged Learning and Civic Involvement*
- *Intellectual and Ethical Leadership*

COLLEGE AND DEPARTMENT MISSION STATEMENTS

In preparation for the NEASC self-study, each college and academic department at the University was requested to provide a current mission statement. As of June 2007, all nine of the degree-granting colleges, including the Graduate School of Oceanography, as well as the 46 academic departments provided mission statements. (Appendix 1.1 Mission Statements of Academic Units)

Mission statements from University College as well as 23 other major non-academic units were available at their respective web sites as of June 2007 (available in the workroom).

APPRAISAL

The Self-Study Subcommittee on Mission and Purposes reviewed the current University Mission Statement and found it to be clear and concise. The role of the University, defined by its charter as a research-based institution dedicated to educational, research, and outreach efforts, is clearly stated. The University of Rhode Island is a land, sea, and urban grant university, and that commitment is maintained in the new document. Additionally, the Mission Statement focuses on the important interconnection of students, faculty, staff, and alumni and defines the values that direct the University's priorities. The Mission is fully consistent with the Vision Statement of the University (http://www.uri.edu/accreditation/VisionStatement.doc) and its building of a new culture for learning.

The 2006–2009 Strategic Plan for the University (http://www.uri.edu/pspd) was developed subsequent to the creation of the new Mission Statement. The Strategic Plan has four initiatives: 1) Enhancing student recruitment, retention, involvement, and graduation rates; 2) Improving the fiscal health of the University; 3) Creating a more inclusive environment; 4) Improving the efficiency and effectiveness of research and outreach support. The Mission Statement provides an effective basis for each of these initiatives and their goals.

Although the Subcommittee found that the process used to create, endorse, and approve the University Mission Statement was appropriate, the Subcommittee went further to determine the understanding and acceptance of the URI Mission Statement by faculty, staff, and students.

As part of an online survey of faculty and administrative staff conducted in fall 2006 (Appendix 2.8), four questions directly related to the Mission Statement were asked evaluating: 1) familiarity with the content of the new Mission Statement; 2) if one's understanding of the Mission Statement has a clear impact on how one's work is conducted; 3) if, upon review of the Mission Statement, one's role is reflected in the Mission Statement; and 4) if the Mission Statement reflects one's belief of the appropriate mission of a public institution of higher learning. One hundred and seventy-six faculty and administrative staff responded to the survey. Of those individuals, 67% agreed or strongly agreed that they were previously familiar with the content of the new Mission Statement and a strong majority (85%) believed that the Mission Statement was appropriate. While 79% agreed or strongly agreed that

the Mission Statement reflected their roles at the University, only 49% believed that the Mission has a clear impact on how they conduct their work at the University.

A sample of students was evaluated using brief in-class surveys administered in writing courses in fall 2006 (Appendix 1.2 Student Survey). One hundred and twenty-nine students from diverse majors participated, with all academic years represented: freshmen (22%), sophomores (31%), juniors (22%), seniors (19%), graduate students/other (6%). Four questions were asked, evaluating: 1) knowledge of the existence of the University Mission Statement; 2) familiarity with content of the University Mission Statement; 3) following review of the Mission Statement, if one's role is reflected in the Mission Statement; and 4) if the Mission Statement reflects one's belief of the appropriate mission of a public institution of higher learning. Results from the survey showed that 45% of the students knew of the existence of the Mission Statement, however, only 9% were familiar with its content. After reviewing the Mission Statement, 67% of students believed that their roles at the University were reflected within it, and 89% agreed or strongly agreed that the Mission Statement was appropriate.

The results of the surveys for faculty and administrative staff and for students show a very strong positive response towards the current Mission Statement as well as a strong connection between the Mission Statement and its reflection in the roles of both faculty/staff and students. Despite the Mission Statement's relevance, surveyed students appeared minimally aware of its existence or content. Of additional interest, only half of the faculty and staff who answered the survey viewed the University Mission as having a clear impact upon the conduct of their work.

The Subcommittee reviewed all of the mission statements of degree-granting colleges and academic departments and compared them to supporting documents from the 1996–1997 self-study. In 1996–1997, three of the nine degree-granting colleges had formal mission statements. The rest had paragraphs identifying goals. Of the nine departments documented by the 1996–1997 self-study, five identified philosophies or mission and four were program descriptions. There has been clear progress since that time: as mentioned previously, all of the nine degree-granting colleges and academic departments have formal mission statements. Approximately one-third of the mission statements are available on the University web site.

In order to evaluate the consistency of the college and department mission statements with the University Mission Statement, the Subcommittee created a scale of zero (0) to three (3) representing a range from "not contained" to "strongly reflected" to rate the mission statements of each of the colleges and academic departments. Comparisons included four activities (outreach, scholarship, teaching, civic engagement/service) and four values (collaboration, diversity, leadership, independent thought) that are emphasized in the University Mission Statement. Total scores (out of a possible 24) for the nine degree-granting units ranged from 12 to 24, with an average score of 18.7. The most highly correlated component was outreach, with civic engagement/service and scholarship also strongly reflected. Teaching, independent thought, and diversity were among the least reflected concepts in the mission statements of the nine colleges. In contrast, the academic department mission statements ranged in total score from 2 to 24, with an average score of 14.8. Most strongly reflected was teaching followed by scholarship, civic engagement/service, and outreach. Similar to mission statements of the colleges, the values of diversity and independent thought were among the least reflected concepts in academic department mission statements. (Appendix 1.3 Mission Statement Comparisons)

The Subcommittee observed that there was a wide range of scores among the various degree-granting colleges and academic departments and that the rankings of the individual concepts differed between the two groups. The mission statements of the nine colleges, when compared to those of academic departments, reflect a greater consistency with the University Mission. In the mission statements of both groups, values identified in the University Mission Statement were less well represented than were specific activities supportive of the overall University Mission.

The Subcommittee reviewed the January 24, 2006, letter from the RIBGHE confirming its approval of the 2006 University Mission Statement. In addition to its approval, the RIBGHE charged the University with using the Mission Statement as a foundation for: 1) revising the URI Vision Statement and developing prioritized goals, and 2) the development of college and department mission statements that are clearly connected to the University Mission. The RIBGHE also charged the University with institutionalizing its procedure for regular review and revision of the Mission and Vision statements, goals, and planning documents.

PROJECTION

The 2006 Mission Statement of the University of Rhode Island is reflective of the institution's current Vision Statement and is the foundation for University's 2006–2009 Strategic Plan. The Vision Statement, which was created in 1992 and reviewed by the Joint Strategic Planning Committee in 2003, will be formally reviewed in light of the new Mission Statement. The Mission Statement and its importance to the University community will be clearly communicated by the administrative leadership, and it will continue to be integrated into policies and decisions at University, college, and department levels. Individual degree-granting colleges and academic departments will ensure a consistency of their missions with that of the University through periodic review and revision. This is an important thread in determining expectations of student outcomes and the assessment of academic programs. A formal University-wide process will be implemented to assure currency and full disclosure.

INSTITUTIONAL EFFECTIVENESS

It is clear that while substantial progress has been made in the past decade, a more centralized and directed effort needs to be made towards ensuring the connectivity of the University Mission to the workings of the University. In conjunction with the academic leadership, the Joint Strategic Planning Committee of the University will be the unifying body to champion this effort.

Appendix 1.1 Mission Statements of Academic Units

Mission Statements: College of Arts & Sciences

College Mission Statement

The College of Arts & Sciences encourages excellence in teaching through our academic programs in the arts, humanities, social sciences, mathematics, and physical sciences; engages in internationally renowned programs of research, scholarship, and creative activities; and supports application of knowledge through outreach to serve the changing needs of the state, the country, and the world. The College offers graduate and undergraduate programs of research, scholarship and artistic expression. These programs enable students to understand the intellectual and cultural heritages in the global community, the physical world, rapidly changing technologies, and social, economic, and political developments. The College promotes students' ethical development and capabilities through critical and independent thinking, reading, and communicating. The College fosters breadth through engagement with theoretical foundations and basic skills, and depth through the intellectual challenges explored via intensive study in a field of concentration. Student-faculty interaction is enhanced through independent and collaborative experiences to inspire life-long learning and civic engagement.
4/18/07

Departmental Mission Statements:

African and African American Studies Program

URI and RIC have a joint major in African and African American Studies. The major in African American Studies is designed to help students meet the challenge of the globalism which has transformed economics and politics around the world. We begin with the objective of introducing students to the experience of Africans in the Diaspora (North American, Central and South America, the Caribbean, and Africa); recognition of the contributions and conditions of survival are explored in courses which address language and speech, history, culture, politics and economics using interdisciplinary methods. The objective is to provide both a critical perspective and an expansion of existing methods and analysis.

Art and Art History

The Department of Art and Art History within the College of Arts and Sciences offers three undergraduate degrees (BA Art, BFA Art, and BA Art History) and provides General Education and required courses for other programs in the university. The department educates art and art history students in the understanding, production, and analysis of visual art and culture. We teach Art students to develop technical competence in a range of media, acquire appropriate verbal and literary proficiencies, foster professional attitudes and goals, and awaken their creative, conceptual and art historical consciousness. Art History students develop skills to analyze and interpret works of art as expressions and products of social, cultural and historic conditions, to conduct research, and to write and speak effectively about art and architecture. We prepare students for diverse career opportunities and challenges in the field and impart the knowledge, practical skills, and critical thinking necessary for study at higher levels as well as lifelong appreciation of the visual arts.

Department of Chemistry

The mission of the Department of Chemistry at the University of Rhode Island is to:

- Educate students, both undergraduate and graduate, in the chemical sciences, including chemistry majors and students from other fields that require chemistry;
- Provide service to the University and the Profession;

  and
- Create and disseminate new knowledge created by research in chemistry and related areas with special emphasis on the energy, forensic, and materials sciences.

College Writing Program

The College Writing Program affirms and upholds the missions of both the University of Rhode Island and URI's College of Arts and Sciences. The College Writing Program endeavors to fulfill its function within those missions with the highest degree of

- rigor in the pursuit of teaching and scholarly excellence,
- responsible collaboration and appropriate interdisciplinary partnerships,
- outreach with the university and extramural communities,
- programmatic integrity.

Rhetoric's crucial role in the construction, maintenance, an on-going revision of public life has been recognized for centuries. As part of the Liberal Arts and General Education Core, rhetoric and composition can guide students in recognizing, valuing, and understanding difference as they work toward developing and expressing their own critical stances. As an academic discipline, rhetoric and composition guides undergraduate and graduate students in theorizing and disseminating the complexities of language use. As a set of public practices, rhetoric and composition can be an empowering component of the university's and college's outreach arm. The College Writing Program wholeheartedly strives to develop each of these aspects as appropriate to ever-changing university, disciplinary, and societal conditions.

Communication Studies

We prepare students to understand the dynamics and strategies of communication theory and practices so that they may adapt to the changing market place of ideas and careers, while receiving a broad-based liberal arts education. We are committed to the concept of a liberal arts education and we prepare students to think, write and speak critically and strategically. To that end we offer courses in areas such as public discourse and criticism, interpersonal communication, and oral interpretation of literature. New and exciting courses are being developed every year to address the changing dynamics of communication in a complex and challenging world.

Computer Science and Statistics

The mission of the computer science programs in the Department of Computer Science is to provide

students with in-depth education in the conceptual foundations of computer science, to develop in them the skills necessary to design and implement complex information processing systems, and to provide them the opportunity to understand and expand the connections and applications of computer science to other areas and disciplines. By combining with a strong education in mathematics, sciences, and the liberal arts and sciences, it prepares its students to be competent professionals and leaders in computer science practice, in applications to other disciplines, in research, and in the service to the many communities to which its students do and will belong.

Economics

The Department of Economics at the University of Rhode Island is an undergraduate learner-centered department. It is our mission to enable undergraduate students to understand and apply the tools of economics to enhance the decision and policy-making skills of members of society, from informed citizens and consumers to managers of business, government and public organizations. Further it is our mission to enable students to think critically about alternative views of economic issues. The faculty strives to accomplish this mission through sound teaching, learning, and research, and engaging in outreach activities that directly impact the lives of students and citizens in the state, nation, and international community. The department demonstrates its respect for the diversity of views that exist on economic issues and in economics teaching.

English

We endeavor to offer our students a set of life-long skills and practices linked to a knowledge base of literary and non-literary texts ranging from antiquity to the present day, and including English, North American, African, Caribbean and other works (both literary and filmic) in English as well as many influential works translated into English. The skills, practices and knowledges we offer our students include:
* Reading, asking productive questions of, and developing interpretive strategies for analyzing complex literary and non-literary texts;
* Writing in a lucid prose style with the ability to convey complex ideas about the cultural productions they engage with;
* Discovering one's own critical and creative "voice" and developing that voice in written and oral expression;
* Conducting extended research using both traditional and web-based research tools, and transforming the results of this research into original written compositions on literary and cultural topics;
* Understanding and articulating how literary and film texts are located in complex historical, cultural, ideological, and geopolitical contexts;
* Developing a general familiarity with the history of English, North American, African, Caribbean, post-colonial and other literary traditions, with an understanding of the range of genres, traditions, and innovations that have developed over time and across national boundaries;
* Discovering a tradition, genre, or period which is of special interest to the student and developing a deeper more complex knowledge of that sub-area of exploration;
* Developing a familiarity and a critical engagement with the range of theoretical and philosophical traditions that have come to inform literary and cultural studies;
* Refining their creative writing talents if they so desire with an eye towards publication opportunities.

In keeping with URI,s mission as a research institution, we foster active research and other professional activity among our faculty with the understanding that research, writing, publishing and participation in conferences enhances rather than diminishes teaching. We also promote an intellectual community for

students, full-time faculty, TAs, and part-time instructors through our ongoing Events and Readings series, which include regularly scheduled public appearances by visiting scholars, creative writers, and our own faculty, students and instructors. We offer opportunities for students to practice their skills and talents in extra-curricular experiential contexts such as our URI in England Program, our Internship Program, and our critical and creative writing contests. Overall, we endeavor to ensure that whatever their professional or creative goals, students majoring in English will be provided with the expertise to become active interpreters, rather than passive observers, of the world around them.

Film Media

The cross-disciplinary Program in Film Media is founded on several principles and convictions: that the critical, historical, and aesthetic study and the artistic making of film media are complementary skills and knowledge; that these are necessary to understand the inter-cultural and global theories and practices of the moving image, the modes of visual literacy, and the complexities of production, distribution, and reception; and finally that these skills and knowledge prepare students to participate in diverse cultures increasingly shaped and mediated by film media.

The Program's primary mission is to provide undergraduate students with excellent teaching of the critical, analytical, and artistic skills and knowledge necessary to grasp film media as a discrete but continuously evolving discipline with interdisciplinary methodologies, scholarly and pedagogical practices, as well as an art form engaged with multiple genres (fictive, non-fictive, avant-garde), technologies and forms of production. Production courses are taught under the supervision of professional filmmakers. Critical, historical, aesthetic and theory courses and internships serve the mission of the College of Arts and Sciences by developing skills and knowledge that students can bring to a number of professions within and outside film media industries, to graduate study in filmmaking and studies or to other disciplines and area studies. Because the Program is coordinated interdepartmentally with broad interdisciplinary perspectives, students develop proficiency in oral presentations, critical reading of texts and the "cinetext" from the silent to the digital era, writing that is critical, expressive, or analytical, budgeting and grant writing, computer skills and visual design, and a range of editing skills (sound, light, camera, mis-en-scene). Internships allow the resources of the University and the larger community (state, region, world) to come together synergistically, economically, and aesthetically.

Graduate School of Library and Information Studies

In support of the University of Rhode Island's mission, the Graduate School of Library and Information Studies exercises leadership in the global information age through research, service, and the preparation of knowledgeable and ethical professionals who can serve the library and information needs of a diverse society.

In fulfillment of its mission, the School supports the following six goals:

* Goal 1 (Planning and Evaluation): To support the School's vision, values, and mission through a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders.

* Goal 2 (Academic Program): Provide a foundation of knowledge that enables graduates to meet the School's stated educational outcomes, preparing students for leadership roles and information services by offering a high quality academic program.

* Goal 3 (Faculty): To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service.

* Goal 4 (Students): To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals.

* Goal 5 (Culture and Environment): To foster a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society.

* Goal 6 (Service and Outreach): To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region.

History

The Department of History at the University of Rhode Island provides academic learning for undergraduates, history majors, and MA graduate students. Centered in the "Humanities" in the College of Arts and Sciences, the department's teaching of history emphasizes the full range of human experience in different societies, time periods and cultures. Students develop skills in critical reading, writing, and research, and the department works closely with the School of Education in creating future teachers for the State of Rhode Island and throughout the nation. The faculty of the History department is actively engaged in fundamental research, publication and outreach to the public schools, the general public, and to state, national and international organizations.

Journalism

The study and practice of journalism require the acquisition and application of a broad base of knowledge, so Journalism majors at the University of Rhode Island pursue a professional course of study that is strongly grounded in the liberal arts. Along with General Education and Elective courses from other disciplines, the major requires students to explore the concepts and practices of contemporary American journalism. Within a social, historical, legal and ethical context, students acquire skills in gathering and synthesizing factual information and communicating it clearly to a variety of mass audiences. Journalism course work -- through individual and collaborative assignments -- focuses on reporting, writing, editing and producing the news for publication or broadcast. In addition, students who minor in journalism can focus on public relations or media issues, as well as print or broadcasting. And through its course offerings, the Department of Journalism provides non-majors a forum for studying the role of journalism and the mass media in society.

Mathematics

The interlocking aims of the Mathematics Department are to provide high quality, forward-looking instruction in mathematics for all students, at all levels; to encourage and develop the mathematical skills and talents of those undergraduates with a special intellectual and professional interest in mathematics; to train, at the graduate level, a corps of accomplished mathematical teacher/researchers; to advance the field of mathematics in our focused research areas; and to serve as a principal resource in mathematics for the University community.

Modern and Classical Languages and Literatures

The Department of Modern and Classical Languages and Literatures is committed to the teaching of modern and classical languages, literatures, and cultures as an indispensable part of the University's mission. Its unique mission is to advance foreign language proficiency and cross-cultural competency in times of growing internationalization and to make increasing contact between cultures a daily reality for its students, thus expanding their multi-cultural and global awareness. The Department promotes the internationalization of the URI curriculum through course work, study abroad and internships. It is central to the University's General Education program, to its diversity mission, and to the fulfillment of the University's role as a center of humanistic inquiry.

The Department offers undergraduate majors in five fields, Classical Studies, French, German, Italian, and Spanish, an MA in Spanish, and courses in Arabic, Chinese, Hebrew, Japanese, Linguistics, Modern Greek, Portuguese and Russian. With other departments it participates in the Comparative Literature Studies, Film and Media Studies, Latin American Studies and Linguistics programs. The department is also partnered with the Colleges of Business Administration, Engineering and Pharmacy and the Department of Textile Merchandising in offering dual degree programs.

Music

The Department of Music is a comprehensive professional department functioning within the broad University of Rhode Island framework. It is committed to offering (a) professional degrees in music at both the undergraduate and graduate levels (Bachelor of Music in Composition, Performance, and Music Education, and Master of Music in Performance and Music Education), (b) an undergraduate liberal-arts degree (Bachelor of Arts with specializations in jazz studies, music, and music history and literature), (c) three double-major programs (music and communication studies, elementary education, or psychology), two double-degree programs (music and computer science or business administration), (d) minors in music (jazz studies, music, music performance, and individual), and (e) courses that can be taken by the general university student including those in the University's General Education Program.

The Department of Music's graduate program is a comprehensive professional program committed to leadership in teaching, research/creative achievement and service at the local, state, regional and national levels. The program seeks talented graduate students from diverse musical, cultural, economic and ethnic backgrounds to form collaborations for learning, teaching and musicianship in a community of mutual respect. After completing the program, our graduate students will be recognized by their commitment to excellence and their performance as professionals.

One of the basic tenets of the graduate program in music is that for quality graduate education to thrive, research and creative achievement must coexist with and enhance the process of classroom, studio and other teaching. Faculty members, comprised of outstanding performers, scholars, conductors, composers, and administrators, serve as professional role models and are dedicated to teaching as well as research and/or creative endeavors.

Overall, through its diverse offerings, the multifaceted musical endeavors of its students and faculty, and its extensive concert, recital, and guest-artist programs, the Department of Music is committed to serving and furthering the cultural life of the University. The Department of Music, furthermore, shares in the values of the University as a whole to provide "strong undergraduate programs to promote students' ethical development and capabilities as critical and independent thinkers" (and artists), and to

foster graduate programs that "provide rigorous advanced study and research opportunities for personal and professional development." (University of Rhode Island Mission Statement) The Department also acts as a cultural center for the community, the state, and the region. In addition, the Department provides opportunities for the general university student and members of the Rhode Island community to participate in its performing organizations. It further provides service by sharing the professional knowledge and expertise of its members with the University, the state of Rhode Island, the New England region, and on a national and international basis.

Philosophy

The mission of the Department of Philosophy at the University of Rhode Island is (1) to provide undergraduate majors with a superb education in Philosophy that will provide a solid basis for post-graduate study or professional life; (2) to make a significant contribution to the university's General Education program; (3) to foster interdepartmental and intercollegiate collaboration by engaging in interdisciplinary teaching and research projects; and (4) to encourage outreach by faculty to the extramural community as public intellectuals.

Physics

The Department of Physics has two major responsibilities that are dependent on each other. The first is teaching physics to the university's students, both majors in our various undergraduate and graduate programs, and those with other majors that find physics underlies much of their own fields. The second is to carry out an active, well respected research program. This is necessary both for required training of our students, and for fulfilling an important function for the state.

Political Science

The Political Science Department faculty are dedicated to promoting personal and professional development in the area of Political Science and to preparing our students to both enter the professional world and to pursue advanced studies at the graduate level.

Psychology

Our Mission is...
to generate knowledge of basic psychological processes and contextual influences on psychological and physical functioning,
to apply knowledge to promote health and welfare in a pluralistic society by enhancing the functioning of individuals and social systems,
to translate knowledge into science-based programs, policies, and professional practices responsive to societal needs, and
to transmit knowledge through educational programs that inform individual development, provide understanding of human behavior, and prepare scientist-practitioners to become future leaders and innovators.

Sociology and Anthropology

The mission of the Department of Sociology and Anthropology at URI is to develop the ability of undergraduate students to understand and think critically and imaginatively about society, culture, and

social issues. These skills are necessary for informed citizenship and meaningful careers. We seek to foster an appreciation for social and intellectual diversity, an awareness of social inequality, and a commitment to social justice in a global framework through sound teaching, relevant research, and outreach to the local, state, national, and international community.

Theatre

The URI Theatre program provides a conservatory experience within a pre-professional liberal arts setting. The distinguished faculty, guest artists and staff place an equal emphasis on the theoretical and practical understanding of theatre. Artistically vibrant, relevant and rooted in collaboration, our unique production program enriches all students and serves the educational and cultural needs of the university and the greater community

Women's Studies

The discipline of women's studies has a vision of a world free from sexism. By necessity, freedom from sexism must include a commitment to freedom from national chauvinism; class, ethnic, racial, and heterosexual bias; economic exploitation; religious persecution; ageism; and ableism. Women's studies seeks to identify, understand, and challenge ideologies and institutions and knowingly or unknowingly oppress and exploit some of the advantage of others, or deny fundamental human rights. Thus, women's studies envisions a world in which all persons can develop their fullest potential.

Women's studies uses feminist and interdisciplinary methods to teach, conduct research, and expand existing bodies of knowledge. Critical thinking, the production of theory, and the assumption of community and global responsibility are integral to these methods. We are committed to deliberative processes that promote open expression and collaboration. Understanding the interrelationship between the personal and political, we support and promote feminist teaching and learning, research, scholarship, creative activity, and professional and community service.

Mission Statement: College of Business Administration

College Mission Statement

Our responsibility is to provide strong academic programs that instill excellence. We aim to (1) promote critical and independent thinking, (2) foster personal responsibility and (3) develop students whose performance and commitment mark them as leaders contributing to the business community and society. The College will serve as a center for business scholarship, creative research and outreach activities to the citizens and institutions of the State of Rhode Island as well as the regional, national and international communities.

Mission Statement: College of Continuing Education

College Mission Statement

1. To provide continuing education for adult students
2. To provide innovative higher education to traditional age students
3. To provide state-of-the art professional development programs

The three core areas form the foundation for the College's planning and strategy, its organizational structure and the allocation of available resources. They also provide support for the following objectives:

A. Conducting research into urban affairs
B. Creating community development policies and programs
C. Establishing partnerships with 7-12 grade schools, state agencies and community organizations

VALUES

We respect the dignity of each individual, valuing the diversity among us. We demand from members of our community an uncompromising integrity and pride, which is evident in our commitment to serve citizens of the State of Rhode Island and the immediate region.

Mission Statements: College of Engineering

College Mission Statement

The College of Engineering is a diverse community of scholars, learners, and professional staff, working together and dedicated to the development and application of advanced technologies, for the betterment of the quality of life. We are creative problem-solvers, innovators, inventors, and entrepreneurs, applying our skills for the advancement of knowledge, service to our community, and the economic development of the State of Rhode Island and beyond. We prepare our graduates to be global leaders in a wide-range of engineering disciplines and to create new knowledge, products, and services.

Departmental Mission Statements:

Chemical Engineering

Our department will be recognized as the preferred choice for chemical engineering education within New England, as a leader in innovative fundamental and applied research, and as a catalyst for economic development.

Civil and Environmental Engineering

Consistent with the missions of the University of Rhode Island and The College of Engineering, the Department of Civil and Environmental Engineering seeks to: prepare students to practice professionally

in the national and international marketplace in the field of Civil and Environmental Engineering through the provision of high quality undergraduate and graduate educational programs and research opportunities; provide an environment that encourages and supports faculty career development and professional/community service; actively promote diversity; and maintain a nationally recognized research program.

Electrical, Computer and Biomedical Engineering

Our mission is to be leaders in teaching, research, and service in the areas of electrical, computer, and biomedical engineering:

- To produce graduates who successfully practice engineering in the service of state and regional industries, government agencies, and national and international industries and who are capable of entering and succeeding in an advanced degree programs. To prepare our students for personal and professional success with awareness and commitment to their ethical and social responsibilities, both individually and in team environments.
- To have research programs that advance knowledge, help solve problems for government agencies and industry, and produce engineers with graduate degrees who are leaders in their field.
- To be of service to professional organizations by organizing conferences, editing journals, reviewing papers and acting in leadership positions. To provide industry with the engineering expertise needed for their success. To provide the information and analysis necessary for the success of government programs.

Industrial and Manufacturing Engineering

Consistent with the missions of the University of Rhode Island, and the College of Engineering, the department of Industrial and Systems Engineering seeks to:

1. Prepare students to practice professionally in the fields of industrial and manufacturing engineering through the provisions of high quality undergraduate and graduate educational programs
2. Provide an environment for satisfying faculty career development
3. Maintain a world renowned scholarly research program

Mechanical Engineering and Applied Mechanics

Provide high quality undergraduate and graduate education that will prepare graduates for successful careers in mechanical engineering and related fields. Conduct high quality research that supports our educational goals, state and national needs, and advances the state of knowledge in our fields of study. Provide professional expertise, service and outreach to local and national industries and agencies.

Ocean Engineering

The missions of the department of Ocean Engineering are (1) to provide high quality, undergraduate and graduate degree programs that prepare our students for professional careers in ocean engineering in industry, academia, and government, (2) to develop and maintain internationally recognized research programs in selected areas of ocean engineering, (3) to actively serve the profession and the community in the areas of our expertise, and (4) to provide a challenging work and learning environment where

diversity, community, scholarship, professional development, and excellence are valued and rewarded. The primary mission of the undergraduate degree program is to prepare students for successful careers in ocean engineering, for advanced studies, and for lifelong learning. The program is designed to provide our students with a strong base in fundamental sciences, mathematics, and engineering; a broad base in ocean engineering; opportunities for the integration of theory, experimentation, and design; appreciation of ethical, social and environmental issues in the practice of the profession; and strong oral and written communication skills.

Mission Statements: College of the Environment and Life Sciences

College Mission Statement:

We strive for excellence in teaching, research, and service. We prepare our students with the skills, knowledge, and insight to address the challenges of today's world and support their development as lifelong learners. We foster collaboration among our undergraduate and graduate students, staff, and faculty in experiential learning and provide opportunities for students to apply their knowledge beyond the University. We address contemporary problems through innovative, relevant, and scholarly research. We extend our research-based knowledge through community engagement in the tradition of our Land Grant and Sea Grant heritage and are dedicated to outreach and service to our state, nation, and global community.

Adopted by the Executive Council of the College of the Environment and Life Sciences on November 16, 2006.

Departmental Mission Statements:

Biological Sciences

The Department of Biological Sciences, one of the core science departments in the College of the Environment & Life Sciences, is committed to the discovery and communication of knowledge in biology. As teachers, our goal is to develop, in undergraduate and graduate students, an understanding of life processes, methods of biological inquiry, and the relevance of biology to social, political, and environmental challenges. As research scientists, our goal is to contribute new information to basic biological theories and to the fundamental understanding of life processes.

Cell and Molecular Biology

The mission of the Department of Cell and Molecular Biology is (1) to ensure that the undergraduate, graduate and professional students at the University of Rhode Island receive strong educational programs integrating cell and molecular biology; (2) to conduct high quality research that will provide important new knowledge and applications in the area of cell and molecular biology and contribute to the economic enhancement and diversification of the state; and (3) serve as a conduit for the effective transmission of scientific knowledge to the general public. This mission will be accomplished by maintaining a high quality faculty engaged in dedicated teaching, innovative research and relevant outreach programs for the citizens of the state, region and nation.

Environmental and Natural Resource Economics

The mission of the Department of Environmental and Natural Resource Economics (ENRE) is to study and to help others learn about:

1. The social and institutional structures, policies and procedures for effective management and sustainable development of marine, coastal and terrestrial environments and ecosystems;
2. The sustainable development, management, use of natural resources and the markets in which they are exchanged;
3. The consequences of natural resource development, management, use and markets on society, quality of life, and the environment.

ENRE will emphasize environmental and natural resource issues and policies relevant to Rhode Island and Southern New England, and will address matters of national and global importance. ENRE will place a high value on scholarly research, graduate student training, experiential education and outreach. We will link with other environmental programs within the University in a multi-disciplinary effort when such interactions are warranted, and provide a framework through which our internationally known program can interact with other institutions nationally and globally.

Fisheries, Animal and Veterinary Science

The mission of the Department of Fisheries, Animal and Veterinary Science is to teach, conduct research, and offer extension service in the field of animal production. Production refers to the capture, culture, reproduction, management and health of animals in both natural and contrived environments. Animals include, but are not limited to, molluscan, crustacean, piscine, avian and mammalian species. Teaching is at both the undergraduate and graduate levels including physiology, pathology nutrition, genetics, endocrinology, aquaculture, and fisheries. Such a curriculum should ensure the development of technicians and scientists able to efficiently and responsibly produce many species of animals, and to protect them from environmental insult.

Geosciences

The Geosphere, composed of the physical and chemical Earth, its atmosphere and its water, is the center of the global ecosystem. It is the ultimate source and repository for all resources, as well as the substrate for the Biosphere. The Geosciences, therefore, are highly multidisciplinary, drawing from and contributing to all sciences. Unique among all other sciences, however, the Geosciences provide a key historical dimension for understanding current problems and developing their solutions.

The Geosciences Mission is tripartite:

- To prepare undergraduate and graduate students to pursue rewarding careers and assume leadership roles in the Earth Sciences;
- To advance in a substantive and internationally recognized fashion our understanding of the origin of, and processes affecting, the co-evolution of the Geosphere and Biosphere;
- To serve as a resource for the people of the State of Rhode Island and elsewhere to help them understand their geological heritage, and wisely use and conserve the Earth resource.

The Department specializes in the study of active processes that continue to shape the earth and its resources. These processes, however, are best understood and interpreted through the powerful

historical lens of the geosciences. This focus – balancing current process-based research in a historically aware context – strategically places us in an optimal position to develop multidisciplinary solutions to regional and national issues involving sustainability, conservation, and restoration of the Geosphere.

Marine Affairs

The mission of the Department of Marine Affairs is to provide leadership in the management of marine and coastal environments through distinction in teaching, research, and outreach programs. The department's teaching mission is accomplished through degree programs at the Bachelor's, Master's, and Doctoral levels. Through their coursework, independent research and internships, students develop the research, communication, and leadership skills necessary to make important professional contributions in the sustainable management of ocean and coastal resources. Department faculty engage in research on a wide range of issues related to the central mission of sustainable and effective ocean and coastal management. The faculty demonstrates "real world" applications of a Marine Affairs education through involvement with government, business, professional groups, and non-governmental organizations.

Natural Resources Science

The overall mission of the Department of Natural Resources Science is to conduct the highest quality research, teaching and outreach activities that address the science and management of natural resources. In pursuit of this mission, the Department uses a truly multidisciplinary approach to educate its students and to solve complex environmental problems. Additionally, the Department strives to achieve national and international excellence and recognition within its two primary focus areas: Wildlife and Conservation Biology and Ecosystem Science and Management. Within these focus areas we:

- Educate students in fundamental principles and techniques necessary to maintain biodiversity and ecosystem integrity,
- Conduct high caliber research to foster environmental quality and the sustainability of natural resources,
- Convey this knowledge to our peers, decision-makers, and citizens, and
- Accomplish our mission by using an integrative, interdisciplinary, multi-scale approach to address critical environmental issues facing society

Our faculty and staff work from a shared vision of achieving national and international prominence through:

- Seamless integration of teaching, research, and outreach,
- Recognition of the values and unique benefits provided by a diverse student body, faculty, and staff (Commitment to Diversity),
- The effectiveness of our graduates in advancing knowledge and solving environmental problems, and
- The practical value of the research we do to enhance environmental quality and the sustainability of natural resources.

Nutrition and Food Sciences

The mission of the Department of Nutrition and Food Sciences is to provide quality education for students training to become professionals in nutrition, dietetics, and food science and for other students

seeking information in these areas for their fields of study or personal use. TheDepartment conducts research in nutrition and food science and places emphasis on training graduate and undergraduate students. The Department serves as a resource for professionals, industry and, where appropriate, the general public in areas related to food and nutrition.

Plant Sciences

VISION

The faculty, staff and students of the Plant Sciences Department strive to excel in teaching, research and outreach in the sciences of horticulture, turfgrass management, entomology, and plant pathology. Our research targets sustainable landscapes and agriculture, and vector-borne diseases. Our outreach efforts address the needs of the citizens and green industries of Rhode Island.

MISSION

The Department of Plant Sciences at the University of Rhode Island works to improve the environmental, economic and social sustainability of landscaped, agricultural, and natural ecosystems, and the control of vector borne diseases by …

- discovering and disseminating new knowledge in plant biology, turfgrass management, entomology, and plant pathology
- delivering compelling education and experiences
- developing and applying useful methods, applications and understanding

Mission Statement: Graduate School of Oceanography

Mission Statement:

The Graduate School of Oceanography (GSO) of The University of Rhode Island (URI) is dedicated to excellence in marine-related scientific research, education, and public service. Our goal is to be the premier academic marine research institution in the world. While the ultimate purpose of the research program is to make significant contributions to the understanding of global earth systems, the intent of the academic component is to educate marine scientists to conduct fundamental research to meet the needs of Rhode Island, the nation, and the world. The institution's public service responsibility is to be a resource for the state and its citizens on marine matters, as well as contributing to the needs of the nation and of developing countries.

To achieve this goal will require modern facilities and instrumentation, a stimulating intellectual climate, an environment and infrastructure which encourages and rewards creative thinking in earth science, and a long-term strategy to guide growth and development. These attributes will in turn help attract the brightest and most imaginative faculty, students and staff. In the process of pursuing these goals, the intent is to be a source of pride and an economic asset to the University and to the State of Rhode Island. GSO strives to attain this preeminence without losing sight of humanistic values and aesthetic concerns.

Mission Statements: College of Human Science and Services

College Mission Statement:

We collaboratively create, disseminate, and apply knowledge to improve practice, interpret culture, inform policy, and develop economic, educational, health, material, and social resources for individuals, children, families, communities, business and industry.

Departmental Mission Statements:

Department of Communicative Disorders

The major mission of the Department of Communicative Disorders is to develop clinically competent speech-language pathologists and audiologists by providing master's and doctoral level students with a comprehensive curriculum and broad practical opportunities. In addition, the department provides undergraduate majors with an opportunity to achieve a Bachelor of Science degree and a sufficient background to become successful graduate students. Each department member is committed to research and service activities.

Department of Human Development and Family Studies

The mission of the Department of Human Development and Family Studies is to enhance diverse individual and family well-being through interdisciplinary, lifespan academic programs, research, service and outreach initiatives. Academic programs prepare students to function as leaders in educational, human service, and clinical settings. Integral to the mission is expansion of our leadership role in the discovery, evaluation, dissemination, and application of knowledge for the benefit of children and adults, families, and communities.

The essential components of the mission are:

* understanding individual and family lifespan development and its implications in applied settings such as early childhood education programs, youth programs, colleges and universities, personal financial counseling, family therapy, senior centers and nursing homes;
* understanding the cultural, economic, sociological and political forces that affect individuals and families;
* embracing diversity and developing culturally competent faculty, staff, and students;
* improving programs and services for children, adolescents, younger and older adults, college students, and families;
* shaping public policy related to individuals and families through high quality teaching, research, service and outreach.

Department of Kinesiology

The Department of Kinesiology perceives its primary mission as providing undergraduate and graduate training programs in teacher education and the allied health sciences, conducting research, and delivering services throughout the state and community. Activities of the department focus on

improving both the quality of life and the ultimate work capacity of individuals through health and fitness promotion. The major goals of the department are:

1.Providing undergraduate and graduate professional preparation curricula in a variety of career areas within the broad field of health and physical education.

2.Providing a sound program for University students of all ages desiring to realize the health-related benefits of human movement, exercise, and fitness.

3. Providing leadership and service in health promotion, physical education, and sports on the state and national levels by conducting scientific research and scholarly writing, initiating innovative life-span programs, furnishing leadership in professional organizations, and providing consulting and resource services to the state and the University community.

Department of Physical Therapy

We are dedicated to graduating doctors of physical therapy competent in providing physical therapy to a variety of patient/client populations in Rhode Island and nationwide; who value the need for and use of evidence in practice and ; who are committed to professional development through life long learning; and are active contributors to their communities. The Program aspires to advance the theory and practice of PT and provide service to the University, State, and nation. The Program works to promote the profession, interacting communities and related disciplines.

School of Education

The mission of the University of Rhode Island's School of Education is to prepare future professionals to be exemplary practitioners and scholars. To achieve this mission, faculty seek to generate, use, and disseminate knowledge about teaching, learning, and human development and strive to establish and maintain partnerships for the purpose of addressing and resolving critical educational problems that impede and impact the learning of children and youth.

Department of Textiles, Fashion Merchandising and Design

The mission of the Textiles, Fashion Merchandising and Design (TMD) Department in the College of Human Science and Services at the University of Rhode Island is to create and extend knowledge about the production, distribution, and consumption of textile, apparel, and related products both in Rhode Island and the northeastern United States, and beyond to the global community. Undergraduate and master's-level graduate students prepare for careers as professionals in business, industry, education, government and cultural institutions. The Department's efforts are aligned with the regional textile and apparel industry: (1) specialized textile manufacturing, particularly quality control, dyeing and finishing, (2) production and marketing of textile, apparel, and interior furnishings products, (3) design of apparel and interiors, and (4) the interpretation and conservation of historic textiles and costume.

The mission is achieved by offering a curriculum that includes general education and opportunities for experiential learning to complement the major courses. The mission depends on a faculty current in their sub-disciplines and active in research. To augment both research and instruction, TMD maintains a textile gallery, a historic textile and costume collection, and laboratories for textile science, textile conservation, and apparel studies.

Mission Statement: College of Nursing

College Mission Statement

The College of Nursing is committed to excellence in nursing education, clinical practice, nursing research, and community service. The College prepares nursing students to be effective clinicians and leaders who will work to improve the health and health care of the people of Rhode Island and beyond, and contribute to the nursing profession through professional, scholarly, legal, and political activities.

The Baccalaureate Program prepares individuals to assume the role of professional nurses who can practice in a variety of health care settings. The master's program prepares nurses to assume leadership roles as advanced practice nurses, educators, and administrators. The doctoral program prepares nursing scholars and researchers who can contribute to the advancement of nursing knowledge and improvement of clinical practice.

The faculty is committed to promoting students' ethical development, critical thinking, responsible practice, an attitude of scholarship, and motivation for life-long learning. Students are sought from diverse cultural economic and ethnic backgrounds. Close student-faculty interaction is fostered and students are viewed as partners in the educative process. Interdisciplinary partnerships and research involving faculty, students, and clinicians from within and outside the University are strongly encouraged.

The faculty is proactive in both shaping and responding to changing health care needs and changing nursing roles within society through collaboration with health care and government agencies, professional organizations, and other educational institutions. The College strives for excellence in accomplishing its mission through cooperative governance and ongoing evaluation.
(2004)

Mission Statements: College of Pharmacy

College Mission Statement

The mission of the College of Pharmacy is to educate Doctor of Pharmacy degree students in the pharmaceutical sciences and in patient care, to train Masters and Doctoral degree students in pharmaceutical and biomedical research, and to provide service in these disciplines at state, national and international levels..

Departmental Mission Statements

Department of Biomedical and Pharmaceutical Sciences

The mission of the Department of Biomedical and Pharmaceutical Sciences is to educate Doctor of Pharmacy degree students in the pharmaceutical sciences, to train Masters and Doctoral degree students in pharmaceutical and biomedical research, and to provide service in these disciplines at state, national and international levels.

Goals

Academics

- Educate professional degree students in Biomedical and Pharmaceutical Sciences (PharmD., BS Nursing, BS Pharmaceutical Engineering)
- Educate and train professional and graduate students, and postdoctoral fellows to lead in the advancement of scientific discovery in the biomedical and pharmaceutical sciences toward a greater understanding of human health
- Innovate in the development and delivery of pharmaceutical education.
- Provide experiential learning sites that broaden professional degree students' knowledge base
- Pursue and develop novel resources for the recruitment and support of a diverse student and faculty body

Research

- Recruit and retain dedicated, expert, and productive faculty to educate, train, and inspire all students, and to generate new knowledge for the advancement of human health
- Mentor junior faculty in the pursuit of excellence in research
- Establish and maintain state-of-the-art research facilities to improve the competitiveness of faculty research programs
- Develop a nationally competitive extramurally funded research program
- Encourage collaborative research between faculty in the biomedical, pharmaceutical and clinical sciences

Service

- Foster a strong sense of community, caring and respect between all students, faculty and staff in the Department
- Encourage all faculty and students to play an active role in local and national pharmaceutical and biomedical organizations
- Provide service to the broader scientific community at national and international levels

Department of Pharmacy Practice

The Department of Pharmacy Practice is committed to excellence in teaching, scholarship, and service. Through innovative teaching methods, the Department provides the skills necessary to foster critical thinking and the optimal use of medications, while promoting professionalism. The graduate program trains students to conduct and advance health systems research. The faculty and graduate students initiate and collaborate in research focusing on the improvement of patient care and public health while incorporating current research findings into daily practice. The Department provides leadership and service to the University, the community, and healthcare professionals through the provision of patient care, educational activities, and participation in professional and governmental organizations.

The Mission focuses on 3 areas:

Education

The Department of Pharmacy Practice is responsible for the education of pharmacy students in the acquisition, integration and application of new pharmacotherapeutic knowledge to the care of all

patients. The educational mission is accomplished through teaching pharmacotherapeutics and traditional practice skills to pharmacy students in the classroom, as well as through the provision of early and advanced practice experiences, also known as the "capstone" experiences, at both established and innovative practice sites. The Department is committed to the use of innovative technology to advance the educational mission and to the development of elective tracks that provide graduates with state-of-the-art knowledge and experiences. The development of skills emphasizing professionalism and personal responsibility, life-long learning, communication, critical thinking and decision making are the primary focus of the educational programs of the department. The mentoring of pharmacy students to reach their full potential as competent and caring pharmacists, educated and ethical citizens, and future leaders respected both in their profession and community is the core tenet of the department.

The Department of Pharmacy Practice supports pharmacy residencies and fellowships to provide pharmacists with opportunities to advance their competency as practitioners, educators and scholars to the benefit of the citizens of Rhode Island and beyond.

Scholarship

The Department of Pharmacy Practice is responsible to the profession and society for generating, disseminating and applying research that advances patient care, the profession of pharmacy and the education of pharmacy students. The research mission is accomplished through scholarship that generates new knowledge on pharmacotherapy and health promotion, develops new practice models and includes the scholarship of teaching. The Department is committed to creating an environment that supports and respects diverse programs of scholarship and encourages the highest quality of research by all faculty, fellows, residents and students.

Service

The Department of Pharmacy Practice is responsible for providing leadership in the promotion of rational and effective pharmacotherapy that advances the quality of healthcare in Rhode Island, as well as regionally and nationally. The Department also serves the College and University through leadership and participation in activities of the entire academic community. The service mission is accomplished through activities ranging from direct patient care, education of other health professionals, and development of innovative practice models to leadership on boards of trustees of health systems, and University and legislative committees, as well as through other professional, healthcare and governmental organizations.

Appendix 1.2 Student Survey

As you may be aware, the University of Rhode Island will be undergoing re-accreditation of its programs in fall 2007 by the New England Schools and Colleges (NEASC). In preparation for our site visit, a self-study is underway, with multiple areas being addressed and information being gathered in many ways, including through surveys. We are conducting a brief survey in a sampling of URI students. Please take the next 5 minutes or so to answer the following questions. Your participation is greatly appreciated!! Thanks, The Mission and Purposes Subcommittee

PLEASE IDENTIFY YOUR MAJOR:_____

Circle Your Current Year: Freshman Sophmore Junior Senior Other_____

Please use the following scale to respond to the questions below:

SD-strongly disagree, D-disagree, N= neither agree or disagree, A-agree, SA-strongly agree

1. Prior to this survey, I was aware of the existence of the URI Mission Statement.

Circle ONE: SD D N A SA

2. Prior to this survey, I was adequately familiar with the content of the URI Mission Statement.

Circle ONE: SD D N A SA

Please review the Mission Statement of the University of Rhode Island and answer the following two questions:

Mission

The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island's heritage of independent thought, we value:

- *Creativity and Scholarship*
- *Diversity, Fairness, and Respect*
- *Engaged Learning and Civic Involvement*
- *Intellectual and Ethical Leadership*

3. The Mission Statement reflects my personal URI experience.

Circle ONE: SD D N A SA

4.) The URI Mission Statement reflects my beliefs of what a public institution of higher learning should be doing.

Circle ONE: SD D N A SA

*********TURN SURVEY OVER**********

The following questions reflect your opinions about academic honesty and diversity.

Please use the following scale to respond to the questions below:

SD-strongly disagree, D-disagree, N= neither agree or disagree, A-agree, SA-strongly agree

1. I have or know someone at URI who has turned in work that is not his or her own.

Circle ONE: SD D N A SA

2. I consider cheating a problem on campus.

Circle ONE: SD D N A SA

3. My professors uphold academic integrity by monitoring cheating in the classroom.

Circle ONE: SD D N A SA

4. URI welcomes diversity on campus.

Circle ONE: SD D N A SA

THANK YOU!!!!

APPENDIX 1.3 MISSION STATEMENT COMPARISONS

NEASC URI Self-Study Mission and Purposes Subcommittee

In addition to this informational worksheet, this excel file has three other sheets
that contain data that supplement the Mission and Purposes self-study report.
Please refer to the appraisal section of the report for study description.

Sheet #2: Comparison of College Mission Statements with respect to the University Mission Statement

Sheet #3: Comparison of Department Mission Statements with respect to the University Mission Statement

Sheet #4: Comparison of College vs Departments with regards to Correlation with URI Mission

College Mission Statement Comparisons with University Mission Statement Jun-07

0=not contained
1 = weakly reflected
2 = adequately reflected
3 = strongly reflected

	Activities				Values					
	Outreach	Scholarship	Teaching	Civic Engage-ment/Service	Collaboration	Diversity	Leadership	Independent Thought	SUM:	AVERAGE:
Average of All Colleges:	3.00	2.44	2.00	2.78	2.33	1.78	2.33	2.00		
Rank of Degree of Reflection of URI Mission:	1	3	6	2	4	8	4	6		
College of Arts and Sciences	3	3	3	3	3	3	3	3	24	3.00
College of Business Administration	3	2	1	2	0	2	3	3	16	2.00
College of Continuing Education	3	1	3	3	3	2	0	0	15	1.88
College of Engineering	3	3	2	2	2	3	3	3	21	2.63
College of the Environment and Life Sciences	3	3	3	3	3	1	2	2	20	2.50
College of Human Science and Services	3	1	0	3	3	1	1	0	12	1.50
College of Nursing	3	3	3	3	3	3	3	2	23	2.88
College of Pharmacy	3	3	3	3	3	1	3	3	22	2.75
Graduate School of Oceanography	3	3	0	3	1	0	3	2	15	1.88
sum	27	22	18	25	21	16	21	18		
average	3.00	2.44	2.00	2.78	2.33	1.78	2.33	2.00		

	SUM:	AVERAGE:
average	18.67	2.33
high	24.00	3.00
low	12.00	1.50

Department Mission Statement Comparisons with
Univesity Mission June 2007

0=not contained
1 = weakly reflected
2 = adequately reflected
3 = strongly reflected

	Activities				Values					
	Outreach	Scholarship	Teaching	Civic Engage-ment/Servic	Collaboratio	Diversity	Leadership	Independent Thought	SUM:	Average:
average:	2.07	2.63	2.67	2.12	1.91	1.56	1.77	1.16		
Rank of Degree of Reflection of URI Mission:	4	2	1	3	5	7	6	8		
African and African American Studies	1	1	2	1	3	3	0	1	12	1.50
Art	0	3	3	1	1	1	0	1	10	1.25
Chemistry	3	3	3	3	2	0	3	2	19	2.38
College Writing Program	3	3	3	2	3	3	1	3	21	2.63
Communication Studies	0	0	2	0	0	0	0	0	2	0.25
Computer Science and Statistics	0	1	3	2	2	0	3	1	12	1.50
Economics	3	2	3	3	1	3	1	1	17	2.13
English	0	3	1	0	2	3	1	2	12	1.50
Film Media	2	3	3	1	3	3	0	0	15	1.88
Graduate School of Library and Information Stuc	3	3	3	3	3	3	3	3	24	3.00
History	3	3	3	3	3	3	0	0	18	2.25
Journalism	0	0	2	0	1	0	0	0	3	0.38
Mathematics	0	3	3	1	0	0	0	0	7	0.88
Military Science	0	0	1	2	0	0	3	0	6	0.75
Modern and Classical Languages and Literatures	2	2	3	3	3	3	1	0	17	2.13
Music	3	3	3	3	3	3	3	3	24	3.00
Philosophy	3	2	3	1	3	0	0	3	15	1.88
Physics	3	3	3	1	2	0	0	0	12	1.50
Political Science	0	2	3	0	0	0	0	0	5	0.63
Psychology	1	3	2	1	0	3	3	3	16	2.00
Sociology and Anthropology	3	3	3	3	1	3	3	3	22	2.75
Theatre	2	1	1	0	3	0	0	0	7	0.88
Women's Studies	2	3	1	2	2	3	1	3	17	2.13
Chemical Engineering	2	3	2	1	1	0	3	2	14	1.75
Civil and Environmental Engineering	0	3	1	2	0	3	2	0	11	1.38
Electrical and Computer Engineering	3	3	3	3	3	0	3	2	20	2.50
Industrial and Manufacturing Engineering	0	3	3	0	0	1	3	0	10	1.25
Mechanical Engineering and Applied Mechanics	2	2	2	2	2	1	0	0	11	1.38
Ocean Engineering	2	3	2	3	1	3	2	2	18	2.25
Biological Sciences	0	3	3	0	2	0	1	1	10	1.25
Cell and Molecular Biology	3	3	3	3	3	1	3	1	20	2.50
Environmental and Natural Resource Economics	3	3	2	3	3	3	2	1	20	2.50
Fisheries, Animal and Veterinary Science	3	3	3	2	0	0	2	0	13	1.63

Geosciences	3	2	2	3	3	1	3	1	18	2.25
Marine Affairs	3	2	3	3	2	0	3	1	17	2.13
Natural Resources Science	3	3	3	3	3	3	3	2	23	2.88
Nutrition and Food Science	3	3	3	3	3	3	3	2	23	2.88
Plant Sciences	3	3	3	3	3	2	3	0	20	2.50
Communicative Disorders	0	1	2	1	0	0	0	0	4	0.50
Human Development and Family Studies	3	3	3	3	3	3	3	1	22	2.75
Kinesiology	3	3	1	3	2	0	3	0	15	1.88
Physical Therapy	3	3	3	3	0	2	2	1	17	2.13
School of Education	2	2	2	3	0	0	0	0	9	1.13
Textiles, Fashion Merchandising and Design	2	3	3	2	1	0	0	0	11	1.38
Biomedical and Pharmaceutical Sciences	3	3	3	3	3	3	3	3	24	3.00
Pharmacy Practice	3	3	3	3	3	1	3	1	20	2.50
sum:	89	113	115	91	82	67	76	50		
average:	2.07	2.63	2.67	2.12	1.91	1.56	1.77	1.16		

Average:	14.85	1.86
Minimum:	2	0.25
Maximum:	24	3

Jun-07

CONTRASTING THE RELATIONSHIP OF COLLEGE AND DEPARTMENT MISSION STATEMENTS WITH THE URI MISSION

0=not contained
1 = weakly reflected
2 = adequately reflected
3 = strongly reflected

	Activities				Values			
Colleges	Outreach	Scholarship	Teaching	Civic Engage-ment/Service	Collaboration	Diversity	Leadership	Independent Thought
Average of All Colleges:	3.00	2.44	2.00	2.78	2.33	1.78	2.33	2.00
of Reflection of URI Mission:	1	3	6	2	4	8	4	6

	Activities				Values			
Departments	Outreach	Scholarship	Teaching	Civic Engage-ment/Service	Collaboration	Diversity	Leadership	Independent Thought
Average of all Departments:	2.07	2.63	2.67	2.12	1.91	1.56	1.77	1.16
of Reflection of URI Mission:	4	2	1	3	5	7	6	8

Observations:

Values are under-represented in mission statements of colleges and departments
Rankings of colleges and departments are dissimilar
Wide range of values amongst colleges and departments
Colleges were more consistent with the URI mission statement than were departments

STANDARD TWO: PLANNING AND EVALUATION

The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

DESCRIPTION

THE EVOLUTION OF PLANNING SERVICES AT URI

Since the last full accreditation self-study, the University has twice reassessed its governance and strategic planning infrastructures, and the tools and methodologies by which academic programs and departments are evaluated. These assessments provided the impetus for reorganizing the governance and strategic planning structures. In 2003, the University created both the Office of Planning Services and the Joint Strategic Planning Committee to provide more effective shared governance, institutional strategic planning, and evaluation. Further, the President reorganized Strategic Planning and Institutional Research (SPIR) and first reassigned Institutional Research to the Office of the Vice Provost for Information and Technology Services and more recently to Vice Provost for Academic Affairs. These changes will provide better support for collecting, analyzing, and reporting URI's institutional data and better integration with assessment activities, also under the Vice Provost for Academic Affairs.

The mission of the Office of Planning Services is to provide "consultation and support to achieve the integration of University-wide planning with regard to fiscal, facility, academic, and fund raising. The Office provides assistance to the Vice Presidents of the four divisions within the University, as well as departments and key planning committees of the University."

A Faculty Senate bill creating the Joint Strategic Planning Committee (JSPC) was passed and approved by the President in 2003 (http://www.uri.edu/facsen/B%2302-03--23.html). The mission of the JSPC is to advise the President and the Faculty Senate about broad policies affecting the general direction of the University. It assists in the creation, implementation, and monitoring of the Strategic Plan. The committee reviews and contributes priority items for the budget, the Capital Planning priorities in conjunction with the long-range campus master plan, the Capital Campaign, and any other issues of a strategic nature. The committee often reviews data, trends, and reports as they relate to higher education and the future of the University.

Included in the membership of JSPC are the President, the Provost and the four other Vice Presidents, the Faculty Senate Executive Committee, a representative from the Council of Deans, the presidents of both the Student Senate and the Graduate Student Association, and two appointees from the University staff. (Appendix 2.1 Key Committees) The two directors of Planning Services serve as ex-officio staff support for the committee. The JSPC meets approximately every three weeks, and meeting minutes are posted to the Faculty Senate web site (http://www.uri.edu/facsen/JSPC.html). During its first two years, the committee monitored the progress of the University Strategic Plan in Measuring Progress: 2003–2006 (http://www.uri.edu/pspd/ps_pp.php) and reviewed reports and trends impacting higher education in preparation for the development of the next plan.

In the summer of 2005, the JSPC articulated four strategic initiatives for a new strategic plan: Steps Toward Transformation 2006–2009. (Appendix 2.2 Strategic Plan 06–09) These initiatives are aligned with goals articulated by the Board of Governors and with the vision and mission of the University. In addition, they respond to trends impacting the University and higher education. The divisions of the University developed the goals and action steps for accomplishing the strategic priorities articulated by the JSPC. After its review, the JSPC endorsed the plan. The plan was disseminated widely across campus and is made available on the Planning Services web site (http://www.uri.edu/pspd/). The divisions have since developed corresponding concrete action plans and metrics for

accomplishing them. The President's annual management letters to the Board document progress on meeting the Plan's objectives as well as other significant University initiatives. (Appendix 2.3 Management Letter)

THE URI PLANNING PROCESS

One of the goals of the reorganized planning process at URI is to promote more broad-based participation and collaboration among University constituents. Another is to align and integrate division and department goals and strategies with overall University initiatives. Planning Services assists in identifying, developing, and facilitating key committees focusing on defined areas of University planning and articulates the process for communication among them. The newly created and/or redesigned permanent planning committees at the University include the JSPC, the Campus Master Plan Review Team, and the Space Enhancement, Design, and Allocation (SEDA) Committee. Some *ad hoc* planning groups include the Financial Aid Leveraging Committee, the Enrollment Management Committee, and the URI Digital Task Force. Flow charts, committee reports, and other planning materials are available to the campus community through the Planning Services web site and are included in Appendix 2.4 URI Planning Process.

Planning at the University is data-informed. Reports, trend analysis, peer comparison data, and national reports are used with regularity to inform planning. The Office of Planning Services works closely with the Office of Institutional Research (IR), which collects, organizes, analyzes, interprets, reports, and archives data from University and other sources. IR periodically reports to constituencies external to the University such as the Federal Department of Education, Rhode Island Office of Higher Education, National Collegiate Athletic Association, New England Land Grant Universities consortium, New England Board of Higher Education, the Consortium for Student Retention Data Exchange, the Common Data Set Exchange, the American Association of University Professors, the *U.S. News and World Report* survey, and other annual surveys. Internally, these surveys and their underlying data are provided to the JSPC, University administration, and other University constituencies to support decision-making, planning, and evaluation. Nonconfidential information is made available on the IR website for public use (www.uri.edu/ir).

The integration of budget and planning in the allocation of resources to strategic priorities is a critical component of the planning process. The Budget Office works closely with Planning Services and the JSPC to ensure that strategic priorities are funded. The Director of Budget and Financial Planning regularly reports to and seeks input from the JSPC on budget issues at varying times throughout the year. (Appendix 2.5 Budget Timeline) The Budget Office and Planning Services have developed collaboratively a process for reviewing and funding new strategic initiatives beyond the division's current budget allocation. (Appendix 2.6 Budget Form) This process involves new budget items being brought forward through the Provost and the other Vice Presidents to the President's Team and to the JSPC for recommendation of funding consideration. In its formal yearly budget request to the State of Rhode Island for funding, the President and Budget Office clearly reflect the strategic priorities and the related funding in the budget request submission. See http://www.uri.edu/pspd/planserv/FY%2008%20Budget%20Request%20locked.pdf for the most recent request.

Facilities planning is also vital to the process. Ten years ago, the University did not have a consistent policy to guide it in making long-term physical development decisions. URI now has detailed plans for its Kingston and Narragansett Bay Campuses and is finalizing plans for its North District (http://www.uri.edu/pspd/index.php). The Campus Master Plan provides benchmarks for objectives governing all major capital decisions related to the physical development of the University. Accomplishments under this Campus Master Plan are more fully discussed in *Standard 8: Physical and Technological Resources*.

Key committees are used both to seek broad input into facilities planning, as well as align physical planning with

overall academic and institutional planning. The Campus Master Plan Review Team meets monthly to oversee the long- and short-term physical development of the campus and its adherence to planning priorities as articulated in the Campus Master Plan. (Appendix 2.1 Key Committees) The Committee is comprised of a faculty representative from the JSPC in addition to several other faculty members, administrators, and student representation. The JSPC receives regular updates from the Campus Master Plan Review Team. Recommendations for funding major capital projects are forwarded to the JSPC for consideration and recommendation to the President.

The Space Enhancement, Design, and Allocation Committee was formed in 2001 to ensure campus-wide representation for space planning, to enhance campus communication, and to determine priorities. Guided by the Campus Master Plan and the University's Strategic Plan, SEDA works to establish and implement the priorities of the University with respect to space. The committee meets monthly to review space requests, to plan and to make recommendations to the Office of Capital Planning and Design (http://www.uri.edu/pspd/ps_seda.php). In its first year, the committee developed a set of space policy guidelines that were later endorsed by the Faculty Senate. Relevant space policies are available at http://www.uri.edu/pspd/ps_sp.php.

THE ACADEMIC PROGRAM EVALUATION PROCESS

To ensure that actions are carefully aligned with the University's overall mission and vision for the future, progress is monitored and reported annually through the President's Management Letters. (Appendix 2.3: Management Letter) Measures of success are outlined in the Strategic Plan metrics against which progress is evaluated. Reports are made widely available at http://www.uri.edu/pspd/.

Since the last accreditation cycle, academic program evaluation has gone through significant changes. The system for academic program evaluation previously consisted of a quantitative financial analysis called the Program Contribution Analysis (PCA) and a more qualitative process called the Program Quality Review (PQR) in which programs were extensively reviewed on teaching, research, and outreach activities on a seven-year rotational basis. After some review of the effectiveness and utility of these individual instruments, from 2003–2005 these processes were replaced by a single instrument that included both elements of quantitative financial cost-benefit and measures of quality. Known as the Academic Improvement and Investment Model (AIIM) and developed in cooperation with Thomas Murphy and Associates, an extramural management consulting firm (http://www.uri.edu/facsen/AIIM_Home.html), this instrument was constructed with campus-wide input and review, including a four-department pilot testing. It is comprised of two 35-question surveys. The first survey was designed to measure the value of the departments or programs in relation to the University's mission. The 100 points available in the Value Survey are allocated to five areas:

- Learning Impact
- Scholarship Impact
- Financial Contribution
- University Image, Value, and Growth
- Community Outreach

The second survey was designed to measure the success or likelihood of a department or program to carry out its mission. The 100 points available in the Success Survey are allocated to four metrics:

- Commitment and Capacity
- Consistent Focus, Standards, and Metrics
- Adaptability to Change and Conflict Resolution

• Scope and Complexity of Program

The initial administration of the AIIM survey in all academic departments occurred in November and December of 2005. All faculty members in each department were given the opportunity to complete the survey anonymously. Department chairs and deans were provided access to composite data for their individual colleges along with elaborations of Strengths, Gaps, Opportunities, and Risks (SGOR). Analyses outline areas in which the department or program is doing well and areas that could be improved. Raw data can be obtained from the AIIM surveys in spreadsheet form for analysis of individual questions. Department chairs or deans can use AIIM data to make the case for increased institutional investment to enhance either department or program value in relation to the University mission or to enhance likelihood of the success of programs. In the spring of 2006, the Faculty Senate established a standing committee, the Academic Program Review Committee, to oversee periodic academic program review (http://www.uri.edu/facsen/FSEC_Report_5.pdf). Student learning is evaluated through the student outcomes assessment area as described in *Standard 4: Academic Programs*.

APPRAISAL

The goal of the reorganized planning process at URI is to promote more broad-based participation and collaboration among University constituents and to integrate and align University initiatives with division and department goals and strategies. Overall, the University has been successful. The creation of the Office of Planning Services and the JSPC were key events to signal a shift in the University's approach to planning. Similarly, participation of the JSPC and staff of each of the University's divisions in the process of developing the 2006–2009 Strategic Plan reflect broad participation and cooperation aligning University initiatives with division and department goals.

The University has made strides in improving the planning process since the last accreditation report. Specifically, the University has instituted improvements in the decentralization of planning and the development of guidelines, structures, and processes for planning. Structural improvements have been mainly in the form of new key planning committees with clear roles and greater representation from faculty, staff and students. Process improvements have been in the areas of space planning, master planning, and the process by which the University develops, articulates, and reports on its Strategic Plan. Significant steps in shared governance have been realized with the formation of the Joint Strategic Planning Committee and its central role in the planning process. This has fostered a far greater degree of collaboration among administration and faculty at the broadest level. The Office of Planning Services has served as a resource for planning activities—especially and with the greatest impact at the higher levels of the University (with leadership of the administrative divisions, the JSPC, and the President).

To assess progress on the goals of the reorganization, the Self-Study Subcommittee on Planning and Evaluation:

- Designed and conducted a series of focus groups with University staff, faculty, and administrators (Appendix 2.7)
- Distributed an online survey to faculty, staff, and administrators (Appendix 2.8)
- Solicited feedback from University academic departments on AIIM (Appendix 2.9, 2.10)

Despite clear progress, there is uneven adoption of and commitment to the University's Strategic Plan across campus. The surveys and focus groups conducted to evaluate planning indicated that those groups and individuals who have participated in any aspect of planning, either at the departmental or broader level, have more confidence in the planning process, understand the priorities of the University more clearly, and indicate a connection between their area's plans to improve and support the University's priorities for the future. Those individuals who had not been engaged in planning activities during the past few years report less confidence in any discernable impact of planning to promote change and growth, question the investment of time and effort, and are less famil-

iar with and/or committed to future directions articulated in the URI Plan. Although administrative areas (Student Affairs, Advancement, and Administration) have developed strategic plans throughout their departments that align with the University's overall plan, greater staff participation, especially among nonmanagerial staff would improve the planning process.

PROJECTION

In the future, more emphasis will be placed on academic planning at the department and college-wide level specifically involving faculty and department chairs. Hosting a series of "town meetings" across campus during the development stages of future URI Strategic Plans will be one way to achieve broader input. These meetings will bring together faculty and staff across campus to provide insight and feedback during the planning process. Planning Services staff will serve as facilitators. This effort is intended to result in greater understanding of the University's mission, support for the University's strategic plan, broader understanding of the University's future priorities, and a greater degree of connection by all faculty to the University's strategic goals.

Deans will be asked to host regular evaluation sessions with their faculty to assess the impact of their current plans, to articulate how they align with the University's mission and future directions, and to use tools such as the AIIM survey to focus planning and identify areas for improvement. Processes will be implemented towards increasing motivation of faculty and department chairs to engage in planning and demonstrating how planning at every level is valuable to the future viability of the institution.

Efforts to decentralize planning will continue in order to spread ownership and accountability broadly across campus segments. A "train-the-trainer" peer system, planned for the future, will extend planning-related expertise and facilitator/consultant resources to the many departments across campus. This peer training system will promote involvement of staff and faculty in the planning process and will encourage them to develop and share their expertise.

Since the University has developed the AIIM survey as a major tool for academic planning, it is essential that deans and department chairs become more familiar with its potential and that its inadequacies be addressed. The Academic Program Review Committee will play a pivotal role in addressing both of these issues.

INSTITUTIONAL EFFECTIVENESS

The JSPC will expand its current role to be responsible for the periodic and systematic review of various aspects of institutional effectiveness, including projections cited above for improving planning and evaluation and other standards covered in this Accreditation Report, and shall ensure that the results of these reviews are used for continuing improvement.

APPENDIX 2.1

KEY PLANNING COMMITTEES

The Joint Strategic Planning Committee advises the President and the Faculty Senate on broad policies and principles affecting the general direction of the University of Rhode Island in conjunction with its vision, mission, and values as a learning community. The Committee assists in the implementation and progress of the President's strategic plan and monitors the development of a university strategic planning process, which shall integrate aspects of financial, human resources, academic programming, student affairs, fund raising, and capital projects. The planning process at the University and the priorities established through it shall guide decisions on institutional funding.

The Joint Strategic Planning Committee is comprised of the President, who serves as Chair, the Provost and Vice President for Academic Affairs, the Vice Presidents for Business and Finance, Student Affairs, and University Advancement, the Faculty Senate Executive Committee, two administrative staff members appointed by the President, the President of the Student Senate and the President of the Graduate Student Association

The Campus Master Plan Review Team

The MPRT meets monthly and is comprised of staff and faculty from Facilities Services, Community Planning Department, the Bay Campus, the Provost's Office, Student Affairs, Business and Finance, Planning Services, as well as representatives from the faculty, staff, RIPTA, and the South Kingstown community. The Committee's essential role is to keep the Campus Master Plan in the forefront of new construction projects and to ensure that those projects meet the major philosophical guiding principles of the Plan for the future physical development of the campus. The Committee reviews new projects and designs and makes necessary recommendations that guide new building and grounds projects as they move forward. Communication and input between this committee and the members of the JSPC and the President is essential.

> *The Campus Master Plan emphasizes the future physical development of the University of Rhode Island. It provides design guidelines and policies for current and future development of the University's building, grounds and infrastructure. The Plan ensures consistent standards for landscape elements that are needed to create a more inviting, unified, and aesthetically pleasing campus. The plan incorporates gateways to the University, traffic flow and transportation corridors.*

Committee Members

Chair: Ann Morrissey, Co-Director Planning Services
Robert Weygand, VP Administration
Paul DePace, Director Capital Projects
Vern Wyman, Associate VP Business and Finance
Rick Rhodes, Assistant Dean, CELS
Tom Frisbee-Fulton, Director Capital Planning and Design
Jeff Callahan, Director Bay Campus
Chip Yensan, Director Residence Life

Vince Murray, South Kingstown Town Manager
Jerry Sidio, Director, Facilities Services
Linda Acciardo, Director News Buruea
Bob Drapeau, Director Campus Security and Parking
Will Green, Associate Professor, Community Planning
Art Tuveson, Director Recreat6ion Services
Ryan Carillo, Coordinator space planning
Michael Rice, Chair Faculty Senate

Space Enhancement, Design, and Allocation (SEDA) Committee
This committee considers the space needs of the community, new projects, and the future priorities of the University and makes decisions about space allocation and design of space to meet program needs. Decisions are made in alignment with the Campus Master Plan and in communication with the Master Plan Review Team and the University's academic priorities and strategic initiatives and in communication with the Joint Strategic Planning Committee. Space allocation plans are reviewed by the President for input before they are implemented. The committee meets monthly

Ryan Carillo, Space Planner and Chair SEDA
Tom Frisbee Fulton, Director of Capital Planning and Design
Paul DePace, Director, Capital Projects
Vern Wyman, Associate VP Business Services
Lynn Pasquerella, Associate Provost
Ken Sisson, Registrar Enrollment Services
Ann Morrissey, Co- Director of Planning Services
Jerry Sidio, Director Facilities Services
Jim Kowalski – Professor, Computer Science and JSPC member
Leon Thiem, Associate Professor, Civil Engineering

Space Implementation Team
Facilities Services. Creates plan to enact space moves and decisions by SEDA.

(Ad Hoc) Asset Protection Executive Committee - meets monthly
Creates and oversees the Asset Protection Plan which funds most major maintenance, and small to mid size renovation and rehabilitation projects. Contact Vern Wyman for more information

Building Committees
A Building Committee is appointed by the President for the purpose of advising the President with regard to the construction or renovation of University facilities or other assets which affect the delivery of academic programs or administrative operations and have a project budget in excess of $1,000,000

Building Committees shall be advisory to the President and the Academic or Administrative head for the Division (A/AD) that will have primary responsibility for

conducting the programs within the designated facility. Through its deliberations, The Committee shall articulate the needs and desires of the University Community in general and the end users in particular for the planning and design of new and renovated University facilities. It shall function in a collaborative way, and provide its recommendations to the President and A/AD for approval

.**Responsibilities and Duties:**

President shall:

- Appoint the Building Committee and its chairperson with recommendations from appropriate groups and individuals
- Charge the Committee with the goals and scope of its mission.
- Receive, comment, and approve the Program Statement
- Receive, comment, and approve the Schematic Design

Academic(Dean/Chair)/Administrative(Vice President/Director) head of Division with primary responsibility shall:

- recommend members of the Building Committee to the President
- receive, comment on, and approve the Program Statement
- receive, comment on, and approve the Schematic Design
- regularly receive reports from and monitor the progress of the Building Committee

APPENDIX 2.2

University of Rhode Island
Strategic Plan: 2006-2009
Steps Toward Transformation

Vision

In our quest for knowledge, the University of Rhode Island is building a new culture for learning. We will share in the power of discovery through collaborative teaching, learning and research, and through independent inquiry and free speech. This culture generates a spirited public life for our students, who will become engaged and productive leaders. Our research, scholarship, critical analysis and creative expression serve Rhode Island, the nation and the world. In this evolving future, our commitment to continuous improvement and high quality will guide our decisions.

The University community respects the dignity of each individual, valuing the diversity among us. We demand of ourselves uncompromising integrity, with imagination and pride evident in every aspect of our work.

Mission

The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island's heritage of independent thought, we value:

- *Creativity and Scholarship*
- *Diversity, Fairness, and Respect*
- *Engaged Learning and Civic Involvement*
- *Intellectual and Ethical Leadership*

Endorsed by the URI Faculty Senate October 20, 2005; Approved by the President November 1, 2005; Approved by the Board of Governors for Higher Education January 23, 2006

Organizational Values

Guiding foundational values

as articulated by the JSPC, 2004

As a community of learners, we believe in:

- Excellence and distinction in teaching, research, outreach, and service.
  - We will promote and further University areas of excellence and distinctiveness.
  - We will use a qualitative/quantitative analysis to identify, develop and promote excellence. (AIIM)
  - We are committed to providing strong undergraduate and graduate programs.

- An inclusive environment that values diversity, openness, and fairness.

- Excellence in our students
  - We will attract high quality students.
  - We will transform lives through education, ensuring an enlightened. citizenry for RI and beyond, and helping all students reach their level of excellence.

- The knowledge gained through using learning outcomes and assessment.

- A commitment to affordability and accessibility.

- University campuses that reflect our commitment to sustainability, aesthetics, and progress, creating a New England collegiate environment in Kingston and Narragansett and an urban learning experience in Providence.

- A commitment to our heritage as a land grant, sea grant, and urban grant institution.

The Strategic Plan: Steps Toward Transformation Initiatives

Page

University-Wide Initiative 1: **4**
Enhance student recruitment, retention, involvement and graduation rates

University-Wide Initiative 2: 7
Improve the fiscal health of the University

University-Wide Initiative 3: 8
Create a more inclusive environment

University-Wide Initiative 4: 13
Improve the efficiency and effectiveness of research and outreach support

The Strategic Plan: Steps Toward Transformation

*(*Unless otherwise stipulated all metrics relate to the final year of the three year strategic plan)*

University-Wide Initiative 1: Enhance student recruitment, retention, involvement and graduation rates

***Goal 1*: Achieve the enrollment of a talented and diverse community of students totaling 16,000 (13,000 fte) by the conclusion of this planning period.**

Strategies:

A. Develop and implement an annual Enrollment Management Strategic Plan that delineates demographic projections, enrollment targets, strategies, and yield goals.
B. Develop an integrated marketing and communications plan to capitalize on URI strengths, opportunities, and new programs including establishing a URI brand position in the marketplace, and a complete redesign of the University website tailored to students, prospective students, and visitors.
C. Increase institutional financial aid to realize a competitive average tuition discount rate.
D. Increase institutional financial aid to students with need by $1M over the course of the plan.
E. Build the undergraduate programs offered at the Providence Campus, consistent with the enrollment targets set by the Faculty Senate.
F. Promote simultaneous admission to CCRI and URI.
G. Complete study of the optional use of SAT/ACT scores for all applicants, and implement a plan consistent with the conclusion of that study by the fall of 2008.
H. Implement recommendations from the Minority Retention Study Commission and the URI Retention Task Force.
I. Advance high school recruiting programs that actively involve faculty, Student Affairs staff, student leaders, and alumni.
J. Study the melding of Admissions, Enrollment Services and University College in order to develop a more efficient and seamless process for student enrollment, matriculation and graduation.
K. Create integrated programming among Advancement, Admissions, and Athletics to build a student recruitment and alumni relations program that takes URI into geographical areas with favorable student demographics and where URI alumni are based.
L. Develop a mechanism for graduate faculty to be more integrally involved in the recruitment/admissions of graduate students.

Metrics:

1. Applications and enrollments of new freshmen and transfer students have increased by 5%.
2. Graduate student enrollments have increased by 10%.
3. Average SAT/ACT average scores in reading and math for first-year students have increased to 1120. SAT writing test is used for post admissions assessment purposes.
4. Minority student population has increased by 10%.
5. Centennial Scholarships and endowed merit-based scholarships awarded have

increased by 15%.

6. The URI tuition discount rate is equal to the average rate of New York, New Jersey and New England land-grant universities.
7. 35% of recruiting programs include faculty, student leaders, alumni, and/or Student Affairs staff.

Goal 2: **Increase first-year retention of freshmen to 84% in 2008-2009.**

Strategies:

A. Create a Freshman Master Teaching Fellows program under the leadership of the Instructional Development Program to recognize, reward and support those who teach freshmen and those who advise them.
B. Improve tenure track/adjunct ratio by hiring at least 6 new faculty members over the course of the plan and redirect efforts so that a greater percentage of tenure track (or experienced) faculty teach general education courses.
C. Develop need-based financial aid program(s) for second-year students.
D. Create a University-wide campaign on student-centered academic success, focused on increasing time spent outside of the classroom between faculty and students.
    1. Develop recommendations, provide support, and allocate resources to faculty to host out-of-class programs, events, and opportunities that promote interaction between students and faculty.
    2. Increase University sponsored events that promote this interaction.
    3. Develop places on campus conducive to and marketed for this purpose.
    4. Develop support structures for faculty and students to participate in such programs and events.
    5. Develop a comprehensive advising plan that includes provisions for advisor training.
E. Increase Academic Enhancement Center (AEC) support by 25% over the plan for students in most challenging courses (determined by failure and drop rates).
F. Increase student participation in living/learning communities over the course of this plan.
G. Integrate and increase learning partnerships within the Division of Student Affairs and with other divisions and campuses, including the Alan Shawn Feinstein/Providence Campus.
H. Implement peer mentoring program in first-year residence halls
I. For freshmen, increase number of class sections of twenty-five students or fewer by 3% over the plan.
J. Improve student internship and employment opportunities and experiences.
K. Restructure hours dedicated to advising in each Dean's office to include evening hours on at least one day each week during the semester.

Metrics:

1. Freshman to sophomore retention rate has increased to 84%.
2. Student participation in living/learning communities has increased by 20%.
3. Student use of the AEC has increased 15%.
4. The ratio of large lecture classes to small classes per freshmen has improved.
5. Advisor/student ratio has improved to ensure that each advisor has no more than thirty advisees.

6. Student internship and internal employment opportunities have increased by 5%.
7. Student survey results indicate time spent outside of class with faculty has increased each year of the plan.

Goal 3: **Increase the number of students who graduate in six years by 2% over the course of this plan.**

Strategies:

A. Increase the number of four-credit courses offered to first and second-year students.
B. Offer a continuous enrollment option (academic year plus summer) that includes financial aid and scholarship support based on credits earned.
C. Develop a program that enables students to contract for a range of graduation plans: three, four, six and eight years.
D. Develop appropriate tuition and financial aid packaging for flexible graduation plans.
E. Encourage incoming students to begin studies in the summer immediately following high school graduation.
F. Provide electronic alerts to students who have fallen behind in credits earned and urge them to enroll in summer school.
G. Increase offerings in summer school for those courses with highest academic year drop out rates.
H. Offer tutorial sections in those foundational courses known to have high failure or drop out rates.
I. Increase the effectiveness of mentoring, career and personal advising, and leadership development throughout the student's entire experience.

Metrics:

1. Six-year graduation rate has increased 2%.
2. Summer school enrollment has increased 5% each year with a total increase of 15% over the course of the plan.
3. Number of students carrying fifteen credits or more per semester has increased by 7%.
4. Number of four-credit courses has grown by 20%, enabling first and second-year students to enroll for sixteen hours in four courses a semester.
5. 100% of high-risk courses have tutorial support programs. The failure rate in high-risk courses has decreased by at least 10%.
6. Participation in mentoring and advising programs has increased by at least 10%.
7. Summer school offering for courses with high withdrawal rates has increased by 5%.

Goal 4: Develop a University-wide new and invigorated focus on students

Strategies:

A. Support the growth and depth of the Honors Program, including appointing a new director of national scholarship preparation. Use the Honors Colloquium as a focal point for the academic year and increase promotion of the speakers series.
B. Provide a more attractive and efficient point of initial contact with the University by combining or centrally locating the Information and Visitor Centers.
C. Expand the Memorial Union web page to include all campus events and programs for students—art, theatre, music, athletics, residential life, student life, multicultural center, etc.
D. Secure funding and complete construction designs for an additional 600 beds on campus in

the apartment format.

E. Create an attractive and inviting campus by improving the appearance of the campus landscape and providing building maintenance to meet academic need and safety.

F. Ensure that all new construction promotes recreation, wellness and out of class social interaction.
G. Complete construction already authorized and funded for Independence Hall and Lippitt Hall.
H. Rehabilitate and convert the Roger Williams dining facility into the campus "Wellness Center."
I. Provide the right complement/capacity of new and rehabilitated facilities to match academic programs.
J. Develop robust opportunities for students to connect with campus programs, peer groups, and URI traditions.
K. Increase the number of student employees through creation of a web-based clearinghouse for student employment opportunities on all University campuses.

Metrics:

1. The Honors Program will be fully staffed and will reside in new and improved space.
2. We will see significant improvement in URI results on the *National Survey on Student Engagement*.
3. New construction initiated by 2009 so as to house 50% of total undergraduate student population.
4. There will be a 10% increase in campus social interaction/networking spaces across campus.
5. The number and capacity of facilities to match curriculum needs is demonstrably improved.
6. The design for conversion of Fogarty Hall to new academic uses is completed.
7. Wellness Center design is complete.

University-Wide Initiative 2: Improve the fiscal health of the University

Goal 1: Enhance Total Annual Non-State Revenue by 15% over the course of this plan.

Strategies and related metrics:

A. Tuition and fee income will increase by 5% per year, net of institutional financial aid.
B. Capital Campaign will make public its goal of $100M and have commitments in lead and major gifts of $80M by the end of FY09.
C. Distribution of endowment income by the URI Foundation to the University will be no less than 5% per year.
D. Division of Student Affairs will increase grants and donations to support programs by 10%.
E. Over the course of the plan, the University's auxiliary and enterprise accounts will contribute $1M to University need-based financial aid.
F. University will sell selected unused real estate totaling $5M over the course of the plan and add that money to endowment.
G. University will establish new revenue streams from the use of real assets totaling $3M.
H. Intellectual property sales and licenses will total $5M.

***Goal 2*: Increase public financial support for the University**.

Strategies and related metrics:

A. The University's total externally funded research will increase to $90M by the end of FY09.
B. We will secure earmarked federal funding averaging $3M per year over the course of this plan.
C. Indirect cost recovery from public grants and contracts will total $13.5M per year at the end of FY09.
D. Rhode Island state support of the University will increase by at least 4% per year in general revenue.
E. Rhode Island Capital Fund support of asset protection at the University will increase by 7% per year.
F. Rhode Island will approve general revenue bonds for a new pharmacy building, a new nursing building and a new chemistry building totaling $140M. In 2008, the voters will approve a major rehabilitation of the Fine Arts Center.

Goal 3: Enhance fiscal stability

Strategies and related metrics:

A. Manage University resources to maximize student satisfaction and faculty productivity. We will develop and implement more powerful and timelier feedback loops to allow for continuous improvement that meets the needs of our constituents as they define them.
B. Gain State approval to carry over funds from year to year. Secure this authority first for federally funded research programs in 2007 and for other funds by the completion of this plan.
C. Establish our own version of "responsibility-centered management" empowering administrators, faculty and staff to make operating decisions consistent with our vision and mission and in furtherance of this plan. The ability to carry over funds is the first step.
D. Establish a preventative maintenance program that takes into account the normal rates of deterioration and is funded by a fixed capital funding source.
E. Develop an energy performance contract to use energy savings to pay for necessary equipment and facility upgrades with no negative impact on current year budgets.
F. Establish the URI Foundation as the University's fundraising arm and support the URI Foundation Board in fulfilling its expanded mission.

University-Wide Initiative 3: Create a more inclusive environment

Goal 1: Increase the enrollment, retention and graduation rates of underrepresented groups, including students with disabilities.

Strategies:

A. Increase institutional financial aid to students with need by $1M over the course of the plan.
B. Develop need-based financial aid program(s) for second year students.

C. Develop a program that enables students to contract for a range of graduation plans: three, four, six and eight years.
D. Develop appropriate tuition and financial aid packaging for flexible graduation plans.
E. Develop and present a checklist and best practices instrument for assessing needs, developing and evaluating programs and progress towards diversity goals.
F. Each undergraduate college will develop a bridge program to support success for all students in its "gatekeeper" courses (i.e., those with high failure rates).
G. As part of an overall University assessment, a review of strategies and outcomes will be conducted in Talent Development, the Multicultural Center, the GLBT Center, Disability Services, the Women's Center, the Academic Enhancement Center, and the Center for Student Leadership, and the consequent recommendations funded as appropriate.
H. All course syllabi and campus announcements/flyers will identify the availability of accommodations for students with disabilities.
I. Develop a funded program that increases out-of-class time students spend with faculty.
J. Increase membership participation of underrepresented students in existing student leadership and organization training.
K. Each undergraduate college will develop and implement an alumni-mentoring program that increases interaction between students and alumni from underrepresented groups.
L. Each academic department, working with the Alumni Association, will develop a career/majors-mentoring program involving alumni and other mentors from underrepresented groups.
M. Student Affairs will target a specific high school to maximize impact and establish an ongoing relationship between Student Affairs' staff and participating students in that high school.

Metrics:

1. Total enrollment of students from underrepresented groups will increase 3.3% annually, 10% over the course of the plan.
2. Sophomore to junior retention of students from underrepresented groups will increase by 2% annually.
3. Graduation rates at six years of students from underrepresented groups will increase by 2% annually.

Goal 2: Increase hiring and retention of faculty and staff from underrepresented groups, by Divisions.

Student Affairs:
Strategies:

A. Develop strategies to increase recruitment and retention of staff from underrepresented groups based upon national best practices.
B. Many University employees enter full-time positions from temporary or interim positions. To increase minority hires, we will develop and maintain a pool of résumés from underrepresented groups to hire into temporary, interim positions. The goal is to hire staff from underrepresented groups for all temporary appointments.
C. Build an active and current résumé file of potential employees from underrepresented groups who can be recruited into hiring pools.
D. Identify graduating students or new staff from underrepresented groups and recruit and nurture their career ("grow your own").
E. Explore semester or yearlong staff exchanges with diverse colleagues from other institutions.
F. Create a mentor system for new hires from underrepresented groups.
G. Establish a Student Affairs mentor program for new employees.

Metrics:

1. An increase of 5% of staff members from underrepresented groups has been achieved.

Academic Affairs

Strategies:

A. When the opportunity arises to hire a qualified individual from an underrepresented group, we will move forward to employ that person, if in the judgment of the Provost an appropriate vacancy within that department or program is projected within the next three years.
B. We will support and mentor "grow our own" graduate students from underrepresented group for professional positions within the University.
C. Develop and maintain a pool of résumés of individuals from underrepresented groups to hire into interim/monthly/temporary staff positions (See Student Affairs strategies above.)
D. Plan a dual career couples program for faculty and staff that includes a regularly updated list of searches in the area.
E. Develop an assessment program to learn why individuals leave URI employment.

Metrics:

1. The number of underrepresented faculty and staff in Academic Affairs has grown by 5%.
2. A "grow your own" program is in place and such individuals are recruited into the pool of candidates for appropriate faculty and staff positions.
3. A web-based pool of résumés of members of underrepresented groups who are interested in interim/monthly/temporary staff positions has been created and is operational.
4. Annual report of data gleaned from exit interviews about why individuals leave URI employment is available.

Division of Administration

Strategies:

A. Conduct a comprehensive utilization analysis of underrepresented groups, based on national data, to determine appropriate diversity hiring targets for staff and faculty.
B. Develop approaches to recruiting that increase the pool of underrepresented candidates available for positions in the classified service.
C. Identify specific positions that are traditionally defined by gender and recruit to achieve better diversity.
D. Promote technology training and professional development opportunities that would help advance the careers of employees from underrepresented groups.
E. Work with OHE/BOG to develop a policy position on the creation of one inclusive/unified employment service for all employees.
F. Through leadership in Human Resource Administration, enhance the workplace environment and develop family-friendly work policies that promote a positive environment for dual career couples and women in the workplace.

Metrics:

1. Appropriate targets established based on a comprehensive utilization analysis of underrepresented groups.
2. Increased percentage of underrepresented candidates realized for positions in the classified service.
3. Increased diversity achieved in traditionally gender represented positions.

4. Progress achieved on a system-wide employment service for all employees.
5. Family-friendly policies have been developed.

Division of Advancement

Strategies:

A. Aggressively seek minority (persons of color) candidates for professional positions within the Division.
B. Use all Advancement communications to demonstrate the achievements and the participation of women and persons of color (alumni, faculty, and students) as well as publicize URI programs that promote diversity.
C. Develop Alumni Relations programming that attracts and involves women and persons of color.
D. In conjunction with the Alumni Association, actively recruit and retain persons of color as members of the Alumni Association Board and key committees. Goal of 10 set for 2006-07.
E. Involve more persons of color and women as donors to the University and as volunteers in the fundraising program.
F. Involve persons of color on the Division's Communications Advisory Council (at least 10%).
G. Increase the participation level of undergraduate minority students by 5% in the Student Alumni Association.
H. Create an undergraduate full-semester internship program earmarked for students of underrepresented groups.

Metrics:

1. Thirty students of color (out of a total of 90) serve as phone-a-thon callers in the Annual Fund program
2. Advancement communications routinely showcase women and persons of color, as do special events.
3. Participation of women and persons of color in donor participation rate and alumni events/programming settings reflects/corresponds to the female/male/persons of color ratio of the alumni base.
4. A female serves as Co-Chair of the Annual Fund, and at least four women serve on the Capital Campaign leadership committee.
5. Nine underrepresented alumni serve on either the Alumni Association Executive Board or its committees.
6. At least 10% of the Division's Communications Advisory council is from underrepresented populations.
7. Student Alumni Association participation reflects at least 10% minority students.

Goal 3: Create a visible and vibrant institutional commitment to multicultural competence (awareness, knowledge, skills).

Strategies:

A. Develop a comprehensive URI Diversity Climate Assessment program with methods and instruments, beginning with existing data and developing new sources.
B. Each college will develop and implement programs to eliminate identified barriers and strengthen existing programming that foster feelings of inclusion.
C. Chairs of college diversity committees meet regularly to share "pockets of excellence."
D. Develop and offer faculty and staff "cultural competence" training.
E. Assess current opportunities for awareness, education, and skill building (e.g., courses, co-curricular involvement, community service, programs).

F. Assess staff and students' knowledge of opportunities and participation in them.
G. Increase the quality and quantity of diversity and cultural competence training available to students, staff and faculty and develop new programs to enhance cultural competency attitudes, knowledge and skills.
H. Develop marketing efforts to make these opportunities more visible and accessible. (University web page, brochures, event announcements, course catalog, and other University publications.
I. Strengthen the advising of student organizations to enhance the cultural competence of student groups.
J. Strengthen the advising of multicultural student organizations to enhance the leadership and organizational skill of multicultural students.
K. Revitalize Rainbow Diversity House programming commitment.
L. Enhance the Study Abroad Program and increase its outreach; increase number of students from other countries who study here.
M. Ensure that residential education programs include activities promoting cultural competence every semester.
N. Identify external funding sources to support programs.

Metrics:

1. In the Diversity Climate Assessment Survey, we will see an increase of 10% of students, staff and faculty who indicate "agreement" or "strong agreement" with the item: "I believe the faculty, staff, and administration exhibit sufficient sensitivity to the multicultural needs of the campus.
2. All departmental web pages will list at least one opportunity for enhancing multicultural competence.
3. All academic departments will have identified a minimum of five course offerings that include explicit opportunities for gaining multicultural competence.
4. 300 faculty members will have participated in cultural competence training.
5. Number of students who study abroad will increase by 5% annually.

Goal 4: Improve the physical environment to promote diversity and inclusion.

Strategies:

A. Audit the physical environment and survey students, staff and faculty to determine opportunities to make the environment more conducive to inclusion.
B. Enhance the multicultural ambience of campus living units (e.g., décor, recognition of holidays….).
C. Identify a better facility and location for GLBT Center.
D. Identify resources to address maintenance needs for the Talent Development and the Multicultural Center facilities.
E. Complete fundraising and design of the new International Education Center.
F. Diversify the display and use of art and design in facilities.

Metrics:

1. The Campus Master Plan Review Team will have reviewed the Master Plan and made adjustments to enhance inclusion.
2. Programming standards will have been developed for residence hall managers and resident assistants related to multiculturalism.
3. The GLBT Center will have been re-located to a place that is prominent, convenient and accessible.

University-Wide Initiative 4: Improve the efficiency and effectiveness of research and outreach support

Goal 1: Provide facilities, systems and resources with improved support to meet the research needs of the University.

Strategies:

A. Develop a long-term vision for research at URI and propose a strategic plan and roadmap to accomplish that vision.
B. Improve planning and design of campus facilities that attract researchers.
C. Develop an endowed, dedicated fund of $10M to support research startup. This would be completed by the end of this plan and the first step in building a much larger research endowment in the future.
D. Develop business systems that support the work of the researchers at URI and reduce paperwork and time in process for such activities as purchasing, hiring and payroll, providing PI's simple access to grant accounting information.
E. Develop a successful bond referendum campaign in the fall '06 to build three (3) new science buildings, and in the fall of '08 to rehabilitate the Fine Arts Center.
F. Develop a funding strategy to maintain and renovate the new buildings.
G. Develop a research foundation and research park, and identify investors willing to work with URI for a share of future profits.
H. Secure earmarked federal funding for research and outreach averaging $3M per year over the course of this plan.
I. Support the advancement of women and students of color in the research enterprise.

Metrics:

1. Grant proposals submitted in each year of the plan have increased at least 3%.
2. Asset Protection program is funded to $8M annually.
3. Total research expenditures at URI exceed $90 million per year by June 30, 2009.
4. Total intellectual property income to the university exceeds $5 million over the course of the plan.

Goal 2: Increase capability and productivity in the areas of entrepreneurship, technology transfer and commercialization.

Strategies:

A. Consolidate responsibilities and resources for activities in these areas under the Vice Provost for Research.
B. Increase the generation of patents and licenses by educating faculty and graduate students on the process of taking ideas from the bench to the commercial sector.
C. Establish capabilities within the Research Office to create and provide incubator space in the University's Research Park in support of new company creation by faculty.
D. Divert revenues generated from technology transfer and commercialization to more directly support the creation and commercialization of URI intellectual property.

Metrics:

1. Patents and licenses have increased by 20%.
2. Incubator space has increased by 50,000 sq. ft.
3. Revenues from technology transfer and commercialization in support of URI intellectual property have increased by 50%.

Goal 3: Increase the size and competitiveness of graduate programs.

Strategies:

A. Examine the organization of graduate programs and make changes to improve national competitiveness.
B. Develop mechanisms that allow us to raise the graduate student stipend level to be more competitive regionally and nationally (with appropriate consideration of collective bargaining issues).
C. Provide faculty support for targeted recruiting days added to international trips and conference travel.
D. The Graduate School will develop recruitment packages for individual programs ands assist masters and doctoral programs in developing effective marketing tools for specific programs.
E. Support REUs for undergraduate research and other opportunities to grow our own graduate students with an emphasis on underrepresented groups. Develop exchange partnerships with other institutions to provide a breadth of experience.

Metrics:

1. Graduate enrollment will increase by 3% a year over the course of this plan.
2. Three or more URI graduate programs will be ranked nationally in the top twenty-five programs in that field
3. Our baseline for graduate student support is defined and compared to a national standard. Progress toward reaching that standard is measurable.

Robert L. Carothers
President

July 2007

MANAGEMENT LETTER 2006-2007

I. INTRODUCTION

The 2005-2006 Management Letter described in detail the University's completion of the 2003-2006 Strategic Plan, "Measuring Progress." As I wrote to you last year, I believe that the University's performance against that plan was on balance, good, given that many of our goals could fairly be described as "aspirational." This year's management letter examines the first year of the 2007-2010 strategic plan, "Steps Toward Transformation." To remind you, the four major initiatives of that plan are:

1. **Enhance student recruitment, involvement, retention and graduation rates.**
2. **Improve the fiscal health of the University.**
3. **Create a more inclusive environment.**
4. **Improve the efficiency and effectiveness of research and outreach support.**

This work was undertaken in concert with the University's preparation of its ten-year accrediting process with NEASC, which will culminate with the team visit in October. A college or university undergoing such a rigorous self study inevitably learns a great deal about itself, as the objective in self study is to describe things as they are in eleven different standards areas. The initiatives of the Strategic Plan and the performance goals and metrics used to measure progress dovetailed nicely with the self study. The self-study process, in which issues of governance play an important role, has helped us gain insight, and our report to NEASC is available to the Board in draft form at our website. We will be presenting the final draft to the Board at the upcoming August 20th meeting.

Looking back over the first year of the new plan, it is fair to say that we have met our enrollment projections and made marginal improvement in retention and graduation rates. Especially encouraging is the increase in minority student retention from freshmen to sophomores. As a state entity, the fiscal health of the University took a turn for the worse in terms of support of our operating budget. This decline--now a net decline in actual dollars over the last six years--was offset by increased tuition and fee revenues. We are generally reconciled to the fact that state revenues for operating support will not improve, at least not anytime soon. State investment in the physical infrastructure of the University, on the other hand, continued to grow with the approval by the voters of the new building for the College of Pharmacy. While not all would agree, I believe that our fiscal health does continue to improve overall and that we have a growing confidence that we can prosper even as state support decreases, if we can grow the entrepreneurial spirit and find more creative ways to approach our work.

Our success in increasing inclusion is clear. Those of us who have been here for many years see progress in the sheer numbers of women and minorities in programs where there were none before. Our efforts, however, are not enough, and you will see in the detailed report on that goal below that our results are mixed. As for research, we are well on the way to a new level of efficiency and effectiveness in our work.

The approval by the Board of a new vice president for research and economic development and the submission of legislation to create a research foundation are very significant steps. In the meantime, under the leadership of Bob Weygand, we have been granted increased flexibility in our purchasing processes, long a sore point with URI researchers. With the Governor's creation of a study commission on URI research programs, chaired by former Supreme Court Justice Robert Flanders, we hope to see a more concerted state effort to support that important work.

Finally, we have experienced significant turnover in leadership positions within the University, and that will continue into the next year. At the time of this writing, we have brought in a new vice provost for information services (Garry Bozylinsky), a new vice provost for academic affairs (Lynn Pasquerella) a new vice president for research (Peter Alfonso) a new president of the University of Rhode Island Foundation (Glen Kerkian), and we recently appointed David Maslyn as dean of the libraries. The search for a vice provost for enrollment management has been put on hold this year as a result of an unsuccessful search and new budget restrictions, but we are in the midst of searching for a dean of engineering (just begun), a director of athletics (just completed with the appointment of Thorr Bjorn), and a director of institutional research. Most importantly, we have started a search for a provost and vice president for academic affairs as Beverly Swan has announced her return to the faculty at the end of this calendar year. This change will have a profound effect on the University, and we will search aggressively for the right person to live up to Beverly's example.

University-Wide Initiative 1: **Enhance student recruitment, retention, involvement and graduation rates**

***Goal 1*: Achieve the enrollment of a talented and diverse community of students totaling 16,000 (13,000 fte) by the conclusion of this planning period.**

Goal 1 of University-Wide Initiative 1 focuses on increasing enrollment to 16,000 students (13,000 FTE) over the course of the plan. In addition to enrollment targets, other metrics were established in order to measure progress toward the achievement of this goal. Those three-year goals follow:

1. Applications and enrollments of new freshmen and transfer students will have increased by 5%.
2. Graduate student enrollments will have increased by 10%.
3. Average SAT/ACT average scores in reading and math for first-year students will have increased to 1120. SAT writing test is used for post admissions assessment purposes.
4. Minority student population will have increased by 10%.
5. Centennial Scholarships and endowed merit-based scholarships awarded will have increased by 15%.
6. The URI tuition discount rate will be equal to the average rate of New York, New Jersey and New England land-grant universities.
7. 35% of recruiting programs will include faculty, student leaders, alumni, and/or Student Affairs staff.

In order to offset the impact of declining State support on anticipated revenues, the University increased its fall enrollment targets for the first year of the plan. We exceeded our FY07 freshman enrollment target of 2502 by enrolling 2901 first time full-time freshmen, an 18% increase over our freshmen enrollment for FY06. Enrollment of transfer students (623) in FY07 increased 4% over the previous year's enrollment (597). Likewise, applications for freshmen and transfer students increased by 1.2% and 11% respectively. Unfortunately, graduate student enrollments (2631) for FY07 declined by 12.2%. Overall, minority student enrollment increased from 1634 in FY06 to 1749 students in FY07 or 12% over the previous year (see Metrics Chart I).

Average SAT scores for first-year students declined by 1.9% over the previous year, a result of having to go deeper into the pool to meet enrollment goals. Centennial and merit-based scholarships awards increased by approximately $3M or 25% over FY06. The tuition discount rate increased slightly compared with the average rate of New York, New Jersey and New England land-grant universities. Additionally, the University sought to increase the involvement of faculty, student leaders, alumni and/or Student Affairs staff in University sponsored recruiting programs. The 35% target has already been achieved in the first year of the plan (see Metrics Chart I).

Many new strategies were implemented this year, and plans are underway for the next few years ahead that should help us achieve enrollment and retention goals. Specific strategies in enrollment planning, financial aid and marketing have been instituted. The Enrollment Management Committee has been working with the Curriculum Delivery Committee on enrollment projections and yield goals. Last fall, the University hired a consultant to conduct an audit of our current organization and activities. The consultant recommended the creation of a Vice Provost for Enrollment Management position to provide leadership on the development of comprehensive enrollment and retention plans. A search this year failed to yield a good pool of candidates. A new search will not proceed in the upcoming year due to budget cuts. The Associate Dean of University College, Dean Libutti, was appointed Special Assistant to the Provost in the absence of a Vice Provost for Enrollment Management, and he will continue to provide leadership and assistance to this critical area.

Although additional dollars were added to the budget for need-based and merit scholarships – including the University Scholarships and the ability to support those continuing students, the comparative tuition discount rate achieved only small growth, due mainly to the dramatic increases in enrollments, forcing institutional financial aid dollars to be spread even thinner. Only a slight increase, from 23.4% to 23.8%, was realized in the discount rate. Compared to other larger public universities nationwide, this is lower than the average.

The Faculty Senate passed new legislation to allow for greater flexibility in admitting students to the Providence campus. The Joint Admission Agreement with CCRI has yielded growth from seven students one year ago to 168 this past year.

In January, a committee chaired by Vice Provost Lynn Pasquerella submitted an initial report detailing the impact an SAT/ACT-optional policy would have on the Office of Admissions. In addition, the Faculty Senate charged the Teaching Effectiveness Committee, chaired by Dr. Karen Ramsey, to explore the impact of adopting such a policy. Their report will be completed in time to impact a plan for the fall '09. We have also established a stronger partnership with the National Society of High School Scholars in order to enhance recruitment. In addition, the Director of Diversity Recruitment in the Graduate School is identifying deans and faculty to assist in recruitment at both the graduate and undergraduate levels. The Provost's office has made supplemental travel funds available for faculty to combine recruitment activities with conference presentations. Significantly, we also began a targeted effort to recruit undergraduate international students. Admissions staff made a recruitment trip to six cities in five countries (Malaysia, Thailand, Vietnam, Korea, and China). A variety of initiatives were implemented, but the results of those efforts will not be evident until applications are accepted during the fall 2007. However, freshman deposits for international student stands at fifteen, compared with three last year on this date, so we are already seeing a positive impact.

The University's Advancement division took the lead in implementing new marketing initiatives that should help to promote the University. The University's website has been redesigned and tailored to target specific constituents. A kick-off branding conference was held in July 2006, and we appointed a 21-member Branding Steering Committee, co-chaired by Linda Acciardo of the Advancement Division and Ruby Dholakia, Professor of Marketing. We initiated an organizational and research phase for most of the year. The next phase includes the development and implementation of a branding strategy. Implementation is scheduled for Spring 2008. The branding process and its outcomes will lay the foundation for the University's overall integrated marketing plan and related strategies.

The Division of Advancement continues with its Alumni-Admissions volunteer program for recruiting prospective students and is working with Admissions on a recruitment video. Numerous joint programs and events with Athletics have been held (such as a series of joint events in conjunction with the A-10 basketball tournament; a reception last Fall prior to the URI-UConn football game; a planned reception this Fall prior to the URI-Army football game). The electronic communications program with alumni and others has expanded to more than 50,000 addresses in the electronic database. The monthly live WebChats are attracting approximately 164 visitors per chat.

METRICS CHART I.

INITIATIVE 1: Enhance student recruitment, retention, involvement and graduation rates

Goal 1: Achieve the enrollment of a talented and diverse community of students

		Actual	Target			
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Total headcount	16,000	15,095	15,062	15,397	15,698	16,000
Total FTE	13,000 FTE	12,877	13,155	12,918	12,959	13,000
Enrollments & Applications						
Enrollments of freshmen	Increase 5%	2461	2901	2502	2543	2584
Enrollments of transfer students	Increase 5%	597	623	607	617	627
Applications of freshmen	Increase 5%	13,388	13,545	13,611	13,834	14,057
Applications of transfer students	Increase 5%	1340	1488	1362	1385	1407
Graduate student enrollments	Increase 10%	2996	2631	3096	3196	3296
Average SAT/ ACT scores-- 1st-yr students	1120	1120	1099	1099	1110	1120
Minority Students		1634	1749	1688	1744	1798
Undergraduate minority students	Increase 10%	1385	1550	1431	1478	1524
Graduate minority students	Increase 10%	249	199	257	266	274
Centennial and merit-based scholarships	Increase 15%	$11.3M	$14.1M	$11.9M	$12.5M	$13M
Tuition discount rate	Avg rate (NY,NJ, New England land-grant univ.)*	23.3%	23.8%	24.8%	26.3%	27.9%*
Recruiting programs staff	35% - faculty, students, alumni, staff	37%	37%	- - - Target met - - -		

*based on average discount rate of large colleges & universities

Goal 2: Increase first-year retention of freshmen to 84% in 2008-2009.

Goal 2 focuses on first-year retention of freshmen. The University has employed several strategies over the course of the last strategic plan to improve retention. Our experience has allowed us to identify many factors, such as academic support services, enhancing learning communities, mentoring opportunities, creating out-of-class networks and campus recreational and social opportunities that may impact retention of students. The metrics reflect our intention to impact some of these factors as well as guide the implementation of strategies for accomplishing the goal. The metrics include:

1. Freshman to sophomore retention rate will have increased to 84%.
2. Student participation in living/learning communities will have increased by 20%.
3. Student use of the Academic Enhancement Center will have increased 15%.
4. The ratio of large lecture classes to small classes per freshmen will have improved.
5. Advisor/student ratio will have improved to ensure that each advisor has no more than thirty advisees.
6. Student internship and internal employment opportunities will have increased by 5%.
7. Student survey results will indicate time spent outside of class with faculty has increased each year of the plan.

This past year, retention of freshmen students increased slightly from 80.2% to 80.6% for the fall 2004 and fall 2005 entering cohorts respectively (see Metrics Chart II). This increase lags behind the target for FY07. Retention of first-year students, however, is a "lagging" indicator since strategies employed this year will not produce results until the following fall. The next few years will be more indicative of whether these strategies are making a difference.

The Instructional Development Program hired an Assistant Director, a Carnegie Teaching Fellow, who began in July 2007. He will be responsible for helping to implement both a Master Teaching Fellows Program for Teachers of Freshmen and a Preparing Future Faculty Program.

Although the current plan has a goal of increasing students participating in living learning communities by 20%, the University anticipates increasing the current level of 300 students occupying Browning Residence Hall to almost 1,000 by the fall of 2007. Adding Barlow and Weldin Residence Halls provided over 500 more beds, allowing us to grow the number of living/learning communities for first-year students who were undecided majors. We will add three additional living/learning communities for Engineering, Health and Life Sciences, and the Honors Program, totaling over 250 students. A cooperative strategy has been created between Dining Services and Athletics, involving the new Hope Commons dining hall and key athletic events to foster student-faculty interaction.

We are working to create even more opportunities for faculty-student interaction. This dynamic is measured in student surveys conducted every two years. We have identified several questions from the National Survey for Student Engagement that measure faculty-student interaction. The survey is developed on a four-point Likert scale:

1. very little
2. some
3. quite a bit
4. very much

The questions related to faculty-student interaction include:

1. Talked about career plans with faculty
2. Discussed ideas with faculty outside of class
3. Worked with faculty on other activities
4. Worked with faculty on a research project

Baselines have been established for each of these questions (mean scores = 1.98; 1.76; 1.52; and 1.97 for questions 1-4, respectively) from the previous survey results (see Metrics Chart II). New survey results will be available in August.

Some of the opportunities created include:

- The Student Film Festival Visualizations
- Read/Write Series
- Ocean State Summer Writer's Conference
- Psi Chi Seminar Series
- The Richard Beaupre Hope and Heritage Fund
- Research projects in affiliation with continuing partnerships: 3D Imaging, Forensic Science, Hunger, Marine and Coastal, and Sensor and Surface Technology
- The expanded Mentor-Tutor Internship Program
- Faculty mentored top student candidates to prepare for prestigious scholarship competitions (Rhodes, Marshall, Udall, Goldwater, Fulbright, Gates, Presser, etc.)
- URI Calc Bowl featuring teams from URI, RIC, and Rhode Island high schools.
- Study Abroad programs in Greece, Spain, China and Italy
- German Summer School
- Arts programs (concerts, plays, exhibitions) and arts festivals

- The Research Ethics Fellows Program
- Individual faculty activities (e.g., Chinese dinner for students in Chinese political science class)

We have experienced a disappointing downward trend in two important indicators that we believe would positively impact retention. One is increasing the ratio of small (25 or fewer students) to large classes overall and particularly for freshmen. Approximately 60% of classes in FY06 versus 53% of classes in FY07 were scheduled with 25 or fewer students. Second, the number of classes for freshmen with 25 or fewer students decreased from 999 to 829 (see Metrics Chart II.). This is a result of the rapid increase in enrollment last year. For FY08, we have hired twenty-three additional faculty members, and so we hope this trend is short-lived.

METRICS CHART II.

INITIATIVE 1: Enhance student recruitment, retention, involvement and graduation rates

Goal 2: Increase first-year retention of freshmen to 84% in 2008-2009

		Actual		**Target**		
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Retention rate of freshmen to sophomore	84%	80.2%	80.6%	81.5%	82.7%	84%
	Cohort	Fall 2004	Fall 2005	Fall 2005	Fall 2006	Fall 2007
Students in living/ learning communities	Increase 20%	n/p*	300	n/a	330	
Use of the Academic Enhancement Center	Increase 15%	n/p	7299	n/a	7847	8394
Small/Large Classes						
• Ratio of small to large classes	Improve	1.53	1.14	- - - No target - - -		
• Percentage of small classes	Improve	60.4%	53.2%	- - - No target - - -		
Advisors with more than 30 students	None					
Internship and internal employment opportunities	Increase 5%		430	437	445	452
Student Survey Results						
• Talked about career plans with faculty	Increase / year	1.98	August	- - - No target - - -		
• Discussed ideas w/faculty outside class	Increase / year	1.76	August	- - - No target - - -		
• Worked with faculty on other activities	Increase / year	1.52	August	- - - No target - - -		
• Worked w/faculty on a research project	Increase / year	1.97	August	- - - No target - - -		
New faculty members	6 new	0	15* (will begin in FY09)	2	4	6
Experienced faculty teaching gen ed courses	Increase	Not reported				
AEC support for challenging courses (with high fail/drop rates)	Increase 25%	Not reported				
Freshmen classes - 25 students or fewer	Increase 3%	999	829	1009	1019	1029
**no progress*						

Goal 3: **Increase the number of students who graduate in six years by 2% over the course of this plan.**

We continue to develop and refine strategies to improve graduation rates. We expanded our deans' office advising services to students by adding two days with evening hours. We also have implemented the on-line advising system so that students can schedule advising appointments with the dean's office at their convenience. These service improvements have helped students with jobs, with family responsibilities, and those who live a long distance from campus. The numbers of student internships has expanded. The College of Business Administration, for example, has doubled the averages of students participating to 150.

Plans have been established starting in the fall '07, which will allow us to exceed this goal with the implementation of the residence hall mentor program, where every first-year residence hall student will be assigned an upper class residence hall mentor. In addition, we also have disability mentors and established peer advocates for the prevention of violence.

There are several metrics identified in the strategic plan that we believe will contribute significantly to the achievement of this goal. The metrics include:

1. Six-year graduation rate has increased 2%.
2. Summer school enrollment has increased 5% each year with a total increase of 15% over the course of the plan.
3. Number of students carrying fifteen credits or more per semester has increased by 7%.
4. Number of four-credit courses has grown by 20%, enabling first and second-year students to enroll for sixteen hours in four courses a semester.
5. 100% of high-risk courses have tutorial support programs. The failure rate in high-risk courses has decreased by at least 10%.
6. Participation in mentoring and advising programs has increased by at least 10%.
7. Summer school offering for courses with high withdrawal rates has increased by 5%.

We are pleased to report the six-year graduation rate increased from 55.8% in FY06 to 56.9% in FY07. Our three-year target of increasing the graduation rate by 2% has already been achieved. Our goal now will be to maintain this increase and to achieve even greater increases in future years.

Every other metric related to this goal has showed progress. Specifically, summer school enrollments are up by 170; the number of students taking 15 credits or more has increased by 451; the number of four-credit courses has increased by 9; and we are making great strides in students participating in mentoring and advising programs (see Metrics Chart III).

METRICS CHART III.

Initiative 1: Enhance student recruitment, retention, involvement & graduation rates

Goal 3: Increase the number of students who graduate in six years by 2%

		Actual		Target		
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Six-year graduation rate	Increase 2%	55.8%	56.9%	56.2%	56.5%	56.9%
Summer school enrollment	Increase 5%/ year	5625	5795	5906	6201	6511
Students with 15 credits or more						
# of students w/15 credits or more		11,414	11,865			
% of students w/15 credits or more	Increase 7%	52.8%	53.0%	63.2%	64.6%	66.1%
Number of 4-credit courses	Increase 20%	169	178	180	192	203
High-risk courses with tutorial support	100%	n/p	100%	---target met---		
Failure rate in high-risk courses	Decrease 10%	n/p	22.8%	n/a	21.65%	20.5%
Participation in mentoring/ advising programs	Increase 10%	*see footnote*				
Summer school offerings for courses with high withdrawal rate	Increase 5%	139	129	141	143	146

*66 programs currently exist. This goal will be exceeded this fall (every first year residence student will have an upper class residence hall mentor)

Goal 4: Develop a University-wide new and invigorated focus on students

We have been engaged in a great deal of new planning to achieve a greater sense of focus on students as well as visitors and potential new students. Physical and operational improvements, including staffing, renovations and landscaping at the University Visitor Center, will provide visitors with better services and will assist in marketing the University. Architectural plans for interior renovations and landscape improvements are underway, and construction will be completed in FY08. Building exterior renovations will be completed in FY09.

Plans are underway to create additional recreational and social spaces for students on campus. In particular, the vacated Roger Williams Dining Hall will be used as a student wellness center with recreation/fitness space, adding an additional 14,000 square feet of space in September, with permanent renovation of this space completed by fall 2009. The Center has received strong support from private donors who have pledged funding for forty percent of the project. Our primary task in this next year is to secure funding for the balance of the project and finalize construction plans and specifications. We have also developed plans this year to complete at least five volleyball/basketball courts by spring 2008.

We see further progress in creating social spaces on campus in the fact that each new and renovated building and landscape have included new interactive interior and exterior spaces, including Independence lobby/lounge, the Eddy, Garrahy and Wiley residence halls lounges/meeting spaces and outdoor seating areas, Hope Commons lobby and outdoor dining area, Center for Biotechnology and Life Sciences (CBLS) atrium and student meeting areas, Lippitt Hall, Pharmacy, and Pell atrium and café.

Restoration and maintenance of the historic quadrangle continues, and plans for the restoration of the grounds between Ranger, Green and Independence Halls are underway with construction to be completed by fall 2008. Landscape improvements have been elevated in our annual asset protection strategies, which

are exemplified by recent renovations to the very visible Ballentine Pond area and tree and shrub pruning and removal to improve facades of historic buildings (Quinn, Ranger, Edwards and Lippitt) and the Quadrangle.

The renovation of Independence Hall was completed this year and contains much needed improvements to technology, classrooms, offices, new lobby and student lounge area. Funding for the renovation of Lippitt Hall was finally secured this year from the legislature, architectural plans and specifications are complete, construction bids have been received and construction will start in September 2007, with completion in fall 2008. Both renovation projects are premised on meeting the specific academic needs of today's programs. Classrooms have been 'right-sized'; new technology systems installed in classrooms; building accessibility and fire codes met or exceeded; and sustainability standards employed. We will continue these same strategies when renovating other historic buildings that surround the Quadrangle

Design and construction of three new academic buildings needed to meet the growing academic and research needs of the University are now fully underway. Construction has begun on the new 139,000 square foot Center for Biotechnology and Life Sciences building with an expected completion in January 2009. Architectural planning was completed, and bids are being sought for the new innovative Pell Marine Science and Inner Space Center, a 40,000 square foot building at the Narragansett Bay campus, which incorporates NOMAD classroom and interactive technology. Construction of Pell will be completed May 2009. Planning has begun for the new 130,000 square foot Pharmacy building with construction slated to begin September 2008 and completion by April 2010.

Consistent with other goals, we have identified metrics to help chart the progress of our accomplishment of this goal. The metrics include:

1. The Honors Program will be fully staffed and will reside in new and improved space.
2. We will see significant improvement in URI results on the *National Survey on Student Engagement*.
3. New construction of a second group of residence hall will be initiated by 2009 so as to meet the goal of housing 50% of total undergraduate student population.
4. There will be a 10% increase in campus social interaction/networking places across campus.
5. The number and capacity of facilities to match curriculum needs is demonstrably improved.
6. The design for conversion of Fogarty Hall to new academic uses is completed.
   Discussion of potential reuse of Fogarty Hall is ongoing but no firm plan will be adopted until the completion of building plans for the new Pharmacy building in FY08.
7. Wellness Center design is complete.

We have identified several questions from the National Survey for Student Engagement that measure "focus on students" that increase their degree of involvement on campus. The questions include:

1. Participation in co-curricular activities (organizations, sports, etc.).
2. Extent students feel encouraged to interact with students from different economic, social, ethnic backgrounds.
3. Feel support to succeed academically.
4. Help coping with non-academic responsibilities.
5. Feel support to thrive socially.

Baselines have been established (see Metrics Chart IV.) based upon previous surveys. New survey results will be available in August.

With the completion of three new residence halls (800 beds), apartments and suites, the university now provides housing for 47% of the undergraduate student population (11875 students/5596 beds) as compared to 40% in the previous year. Schematic design for a new 350 bed residence hall is now underway, funded through support from the Student Affairs Division fund balances, with an anticipated construction start in summer 2009. This will bring URI resident capacity to 5898 beds, or 49% of the undergraduate population by 2010.

METRICS CHART IV.

INITIATIVE 1: Enhance student recruitment, retention, involvement and graduation rates

Goal 4: Develop a University-wide invigorated focus on students

		Actual		**Target**		
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Significant improvement on the NSSE						
• Participation in co-curricular activities (organizations, sports, etc.)	Improve	Fr. 2.15		- - - No target - - -		
		Sr. 2.06				
		M=2.11				
• Extent students feel encouraged to interact w/ students from different economic, social, ethnic backgrounds	Improve	Fr. 2.49		- - - No target - - -		
		Sr. 2.08				
		M=2.29				
• Feel support to succeed academically	Improve	Fr. 2.91		- - - No target - - -		
		Sr. 2.61				
		M=2.70				
• Help coping with non-academic responsibilities	Improve	Fr. 2.04		- - - No target - - -		
		Sr. 1.73				
		M=1.89				
• Feel support to thrive socially	Improve	Fr. 2.18		- - - No target - - -		
		Sr. 1.88				
		M=2.03				
On-campus housing of undergraduate students	50% undergrads	n/p	39%	n/a	45%	50%
Social interaction spaces	Increase 10%	n/p	500 K	n/a	525 K	550 K
Facilities to match curriculum needs						
Number of classrooms	Improve	n/p	538	- - - No target - - -		
Capacity of classrooms	Improve	n/p	11,068	- - - No target - - -		

University-Wide Initiative 2: Improve the fiscal health of the University

Goal 1: Enhance Total Annual Non-State Revenue by 15% over the course of this plan.

In order to maintain a high quality educational experience and to remain sound fiscally, the University continues to focus on enhancing non-state sources of revenue. Tuition and fee revenue remains the primary vehicle. Notwithstanding state mandated increases in tuition, enrollment growth supports accomplishment of this goal. Strategies and related metrics for this goal include:

1. Tuition and fee income will increase by 5% per year, net of institutional financial aid.
2. Capital Campaign will make public its goal of $100M and have commitments in lead and major gifts of $80M by the end of FY09.
3. Distribution of endowment income by the URI Foundation to the University will be no less than 5% per year.
4. Division of Student Affairs will increase grants and donations to support programs by 10%.
5. Over the course of the plan, the University's auxiliary and enterprise accounts will contribute $1M to University need-based financial aid.
6. University will sell selected unused real estate totaling $5M over the course of the plan and add that money to endowment.
7. University will establish new revenue streams from the use of real assets totaling $3M.
8. Intellectual property sales and licenses will total $5M.

Total tuition and fee revenue this year was increased by 11.8 % ($143.5M to $160.5M) due to the increase in enrollment and increased tuition and fee rates. Institutional financial aid was increased by 18.4% ($33.5 M to $39.7M), thus net tuition and fee revenue was increased by 9.8% ($110.2M to $120.8M) over the previous fiscal year (see Metrics Chart V.).

The "Making a Difference" capital campaign is on target to exceed the overall $100M goal and the specific plan benchmark of $80M for gifts received and generated by the end of 2009. As of April 2007 the University has received over $48M in lead and major gifts commitments (see Metrics Chart V). A comprehensive and integrated campaign communication plan is in place. Highlights include a five-minute video; completion of all campaign publications and brochures; an electronic campaign newsletter; monthly news releases about major gifts; campaign coverage in each issue of QuadAngles and regular campaign coverage through inAdvance. The campaign will formally go public with a gala celebration on October 13, 2007 in Providence during the University's Annual Distinguished Achievement Awards. At that time, the University will announce a campaign that has generated at least $50M in leadership commitments (by October that figure will probably be higher). The campaign has actively utilized a volunteer leadership committee chaired by CVS Chairman and CEO, Tom Ryan. The Advancement Division has achieved these campaign successes without any additional fundraising or communications staff and while also working with a reduction in budget.

The Annual Fund was re-branded and renamed "The Fund for URI". For the first time ever, donors to the Fund have been given the opportunity/option to restrict/designate their gift to a particular academic college. To date, the Fund is ahead of last year in terms of total giving.

We have a commitment to raise revenues internally within the several auxiliaries and to allocate additional funds to financial need-based aid. An assessment of auxiliaries and enterprises will be proposed this year, FY08, with implementation in FY09. This revenue stream will contribute $1M to need-based financial aid in addition to the present institutional contribution. Additionally, the Division of Student Affairs has submitted proposals for two new grants totaling over $200,000. Currently, Student Affairs manages

$1.22M in grant funds in support of various programs (see Metrics Chart V.).

We will unlikely be able to accomplish a planned strategy of selling selected unused real estate totaling $5M over the course of the plan and adding that money to endowment. This task will require an act of the legislature to allow URI to receive the proceeds from the sale of RIBOGHE/state property. Present law requires proceeds from the sale of state land to return to the state general fund. Efforts to date indicate that this legislation is unlikely to pass during the present (and perennial) economic climate.

The University worked to establish new revenue streams from the use of real assets totaling $3M. This year we acquired approximately 125 acres of land contiguous to approximately 180 acres of current university property which expands the University's real estate opportunities for future building sites and potential revenue streams. We engaged consultants to develop business plans for several potential ventures including a research park, alumni and faculty housing, and golf learning center. The Research Park report will be completed July 2007 and the housing and GLC study this fall 2007.

Another success this year was passage of legislation that allows the University to establish a Research Foundation. This entity will assist in developing new collaborations with private sector business for the commercialization of intellectual property and private/public partnerships in a potential research park. This foundation will begin operation in FY08 and should realize modest financial returns in FY09.

***Goal 2*: Increase public financial support for the University**.

Strategies and related metrics for this goal include:

1. The University's total externally funded research will increase to $90M by the end of FY09 (to be revised downward to $78M).
2. We will secure earmarked federal funding averaging $3M per year over the course of this plan.
3. Indirect cost recovery from public grants and contracts will total $13.5M per year at the end of FY09.
4. Rhode Island state support of the University will increase by at least 4% per year in general revenue.
5. Rhode Island Capital Fund support of asset protection at the University will increase by 7% per year.
6. Rhode Island will approve general revenue bonds for a new pharmacy building, a new nursing building and a new chemistry building totaling $140M. In 2008, the voters will approve a major rehabilitation of the Fine Arts Center.

Unfortunately, state general revenue support for operations remained level from FY06 to FY07 and going forward into FY08, state general support will decline precipitously by 5.7%, a reduction of $4.7 million ($81.8M to $77.1M) from FY07 to FY08. This continual decline of state support has forced increases in our tuition and fee rates equal to the upper level of our peer institutions. This could deter future enrollment, particularly for out-of-state students. We--the University and the Board--must stop this downward trend of state support or seek a new paradigm for funding the university's operations.

In FY07 the Governor reduced URI's appropriated asset protection allowance by $959,000, but we were successful in convincing the legislature to restore these funds, providing the University with a 5% increase ($3.7M to $3.9M) over the last year. Legislative support for asset protection and RICAP projects continues to be strong, and an incremental increase of funding for asset protection, 5% per year, is expected over the foreseeable future. The state also provided $3.5M in additional support for Independence Hall in FY07.

URI and the Board conducted a very effective campaign to persuade voters to approve a general obligation bond for the new $65M Pharmacy building in November 2006. With new budgetary concerns

for state debt service, however, the legislature has now changed the referendum schedule for the new Chemistry building to 2012 and new Nursing building to 2010. The Fine Arts building is not within the current bond referendum schedule. We will continue to promote our original schedule for bond approval for Chemistry (2008), Nursing (2010) and Fine Arts (2012).

Although final figures will not be available until later this summer, total revenue generated from externally funded research for FY07 appears to have declined, largely because we received large grants, including IMBRE, ADVANCE and NUWC last year, for a two-year period. Indirect cost recovery from public grants and contracts, however, will increase to the established targets for this year. Additionally, Congress made a dramatic shift in policy and practice with regard to earmarks, and URI received no earmarked money, an unhappy turn of events despite the fact that it is probably sound federal policy. (The most recent information suggests that there will be some earmarked money for URI in several budget bills moving through congress late in the session. These will be included in the 2007-2008 management letter.)

METRICS CHART V.

INITIATIVE 2: Improve the fiscal health of the University

Goal 1: Enhance total annual non-state revenue by 15%

		Actual			Target		
Metric	**Goal**	**FY06**	**FY07**	**As of**	**FY07**	**FY08**	**FY09**
Tuition and fee income	Increase 5%/ year	$110.1M	$120.8M		$115.6M	$121.4M	$127.5M
Commitments in lead & major gifts	$80 M	$32.6M	$48M	6/30/07	$48M	$64M	$80M
Distribution of endowment income	More than 5%/ year	$3.26M	$3.58M		$3.42M	$3.59M	$3.77M
Grants and donations to support programs	Increase 10%	n/p	1219K		n/a	1280K	1341K
Auxiliaries contribute to University need-based financial aid	$1M	$0M	$0M		$0.3M	$0.7M	$1M
Unused real estate added to endowment	$5M	$0M	$0M		$1.7M	$3.3M	$5M
New revenue streams from real assets	$3M	$0M	$0M		$1M	$2M	$3M
Intellectual property sales and licenses	$5M	$1M	$0.5M		$2.3M	$3.7M	$5M

Goal 2: Increase public financial support for the University

		Actual			Target		
Metric	**Goal**	**FY06**	**FY07**	**As of**	**FY07**	**FY08**	**FY09**
Externally funded research	$90M	$77.7M	$65.6M	6/30/07	$82M	$86M	
Earmarked federal funding	Average $3M/ year	$6.8M	$0M		$3M	$3M	
Indirect cost recovery from public grants and contracts	$13.5M/ year	$9.3M	$10.6M	6/30/07	$10.7M	$12.1M	
State support for University	Increase 4%/ year	$82.4M	$82.5M		$85.7M	$89.1M	
Capital Fund support of asset protection	Increase 7%/ year	$3.7M	$3.9M		$3.9M	$4.2M	$4.5M

Goal 3: **Enhance fiscal stability**

In order to manage University resources to better meet student needs and promote faculty and staff productivity, we are working to implement a paperless financial, human resources and purchasing system. The past year was been marked with the implementation of numerous streamlining measures that eased bureaucracy and reduced paperwork. We increased flexibility in purchasing with substantial changes in limited value purchase (LVPs) orders limitations ($1,000 to $5,000), eliminated duplicative approvals and processes for Master Price Agreements items and college requisitions, and replaced paper forms with on-line and web based requisitions, forms and vouchers. Upgrade in PeopleSoft financial module, to 8.9, was completed and the upgrade of the human resources module, to 8.9, will be completed in July. This will enable us to eliminate many paper HR forms and employment applications, streamline search committee information and interface with future electronic payroll systems. This will also allow us to move remaining administrative systems off the antiquated mainframe computer and complete the PeopleSoft implementation. E-procurement software, which has now been purchased, will eliminate most paper purchasing forms and provide work-flow capability; it will be implemented in FY08.

In streamlining procedures, we were successful in the last legislative session in securing an important permanent waiver from the state's cumbersome bidding procedures for all third party (non-state funds) purchases. With the approval of the Board of Governors, we developed and implemented more realistic purchasing guidelines that ease the unnecessary burdens for researchers and place us in a competitive position with our peer institutions.

Towards maximizing our financial and physical resources, the legislature approved our request to carry forward surplus funds from FY06 to FY07. That same authority was granted for the next fiscal year, FY08 as well. We are working on establishing a preventative maintenance program that takes into account the normal rates of deterioration and is funded by a fixed capital funding source. We have engaged the campus community in an evaluation of facilities/maintenance needs and deferred maintenance with the assistance of Sightlines, a nationally recognized consulting firm. Its findings are being reviewed by administrators, and implementation strategies will be recommended for inclusion in asset protection plans this summer. Funding will be major obstacle to accomplishing this task.

We will develop an energy performance contract to use energy savings to pay for necessary equipment and facility upgrades with no negative impact on current year budgets. An energy performance consultant/contractor completed the energy audit and renovation cost estimate. We have received bonding authority for the proposed improvements and we are beginning renovations to energy systems and building infrastructure. The renovation work will be completed over a three-year period using $18.1M energy savings to finance the cost of construction. No additional operations funds are required to pay for the improvements or debt service.

This year, we made great strides in achieving our goal for the URI Foundation to become the fundraising arm of the University. An agreement between the URI Foundation Board of Directors and the Board of Governors for Higher Education, implementing this strategy, was signed on June 25, 2007. A plan is now in place to deal with all of the staff and resource transition issues, as well as a defined process of how we will mutually develop fundraising outcome goals. The process was, and remains, a complicated affair, which began with a planning retreat in November 2005. The past 18 months have been spent working out the many details. We have also worked out a plan for the Division of Advancement to assume an expanded role in the area of University branding and marketing, event management, and public affairs.

University-Wide Initiative 3: Create a more inclusive environment

Goal 1: Increase the enrollment, retention and graduation rates of underrepresented groups, including students with disabilities.

The first goal in creating a more inclusive environment is increased focus on enrollment, retention and graduation of students from underrepresented groups. The specific metrics for this goal are listed below:

1. Total enrollment of students from underrepresented groups will increase 3.3% annually, 10% over the course of the plan.
2. Sophomore to junior retention of students from underrepresented groups will increase by 2% annually.
3. Graduation rates at six years of students from underrepresented groups will increase by 2% annually.

Overall enrollment of students from underrepresented groups has increased by 115 from FY06 to FY07. This 7% increase exceeds the expected 3.3% increase target articulated in the plan. Likewise, sophomore to junior (2nd year) retention increased from 64% to 68%. Six-year graduation rates, however, declined by 1%. It is possible that current strategies to increase retention may not translate into improvement in six-year graduation rates for several years. For example, annual increases in institutional financial aid, which should impact retention, likewise should contribute to increased graduation rates (see Metrics Chart VI).

METRICS CHART VI.

INITIATIVE 3: Create a more inclusive environment
including students with disabilities

		Actual		**Target**		
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Enrollment from underrepresented groups	Increase 10%	1634	1749	1688	1743	1797
Sophomore to junior retention	Increase 2%/ year	64%	68%	66%	69%	71%
Graduation rates at six years	Increase 2%/ year	47%	46%	49%	50%	52%
Institutional financial aid	Increase $1M	$9.1M	$11.3M	$9.4M	$9.8M	$10.1M
Participation in leadership & org. training	Increase	Not reported				

Goal 2: Increase hiring and retention of faculty and staff from underrepresented groups, by Divisions.

The Division of University Advancement has added two full-time professionals of color to its staffing (Alumni Relations and Publications). QuadAngles, all capital campaign publications, inAdvance, news releases, the new TV ads, and other University Advancement communications make a sustained and extraordinary commitment to publicizing the achievements and the activities of women and persons of color. Our special events (such as the Achievement Awards and Donor Recognition Brunch) feature women and persons of color. This year's Annual Black Scholar Awards program received extensive media coverage, including highlight coverage in the Providence Journal. The Women's Council and the Professionals of Color organizations have been formed and held their initial events. The Alumni Relations Office continues with its annual workshop for graduating seniors of color, in which minority alumni are invited to speak and present. The Alumni Relations Office and the Alumni Association also continue with their support of the Black Scholar Awards program. The Student Alumni Association has a 7%

representation of students of color. Currently, since the organization is capped through its by laws in terms of total membership, numbers of students of color can only grow as openings for membership unfold. This policy will be reviewed. The Alumni Association has nine persons of color on its Board and standing committees. The Nominating Committee (composed of alumni volunteers) continues to pursue the goal of seeking and recruiting more persons of color. Women are well represented on both the Board and the committees. The Communications Advisory Council has not met this year, due to the work of the Branding Committee. Therefore, no persons of color have yet been added. Three persons of color have been invited to join the Branding Committee for its implementation work.

Donors (and fundraising volunteers) of color continue to lag. No alumni of color have emerged as leading philanthropists who can serve on such committees as the capital campaign leadership committee. One minority alum was asked but declined. Our Fund for URI student-caller program continues to make an extensive use of students of color. Women continue to be significant donors to all of our causes. Four women serve in leadership roles within the "Making a Difference" capital campaign. The Women's Council on Philanthropy is active (sponsoring events and having established a scholarship this year). An undergraduate internship program within Advancement (via the Alumni Relations Office) was initiated this year. One student (a female) applied and was chosen.

Student Affairs:

An increase of 5% of staff members from underrepresented groups has been achieved. Currently there are 48 staff members from underrepresented groups. We have hired an Hispanic woman in our Counseling Center, and the Director of Counseling just hired an African American. Both efforts and progress are being made in this important area.

Although some of the data related to this goal has not yet been collected, we will monitor the metrics closely (see Metrics Chart VII).

METRICS CHART VII.

INITIATIVE 3: Create a more inclusive environment

Goal 2: Increase hiring and retention of faculty and staff from underrepresented groups

			Actual			Target		
Metric		**Goal**	**FY06**	**FY07**	**as of**	**FY07**	**FY08**	**FY09**
Student Affairs			footnote*					
Staff members		Increase 5%	n/p	48		n/a	49	50
Academic Affairs								
Number of underrepresented faculty		Increase 5%	101	101				
University Overall								
Number of underrepresented faculty and staff			244 *10% of total*	265 *10.7% of total*				
Administration								
Candidates for the classified service		Increase	5 of 53	4 of 54	6/13/07	no target		
Advancement								
Phone-a-thon callers in Annual Fund		30 out of 90		15%		n/a	22%	33%
Participation of women and persons of color		Representative	- - - NOT MEASURABLE - - -					
Capital Campaign leadership committee		5 women	5	5		5	5	5
Alumni Association Executive Board		9 minority	9	9		9	9	9
Communications Advisory Council		10% minority	0%	0%		3%	7%	10%
Student Alumni Association participation		10% minority	7%	7%		8%	9%	10%
currently 11 temporary positions and 9 graduate students								

Goal 3: Create a visible and vibrant institutional commitment to multicultural competence (awareness, knowledge, skills).

In addition to increasing the numbers of students, staff and faculty to enhance inclusion, the University will initiate programs that will positively impact the inclusive cultural climate on campus. The metrics associated with this goal include:

1. In the Diversity Climate Assessment Survey, we will see an increase of 10% of students, staff and faculty who indicate "agreement" or "strong agreement" with the item: "I believe the faculty, staff, and administration exhibit sufficient sensitivity to the multicultural needs of the campus."
2. All departmental web pages will list at least one opportunity for enhancing multicultural competence.
3. All academic departments will have identified a minimum of five course offerings that include explicit opportunities for gaining multicultural competence.
4. 300 faculty members will have participated in cultural competence training.
5. Number of students who study abroad will increase by 5% annually.

We have established an already impressive baseline of 87% of respondents indicating "agreement" or "strong agreement" with the statement listed above in Metric 1. Only 13% of departmental web pages list opportunities for enhancing cultural competence. Significant improvement will have to be made to achieve 100% by the final year of the strategic plan. Also according to data provided by Office of Affirmative Action, Equal Opportunity and Diversity only five faculty members participated in cultural competence training during FY07. Students who participated in study abroad programs increased slightly from 449 to 456 during FY07.

METRICS CHART VIII.

INITIATIVE 3: Create a more inclusive environment

Goal 3: Create a visible institutional commitment to multicultural competence (awareness, knowledge, skills)

		Actual		**Target**		
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Sensitivity to multicultural needs (based on the Diversity Climate Assessment Survey)	Increase 10%	n/p	87%	n/a	91%	96%
Departmental web pages enhancing competence	All	n/p	13%	n/a	57%	100%
Five courses for gaining competence per dept	All		14/53 responded; of these, 50% have	50%	75%	100%
Faculty in cultural competence training	300	0	5	100	200	300
Students who study abroad	Increase 5%/ year	449	456	471	495	520

Goal 4: Improve the physical environment to promote diversity and inclusion.

Preliminary architectural designs have been completed for the International Student Center along with a fundraising brochure. Support will be solicited through the Capital Campaign. One percent of all new building construction cost is dedicated for public art, which is directed by the RI Arts Council in conjunction with URI. We are presently collaborating with the Council and artists for works at Independence Hall, CBLS and Lippitt halls, interior and exterior, that will address this goal as part of the building construction. A regular review in the Campus Master Planning committee for elements of inclusion in every new building project is standard practice. We have plans to renovate the main lounge of the Memorial Union. Design work is beginning on the new fitness-wellness center with inclusion as a priority.

University-Wide Initiative 4: Improve the efficiency and effectiveness of research and outreach support

Goal 1: Provide facilities, systems and resources with improved support to meet the research needs of the University.

The University hired its first Vice President for Research and Economic Development and established a fifth University Division, namely the Division of Research, in FY07. The new Vice President position replaces the previous position of Vice Provost for Research, Graduate Studies & Outreach and Dean of the Graduate School.

In creating the new Division of Research, post-award services were transferred from the Division of Administration to the Division of Research. In the coming year, pre- and post-award functions will be merged to become more seamless to the research faculty. When completed this fall, the new office will be a one-stop service center for PI's and other researchers. Changes in research purchasing standards, new electronic financing systems and streamlining business functions will compliment the new office operation.

Metrics for this goal include:

1. Grant proposals submitted in each year of the plan have increased at least 3%.
2. Asset Protection program is funded to $8M annually.
3. Total research awards at URI exceed $90M per year by June 30, 2009.
4. Total intellectual property income to the university exceeds $5M over the course of the plan.

Data reported for this goal reflect data year to date progress and will be updated when the data becomes available (see Metrics Chart IX). (It should be noted that we are reducing our goal in the area of funded research to reflect a goal of $71M in FY08 and $78M in FY09, more realistic goals.)

Goal 2: Increase capability and productivity in the areas of entrepreneurship, technology transfer and commercialization.

The University of Rhode Island Research Foundation was established in FY07. Plans are underway to establish the URI Research and Technology Park. Management of the intellectual property has been transferred from the URI Foundation to the URI Research Foundation as of July 1, 2007. A search for the new Director of Technology Transfer and Industrial Research is underway. The Director will report directly to the Vice President for Research and Economic Development. The mission of the new URI Research Foundation is designed to enhance support for the commercialization of URI intellectual property.

Metrics for this goal include:

1. Patents and licenses have increased by 20%.
2. Incubator space has increased by 50,000 sq. ft.
3. Revenues from technology transfer and commercialization in support of URI intellectual property have increased by 50%.

Although most of the data reported reflect year-to-date progress, we have seen increases in the number of patents in force go from forty-four (44) in FY06 to fifty-three (53) in FY07, as well as an increase in the number of licenses paying royalties. The income from patents and licenses, however, has not increased as expected. (It should be noted that we are reducing our goals to reflect $1M in FY08 and $1.5M in FY09, based on the loss of income from Johnson and Johnson, which did not renew its licensing agreement with us.) (See Metrics Chart IX).

Goal 3: Increase the size and competitiveness of graduate programs.

The reassignment of the Graduate School to the Vice Provost for Academic Affairs in July will result in an examination of the organization of graduate programs to make changes that will improve national competitiveness. The University is expanding exchange partnerships with other institutions, such as the College of the Bahamas and the University of Medellin to provide a breadth of experience.
The Vice President for Research and Economic Development and the Dean of the Graduate School are developing a plan to address research assistant stipends and out-of-state tuition charges to be more in line with that of other New England flagship universities. We believe that this will improve declining graduate enrollments (see Metrics Chart IX). On a positive note, the University now has one more graduate program ranked in the top 25 in the nation, moving us one step closer to our goal of 3 programs in the top 25.

Metrics for this goal include:

1. Graduate enrollment will increase by 3% a year over the course of this plan.
2. Three or more URI graduate programs will be ranked nationally in the top twenty-five programs in that field.
3. Our baseline for graduate student support is defined and compared to a national standard. Progress toward reaching that standard is measurable.

METRICS CHART IX.

INITIATIVE 4: Improve the efficiency and effectiveness or research and outreach

Goal 1: Provide facilities, systems & resources with improved support to meet the research needs of the University

		Actual		Target		
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Grant proposals submitted	Increase 3%	634	660	640	647	653
Funding of Asset Protection*						
Research awards expense	$90M/year	$56.7M	$63M	$67.8M	$71M	$78M
Intellectual property income	$5M	$1M	$0.5M	$1.7M	$1.5M	$1.5M
Develop an endowed, dedicated fund	$10M	- - - WILL REPORT - - -		$3.3M	$6.7M	$10M

*(see Initiative 2, Goal 2 - Capital Fund Support of Asset Protection)

Goal 2: Increase capability and productivity in the areas of entrepreneurship, technology transfer and commercialization.

		Actual		Target		
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Patents and licenses						
Patents in force	Increase 20%	44	53	target met		53
Licenses paying royalties	Increase 20%	6	7	7	7.1	7.2
Patent and license income	Increase 20%	$900K	$539K	$960K	$984K	$1.08M
Incubator space	Increase 10K (50,000 sq. ft.)	0 K	0 K	3.3K	6.7K	10K
Revenues in support of intellectual property	Increase 50%	$1M	$0.5M	$1.16M	$1.32M	$1.5M

Goal 3: Increase the size and competitiveness of graduate programs

		Actual		Target		
Metric	**Goal**	**FY06**	**FY07**	**FY07**	**FY08**	**FY09**
Graduate enrollment	Increase 3%/ year	2996	2631	3086	3179	3274
Programs ranked in top 25 programs	3 or more	1	2	2	2	3
Graduate student support-compared to nearby land-grant universities		n/p	$12,500	- - - No target - - -		

Conclusion

As in every year for the past sixteen, FY07 has seen many successes and some disappointments. Among the highlights has been the continued growth in enrollment and retention, voter approval of the new pharmacy building, the completion of critical new facilities in housing and dining, new infrastructures for research and for fund-raising, and many new and exciting faculty members. Most of these have required difficult negotiations, but all hold great potential for building a better URI. I am quite proud of the various offices and people around the University who have done the right things, even when these were not always in their personal interests.

Among the disappointments have been, of course, the still declining State appropriation to the University for its operating budget, the likely deferral of bond questions for Chemistry, Nursing and Fine Arts, and the decline in graduate student enrollment and in research proposals submitted. (I would add the incredible escalation of the cost of building materials in our construction projects, although I know this problem exists for all construction around the nation.)

On a personal note, I continue to enjoy my work as president. This past year has been a particularly significant one in terms of change, e.g., the Research Foundation, the redefinition of the role of the URI Foundation, the Central Falls project, the Global U8 chairmanship, etc. Our growth projections are on track, and the physical spaces required to accommodate that growth are coming online. We are raising significant dollars in the capital campaign, and, more importantly, those dollars are coming for purposes critical for our future: scholarships, endowed chairs and programs and for new and/or rehabilitated facilities. We are hiring bright new faculty members—twenty-three new lines for FY08, five conversions from clinical to full-time tenure track positions, with five more searches ongoing, in addition to filling vacated faculty positions. We are matching student enrollment growth with faculty positions, as quickly as we can do so. Each year we have better data on our students' performance, building better systems of support when and where students need them. Our relationships with faculty and staff are excellent, even in a contract renewal year. And I have benefited personally and professionally from my relationship with the Commissioner and his staff and with the Board itself.

If I may be so bold to suggest an agenda for the Board of Governors, there are several critical questions which I believe that the Board needs to address this year.

1. As I have said for the last few years, we need a new funding paradigm for URI. This simple chart tells the painful story.

		Tuition/fees		State App.			
FY88		$36.3		$64.5		118.3	
FY88 - Adjusted for Inflation		$65.1		$115.5		-	
FY08 *		$180.6		$77.0		211.8	(forecasted) ***
% Change		397.1%		19.4%			
% Change - Adjusted for Inflation		177.6%		-33.3%			
* FY08 - Per Legislative Action 6-07; could be further reduced by State Budget Office as a result of distribution of "turnover" currently budgeted in DOA							
** Source: U.S. Department Of Labor, Bureau of Labor Statistics							
*** Assumptions:							
Base year: FY06 CPI = 201.6							
Annual increase: 2.5%							
Source: Congressional Budget Office							

The futility of continuing to believe that the State of Rhode Island will reorder its priorities to better support URI's operating budget is painfully clear. I accept some of the responsibility for failing to convince the several governors and state legislators otherwise during my tenure. With no aggregate increase now for seven years, and a significant cut in the state appropriation for the current year, we cannot just continue to do business as usual. That is a formula for ultimate failure. My management letter last year urged action, and I believe that the House Finance Committee, at least, is more than open to a proposal. A solution for URI, however, may not be a workable solution for RIC and CCRI. Their needs are proportionally as great or greater, but we may have to develop separate plans for each of the three institutions in order from each to prosper. I recommend that the Commissioner convene a panel of outside financial and management experts to bring fresh eyes to the issue, with their report coming to the Board for consideration by the end of this fiscal year.

2. URI's research mission needs to be funded. I have said repeatedly over my tenure that you cannot finance a high quality research university with tuition and fees from students coming from New York and New Jersey. Further, URI relies more on federal dollars than any research university I know, and those dollars wax and wane with the national economy and federal priorities. While new buildings like the Biotechnology and Life Sciences building, the Pell Library and Inner Space Center, and the Pharmacy building will give the University some excellent new facilities, the lack of operating dollars means that we cannot provide the start-up packages for faculty or provide the match money required of so many federal grants. Every political leader in the state is fond of saying that URI, through its research programs,

should be the engine for the development of the new economy here. Now Rhode Island needs to have a strategy for making that possible. I hope that the commission led by Justice Flanders will provide the beginning point for that strategy, but whether it does or not, the Board should commit to finding a way to get URI the resources it needs to carry out its research mission.

3. The level of professional compensation needs to be addressed. URI has fallen below the median for faculty, but we are near the very bottom for managerial professionals, beginning with the president. I say this not for myself but for the health of the University as a whole. Right now, it is a critical factor in the search for a dean of engineering, and especially for the provost. Deans of engineering at major research universities are currently commanding salaries in the range of $250,000 to $300,000. We are paying something like $175,000. It is a near certainty that we will have to pay a new provost more than we currently pay the president. A major issue too is that these dynamics are forcing us to limit our choices to those who are already employed here. While this may be a good thing from time to time, in the long term hiring from within makes universities parochial and even more rigid and resistant to change than they are already!

   The Board will have to face this question when it seeks to find a new president for URI in a few years. I am currently the third lowest paid president of a land-grant university in America, behind North Dakota and Montana, places where the cost of living is decidedly less than in Rhode Island. Our peer institution, the University of Delaware, currently pays its president around $700,000 a year. Rhode Island should be prepared to pay its next president at least half of this. I am under no illusion about how hard this will be to do in Rhode Island, but it is the Board which has the responsibility to give the University of Rhode Island the very best leadership possible.

The University of Rhode Island Planning Process Overview

Office of Planning Services & Professional Development

Updated 2006

UNIVERSITY OF Rhode Island

STRATEGIC PLANNING ELEMENTS

VISION
Describes aspirations for the future.
Broad and inspirational in tone
Long term strategic intent
Defines what the organization is capable of becoming.

MISSION
Supportive of vision.
Conveys a sense of purpose

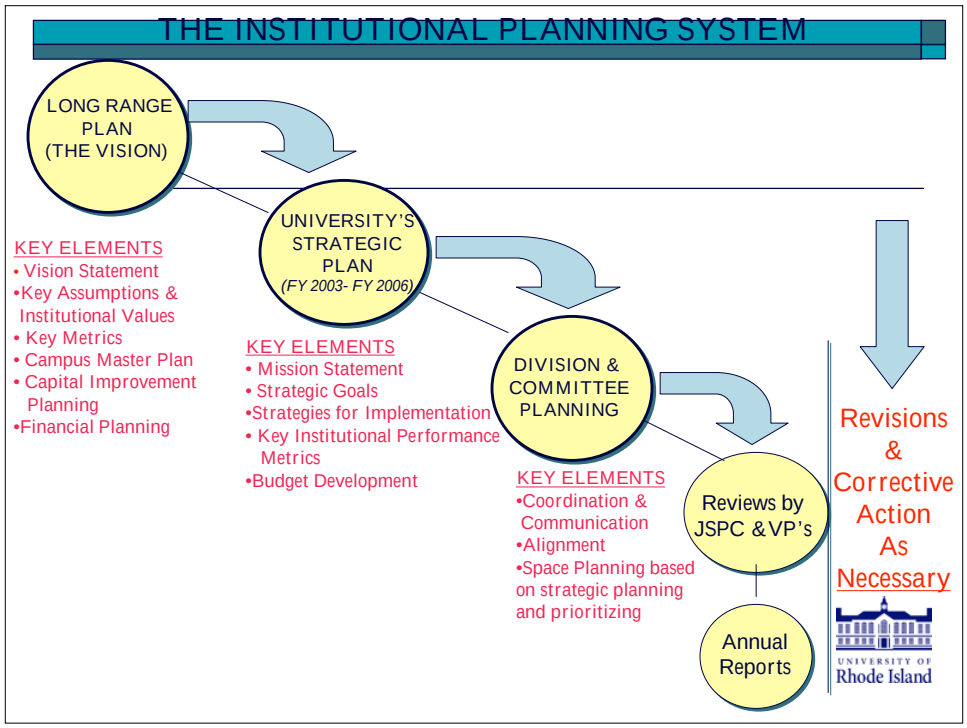
Environmental Scanning
Current and Future Trend Analysis

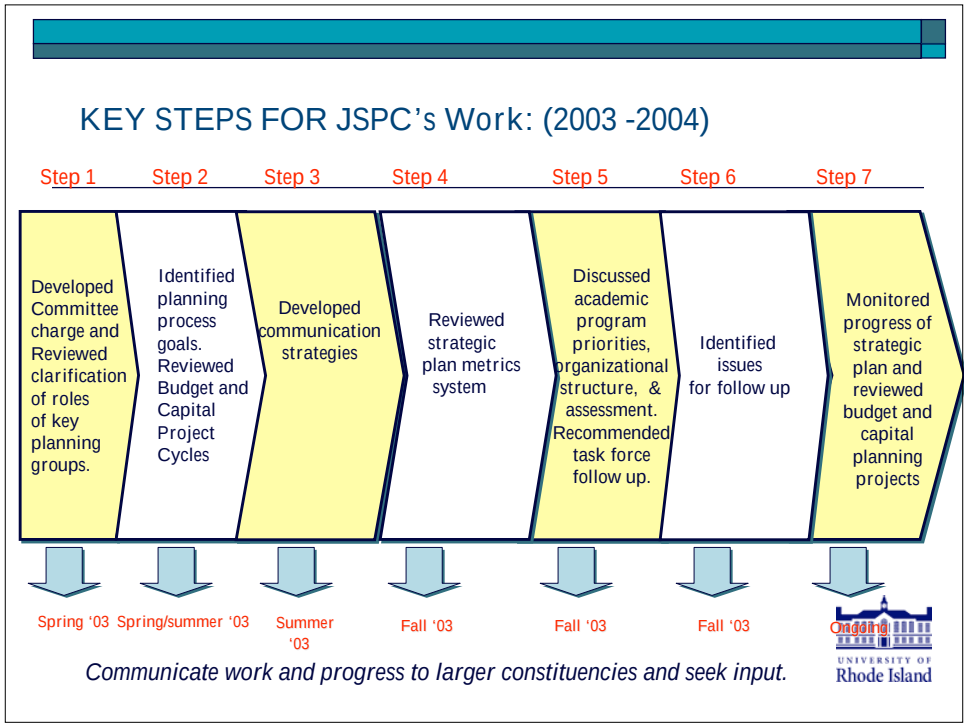
VALUES
Represents core ideology about the way an organization conducts its work.

GOALS
What will be accomplished.

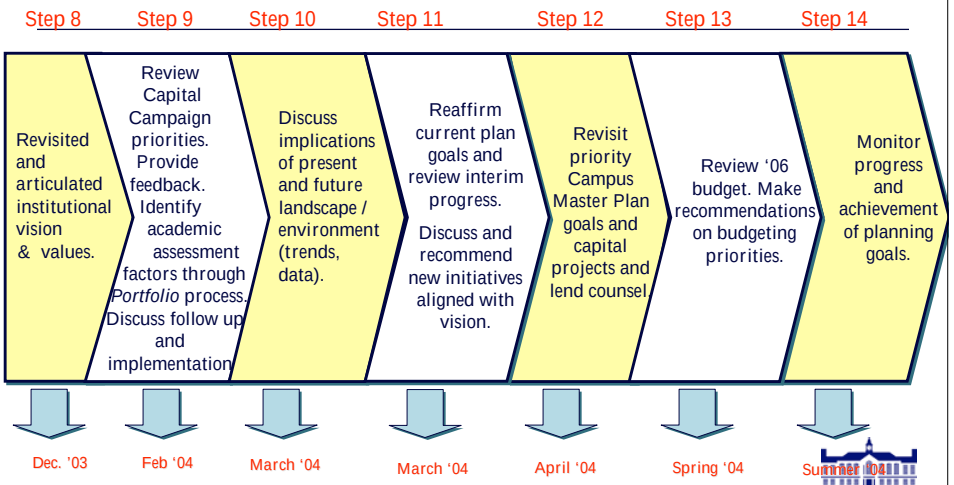
ACTION PLAN
Steps, Resources, time, metrics

UNIVERSITY OF Rhode Island


THE INSTITUTIONAL PLANNING SYSTEM
LONG RANGE PLAN (THE VISION)
KEY ELEMENTS
• Vision Statement
•Key Assumptions & Institutional Values
• Key Metrics
• Campus Master Plan
• Capital Improvement Planning
•Financial Planning
UNIVERSITY'S STRATEGIC PLAN (FY 2003- FY 2006)
KEY ELEMENTS
• Mission Statement
• Strategic Goals
•Strategies for Implementation
• Key Institutional Performance Metrics
•Budget Development
DIVISION & COMMITTEE PLANNING
KEY ELEMENTS
•Coordination & Communication
•Alignment
•Space Planning based on strategic planning and prioritizing
Reviews by JSPC & VP's
Annual Reports
Revisions & Corrective Action As Necessary
UNIVERSITY OF Rhode Island


KEY STEPS FOR JSPC's Work: (2003 -2004)
Step 1
Step 2
Step 3
Step 4
Step 5
Step 6
Step 7
Developed Committee charge and Reviewed clarification of roles of key planning groups.
Identified planning process goals. Reviewed Budget and Capital Project Cycles
Developed communication strategies
Reviewed strategic plan metrics system
Discussed academic program priorities, organizational structure, & assessment. Recommended task force follow up.
Identified issues for follow up
Monitored progress of strategic plan and reviewed budget and capital planning projects
Spring '03
Spring/summer '03
Summer '03
Fall '03
Fall '03
Fall '03
Ongoing
Communicate work and progress to larger constituencies and seek input.
UNIVERSITY OF Rhode Island

Continued - KEY STEPS FOR JSPC's Work: (2003-2004)



Communicate work and progress to larger constituencies and seek input.

UNIVERSITY OF Rhode Island

Effective Strategic Planning at URI:

- **Capitalizes on new and existing knowledge**
- **Creates change agents throughout** the organization who will move the future priorities and plans of the University forward
- **Emphasizes a collaborative process** that as much as possible includes input from all segments of campus and stimulates new ideas
- **Respects existing authority** and decision making structures and functional responsibilities
- **Achieves the integration** of the fiscal, physical, academic, and human resources that will relate to the level of involvement and knowledge incorporated from those functional areas with consideration of any related projects, issues, deadline, schedules.
- **Incorporates data driven decisions** – maximizing knowledge of related research and trends that effect higher education
- **Ensures alignment** of all planning activities and processes
- **Tracks progress** and communicates achievements

UNIVERSITY OF Rhode Island

Strategic Planning Goal: *Increased organizational effectiveness*

Strategic Planning Process:

- *Create a culture of strategic decision making*
- *Decentralized planning focused on the academic planning goals and the institution's strategic plans.*
- *Focus on collaborative planning structures throughout the organization and determine alignment and linkages between them*

Strategic Planning System:

- JSPC - *role*
- Existing governance structures (*Faculty Senate, VP's, key planning committees - .. Space planning, campus master planning, etc.)*

Planning Strategy: *Shared governance is emphasized, Planning Services to provide support to the campus for planning, focused on shared vision and goals - alignment, communication, interface between groups.*

University of Rhode Island

The Joint Strategic Planning Committee advises the President and the Faculty Senate on broad policies and principles affecting the general direction of the University of Rhode Island in conjunction with its vision, mission, and values as a learning community. The Committee shall assist in the implementation and progress of the President's strategic plan and monitor the development of a university strategic planning process, which shall integrate aspects of finance, human resources, academic programming, student affairs, fund raising, and capital projects. The planning process at the University and the priorities established through it shall guide decisions on institutional funding in concert with its vision and mission.

University of Rhode Island

Role of the Senior Planning Committee: (JSPC)

- **Will have the broadest view** of the University and will represent the larger University community in determining University-wide vision, values, and strategic priorities/directions for the institution as a whole.
- **Encourage and support Division and Departmental planning** and results that align with University-wide priorities.
- Develop and endorse **an integrated planning process and schedule.**
- Be aware of and **monitor progress** achieved on new initiatives.
- **Evaluate** previous strategic plans, review and incorporate into present plans.
- **Incorporate continued environmental scans, research, and data** to inform planning and shift priorities when needed.
- **Communicate** planning goals and progress to the University community.
- **Develop priorities that drive resource allocation** decisions.

UNIVERSITY OF Rhode Island

Background Information

Other University Planning Committees and how they interface with each other

UNIVERSITY OF Rhode Island

KEY PLANNING COMMITTEES

The JSPC - *The Joint Strategic Planning Committee*

The Campus Master Planning Review Team

The Asset Protection Committee

SEDA - *The Space, Enhancement, Design, and Allocation Committee*
The Space Logistics Team

Building Committees

Academic Planning Committees

Assessment, Measurement, Evaluation committees

UNIVERSITY OF Rhode Island

FLOW CHART FOR NEW BUILDINGS/CAPITAL PROJECTS APPROVAL PROCESS - University of Rhode Island

Community/Depts.
Generate ideas/proposals

Provost/VP
Reviews in conjunction with Institutional priorities; decides whether to pursue

Capital Planning & Design
Conducts feasibility studies, develops space program, works with Capital Projects to develop budgetary estimate

JSPC
Reviews & prioritizes--
Provides recommendation to President, VP, Provost

⟺ President
Final decision

Ongoing communi-cation with originating department about project status and evolution

Master Plan Review Team
Design and Location Approval consistent with Master Plan core values

⟺ President
Reviews and provides input @ location/design considerations

Capital Planning & Design
Develops Item for Capital Improvement Plan

Submit annually in May

Advance Planning

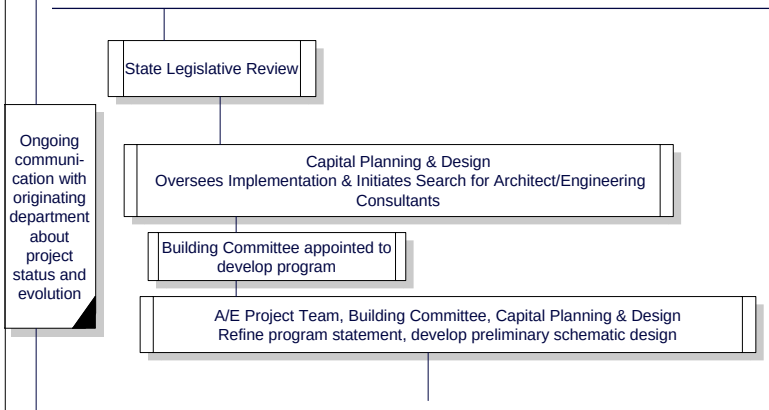
BOG
Approval of project and funding
As part of 5 year CIP

⟺ Governor/General Assembly/Private Donors provide funds

UNIVERSITY OF Rhode Island

continued →

Continued .....FLOW CHART FOR NEW BUILDINGS/CAPITAL PROJECTS APPROVAL PROCESS - University of Rhode Island



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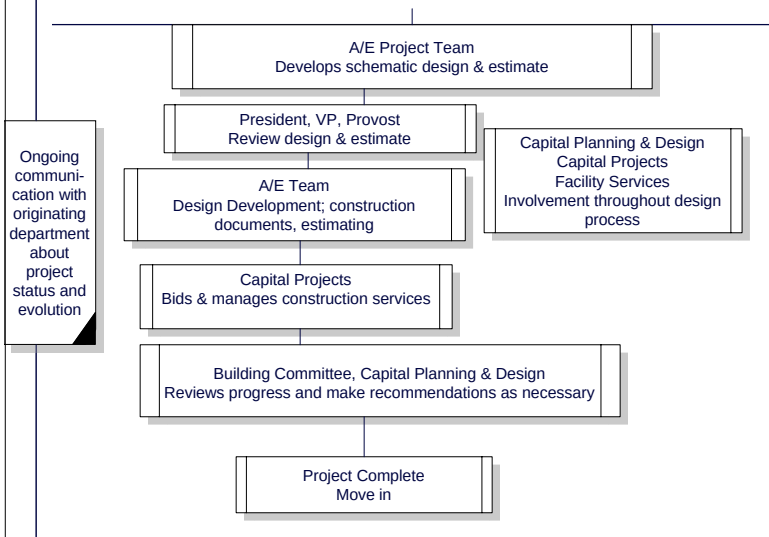
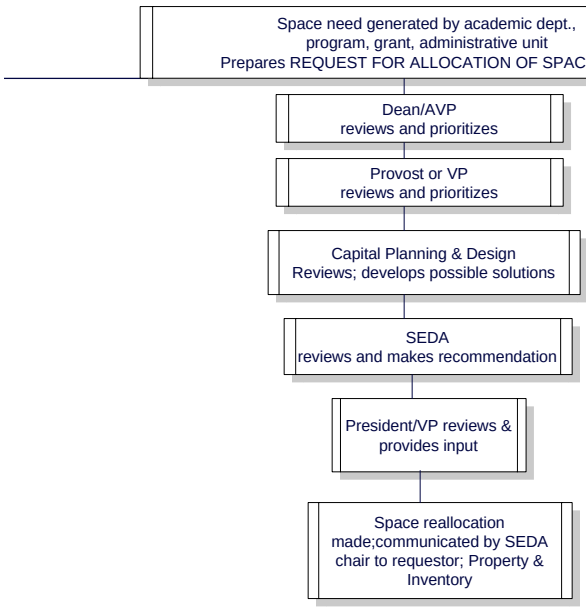
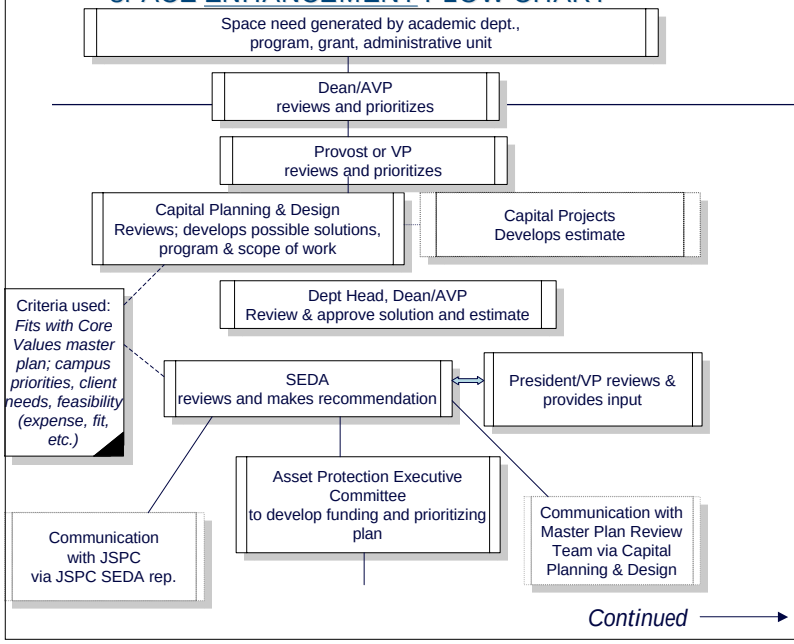


SPACE REQUEST FLOW CHART



UNIVERSITY OF Rhode Island

SPACE ENHANCEMENT FLOW CHART



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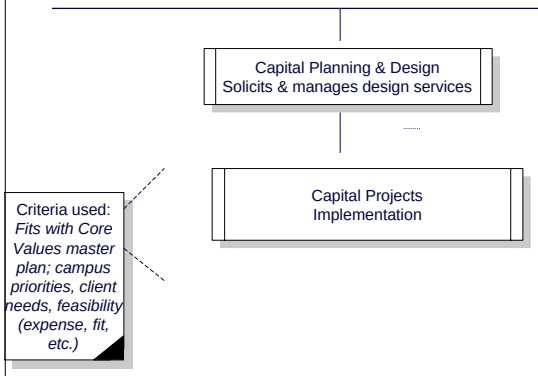
UNIVERSITY OF Rhode Island

SPACE ENHANCEMENT FLOW CHART
Continued....



UNIVERSITY OF
Rhode Island

Appendix 2.5

Budget/CIP/JSPC – Process Overview

BUDGET	May-July 05	Budget Office prepares a preliminary line item revenue and expenditure FY 2007 Budget Request based on strategic plan, historical data and new information
JSPC	Feb-May 05	JSPC input: FY 2007 Budget Request
CIP	Jul-Aug 05	Beginning of Advanced Planning, Design, and Construction phase
BUDGET	July-Aug 05	Communication to JSPC: FY 2006 Allocation
BUDGET	July-Aug 05	OHE Guidelines received for FY 2007 Request (includes State guidelines)

Timelines for JSPC and Budget/CIP/JSPC – Process Overview

BUDGET	July-Aug 05	President, Provost, VP's complete decisions on the FY 2007 Budget Request
CIP	July-Aug 05	BOG approval, forward to State
JSPC	Aug 05	Communication of CIP to JSPC
BUDGET	Aug 05	Unrestricted and Restricted line item FY 2007 Budget Request submitted to BOG/OHE
JSPC	Aug-Sept 05	Review of FY 2007 Budget Request

Budget/CIP/JSPC – Process Overview

JSPC	Aug-Sept 05	Input and review of CIP
CIP	Aug-Sept 05	Continuation of Advanced Planning, Design, and Construction phase
CIP	Aug-Sept 05	Executive level CIP hearing
BUDGET	Sept 05	Communication to JSPC : FY 2007 Budget Request
BUDGET	Sept 05	Unrestricted and Restricted Budget Request for FY 2007 is reviewed and approved by the Board of Governors (BOG) Finance & Management Committee

Budget/CIP/JSPC – Process Overview

BUDGET	Sept 05	BOG review and approve the Budget Request
CIP	Sept-Oct 05	Continuation of Advanced Planning, Design, and Construction phase
JSPC	Sept-Oct 05	Budget Request (FY 2007) ends
BUDGET	Oct 05	OHE submission of FY 2007 Higher Education Budget to the Governor
JSPC	Nov 05	Final review of CIP by JSPC

Budget/CIP/JSPC – Process Overview

CIP	Dec 04	Finalization of Advanced Planning, Design, and Construction phase
CIP	Jan 05	Executive level recommendation
CIP	Jan-March 05	Beginning of Legislative consideration and enactment (Article 36 action as required)
JSPC	Feb-March 05	FY 2007 Capital Budget
BUDGET	March 05	Tentative FY 2006 Allocation Developed

Budget/CIP/JSPC – Process Overview

CIP	March 05	Articulate Projects and Priorities (JSPC)
BUDGET	March-Apr 05	House Finance Committee Hearings on FY 2006 Budget Request
CIP	March-Apr 05	Continuation of Legislative consideration and enactment (Article 36 action as required)
CIP	Apr-May 05	Submit Updated CIP to OHE/BOG
JSPC	May 05	Communication to JSPC FY 2006 Allocation

Budget/CIP/JSPC – Process Overview

BUDGET	May 05	Budget Allocation FY 2006 submission to OHE
BUDGET	May-June 05	Beginning of Legislature review, may modify and then approve the FY 2006 Budget Allocation
JSPC	May-June 05	Communication to JSPC: CIP
CIP	May-June 05	End of Legislative consideration and enactment
BUDGET	June-July 05	End of Legislature review, may modify and then approve the FY 2006 Budget Allocation

Budget/CIP/JSPC – Process Overview

BUDGET	June-July 05	BOG/OHE receive final FY 2006 State Appropriation
BUDGET	June-July 05	URI receives FY 2006 Appropriation as approved by the Legislature

APPENDIX 2.6

This form to be completed by units/organizations for new planning initiatives that will require new funding (beyond current budgets). This form must be submitted to the VP of the respective Division. Upon their approval the VP should sign and submit this form to the Budget Office.

URI Strategic Plan – Implementation Form for BUDGET PLANNING

ORGANIZATION/DEPT/DIVISON/COMMITTEE: _____

YOUR UNIT/DEPT PLANNING GOAL: _____

Strategy: _____

How does this align with URI Strategic Plan for 2006-09? Cite specific goal or strategy from the URI plan or describe:

_____

Budget source /allocation plan: $_____ (Total New Dollars requested from URI operating budget).
Please describe any other revenue sources that will help to fund this goal/strategy including existing budgeted funds, grants, etc..:

_____

Person Responsible /Submitting _____ Date_____

Signature Vice President_____ Date_____

Step #	Description of Steps or Specific actions	Resources Needed ($, space, people)	Articulate funds needed each step TIMELINE (CONSIDER THE CORRESPONDING BUDGET FLOW CHART

*Status Column to be completed only at the end of the planning period (annually by Dec 31st)

See Reverse Side →

METRICS & MEASURES OF SUCCESS AND PROGRESS

URI Strategic Plan – Implementation Form - Part II

Evaluation/Assessment Measures

Description: How will the progress of the strategy be measured? Define any outcomes, metrics here:

1. COMPLETED PLANS SHOULD BE SUBMITTED TO VP'S OF YOUR DIVISION.
2. VP's should send approved signed forms to Budget Office for processing.
3. Budget Office will forward all requests to President and Office of Planning Services.

Planning Terms:

Goal - Articulate goals that address how your College/department/unit will seek to expand its future and specifically identify how any of these goals will support and further the University's strategic goals, values, vision, and other relevant planning priorities. Goals should reflect new future achievements sought. They go above and beyond current departmental/program initiatives. They reflect desired outcomes of new endeavors to be achieved.

Objective or Strategy - This refers to how the goal will be achieved. Typically, there 2-5 objectives per goal.

Metrics or Key Indicators - Indicate how the achievement of the goal will be measured. How you know when you have been successful.

Actions - This refers to specific steps that will be implemented towards achieving the objective. These steps articulate the timeframe in which each action step would be completed.

URI STRATEGIC PLAN can be found at: www.uri.edu/pspd

STANDARD 2: APPENDIX 2.7.

MODERATOR'S GUIDE

NEASC PLANNING AND EVALUATION FOCUS GROUP

1. Set up room and tape recorder.

2. Welcome participants and ask them to register.

3. Give nametag or tent and marker.

4. Invite them to help themselves to refreshments provided.

5. When all are in place and time to begin, introduce self, note-taker and purpose for the session thus:

"Thank you all for agreeing to participate in this focus group today. Today's discussion is just one of several information gathering session being conducted by the Planning and Evaluation Standard subcommittee, as part of the 2007 New England Association of Schools and Colleges Accreditation study. The accreditation process provides assurance about the educational quality of the University. There are 11 quality standards included in the accreditation study. Today we will be talking about your experiences with and perceptions of strategic planning at the University of Rhode Island.

"My name is _____. I am (share role at the University) and I will be facilitating today's discussion. My role today is simply to keep the discussion moving. We would like for you to interact with one another as much as possible. Comments that others make may help your thinking and we don't want to stifle anything that will help you to participate. We'll also keep track of time and attempt to move things along punctually, promising to have you out of here by ____.

"I would also like to introduce _____. S/he is here to record your responses, so that we won't forget or lose the important points that you have made during the discussion. Later on we will produce a written report that will be incorporated with other focus groups that will be conducted. I also want to mention that when the report is written your names will not be included. So anything you say today will be held in strictest confidence. We do that so that you will feel comfortable to say whatever is on your minds. And since we are maintaining confidentiality, we ask that you not share the responses of other participants with anyone outside of today's focus group.

"With your permission we will be tape-recording today's discussion. We use the tape recorder as a backup for the note-taker. The tape recorder will help her to catch the comments that she is not fast enough to write down. After she listens to it to make sure we have recorded all the information you have shared with us, we will either destroy the tape or tape over it. For those who may be tape recorder shy, once we get into the discussion, you won't even notice that it is there. Is everyone OK with that?
(PAUSE)
If that is okay with everyone, I do ask that when we speak, that we speak one at a time, as clearly as possible and in a loud enough voice for the tape recorder to pick up your voice. I will start the tape recorder after we have gone around and introduced ourselves.

"Let's take a moment then to make introductions. When we go around introduce yourselves, as you would like to be called today, your department and role at the university. Who would like to begin?

At the completion of self-identification....

"Thanks. Now I'll just summarize once more the ground rules for this session:

- 60 minutes time limit
- tape-recorder will be turned on
- your responses will be anonymous
- try to speak clearly and loudly
- all of your responses are important so try to participate as much as possible
- finally, we appreciate your time and contribution

Are there any questions before we begin?"

FOCUS GROUP QUESTIONS

1. Based on your experience and knowledge, what does strategic planning mean to you? (Go around, get a response from everyone)

2. How do you go about the task of strategic planning in your department? What does it look like in your department?

3. Some of you have described a (high/moderate/low) level of activity and (broad/moderated/limited) level of participation. What factors do you think contribute to this?

4. What has been valuable about the strategic planning process in your department? (also inquire as to what has not been valuable)

5. What would help to enhance the quality and the level of participation in your group's strategic planning process?

6. My next question has to do with the degree of connection and alignment you feel exists between your department's strategic planning process and the overarching design of the strategic planning process at URI.

    - By a show of hands, how many of you have some familiarity with the new 2006-2009 strategic plan, "Steps Toward Transformation?"

    - Similarly, by a show of hands, how many of you have some familiarity with the University's mission statement?

    - Can you describe in what ways the university's strategic goals and mission relate to your work and the work of your department?

    - When you engaged in strategic planning in your respective departments did you do so with some awareness of the university wide strategic initiatives and goals (either the 2003-2006 plan or the current 2006-2009 plan)?

    - Does your department/college/unit have goals or future plans that are designed to support and contribute to the broader goals outlined in the University's strategic plan?

- Do you have suggestions for how planning can be improved in your department and the university overall?

STANDARD 2: APPENDIX 2G.

Focus Group Summary Report

I. What does strategic planning mean?

Several people specifically mentioned a mission statement:
Looking at a mission statement and planning what you need to do to accomplish it
Fitting your mission into the University's mission

Many people talked about goals and a destination:
Provides a destination
Goal statement
Long-term planning
Goals, timelines, and stages
Where you want to be and develop a way to get there
Generating goals
Evaluating process of goals

A couple of people mentioned having multiple people involved:
Consensus
Everyone is involved
An effort to get all interested parties together

A few people discussed needs:
Needs
Checking in the climate and seeing what's needed
Incorporation of the needs, wants, and desires of the clients

Two people said that it needs to be adaptable.

Several people described taking into account the reality of the situation:
Competition for scarce resources
Realistic goal
Reality of the situation
Taking note of the reality of the situation

One person mentioned survival:
For continued survival of the organization

II. Strategic planning in your department

Several people described a formal planning process.
A few people discussed retreats and meetings.
Four people mentioned that everyone was involved in the process.

Two people said that they planned in subgroups.
Two people said that a management group or advisory group was involved.
A few departments included students and/or alumni.
One person stated that the process included a top down and bottom up approach.

Several people said that there was no formal process. A couple of people stated that there was no strategic planning/long-term goals. Many others said that there was a low level of activity. Those in this category provided the following observations:

- Too busy
- Seems pointless when you know you have no resources or support
- Last time it was done was ten years ago, nothing happened
- Budget and other resources pulled before plan comes to fruition
- Discouraged by limited resources
- It is hard to plan for the future when you do not know the budget
- Problems arise when you run out of resources
    - Creativity becomes exhausted
    - Staff becomes disillusioned

Many people said that the process was reactive. Some of the comments were:

- Short term
- Trying to survive rather than plan for the future
- Crisis management
- Outside forces can drive the planning
- There is an informal process for immediate issues

Several people said that planning was impacted and constrained by the budget. One dissenter implied that funds were poorly managed.

A majority of people in one group said that there was limited or no feedback. Another person was more optimistic and said that the level of feedback was improving.

Other comments included:

1. Out of date
2. More philosophical
3. Occurs annually
4. Mimics the University's 3 year strategic plan
5. There is a difference between a sound do-able plan and pie in the sky thinking

III. Factors contributing to level of strategic planning

High levels (a few people fell in this category)

- Hope
- Past experience with limited planning
- Not afraid to ask
- Customer needs are changing at a constant rate
- Customer numbers are rising with no increase in resources
- Recognition of the need to plan over a number of years to be successful
- Desire to do a good job

Moderate levels (some fell in this category)

- Past successes
- University mandate
- The University plan drives the department directly
- Pretend to plan only to defend funds

Low levels (many fell in this category)

- Administration changes
- Limited feedback in the past
- Lack of communication from above, information and decisions not shared
- Limited resources and knowledge
- Minimal connection with other departments
- Planning may be considered overwhelming
- Seeing no progress is discouraging
- Resources appear and disappear when you least expect
- Change is hard to manage
- A top-down approach leaves people feeling uninvolved

Other factors:

- Convince team that planning is important
- Budget constraints
- Priorities as far as budgets, goals and projects
- Not having the big picture of where the University is going
- Driven by outside plans
- Time constraints
- Staff must feel invested in the change to be successful

V. What has been valuable or not valuable?

Valuable

- Gathering information from outside sources
- See what people are thinking and willing to do
- Notice where you fit in
- Find out more about department and other departments 11
- Understand different viewpoints 11
- Clear identification of problems, needs 111
- Develop a common, streamlined focus
- Can think out of the box
- Gets past daily concerns
- Communication 111
- Prioritization
- Seeing the end results 11
- Collaborative effort 111
- Opportunity to work with Grad students, young professors who bring creative ideas and excitement 11
- Getting to know your colleagues
- Bringing staff together/ teambuilding

Not valuable

- Exercise in futility
- Takes too long 11
- Always a step behind
- Lack of feedback
- No follow through with plans
- Poor planning, too rushed
- Many have limited hope which produces little work
- There is a lack of skills
- Did not consult with everyone 11
- Little accountability
- Poor leadership
- Other events overtake
- Bar is set too high in the University's new plan
- Low level of departmental involvement and participation in the University's new plan
- Players change and this affects what you want to do
- Top down not bottom up
- How do we contribute to the mission?
- Disconnect between the wording of the mission statement
- Lack of resources hamstring the plan
- Seen as undeliverable promise
- Cynical attitudes of “veterans”

VI. What would help?

Communication

- Better communication
- More openness
- The process has to be transparent

Knowledge and understanding

- Understanding the structure of how this decision is made
- Overall coordination of the various parts to easily see what's going on
- Graphs and charts to visualize changes on campus
- The money was already known

Planning

- Formalizing the budget two years in advance
- Main planning to see the overall project's progression

Involvement

- Ideas should come from the bottom
- Survey before the University's plan is made
- More involvement and excitement
- Collaborate with the community, ask for their opinion
- Involve students to get their feedback
- Suggestion boxes
- Work together
- More people involved in the decisions

Feedback

- More praise and recognition for accomplishments
- More feedback on the plans
- More accountability

Some Success

- Some fulfillment of the plans
- Ability to see the end result/ change

Other

- Generate external funds
- Better leadership
- Help people think outside the box, be creative

VII. Connection and alignment with the University plan

Almost all of the participants said that they had some knowledge of the most recent plan and the mission statement. One person commented that it was hard to find on the website.

Most people in most groups felt that there plan was tied to the University plan. However, the ability to cite specifics varied by group:

- No mention of specifics was made in 1 group
- One member mentioned specifics in 1 group
- Half of the members mentioned specifics in 1 group
- Most of the members mentioned specifics in 3 groups

There were several comments made at this point:

- One person said that their department found it difficult to support and contribute to the broader goals of the University because of limited resources e.g., space, money, people.
- Another person said that the people at the top need to look at the plans of the individual departments. There was some agreement on this comment.
- One person believed that the plan was unclear and should have financial notes
- One person said that they felt "apart" from the plan
- Another person cited a section of the University plan that s/he felt was unreasonable

Suggestions for improvement

- Share information among departments
- Help departments work together
- Use a bottom-up approach
- Start plans earlier
- More collaboration
- Information needs to filter down
- Plans should not be ignored
- Feedback in both directions
- Back up the plan with resources
- Have a clear expectation with reasonable, actionable items
- Have models or templates for like departments available
- Have a central entity review all plans to ensure that there is no duplication of efforts, or to link opportunities

Several people thought that plans were created and submitted, but never read.

STANDARD 2: APPENDIX 2.8.

On-line Survey Letter

October 27, 2006

Dear URI Colleagues,

Many of you are aware that the University is engaged in the 2007 New England Association of Schools and Colleges accreditation study. The accreditation process provides assurance to all stakeholders that the University is maintaining the quality of its operations and academic programs. There are 11 quality standards included in the accreditation study. One of the 11 standards focuses on Planning and Evaluation.

The subcommittee charged with assessing the university's efforts in this area is gathering information to better understand the planning and evaluation processes and systems at the university, as well as their effectiveness.

We are asking you to take approximately 10 minutes out of your busy schedule to complete the attached survey. You may or may not have been involved in planning activities at the University. Regardless of your level of involvement we are interested in your perceptions.

The survey can be accessed at the following web address:
www.uri.edu/pspd/NEASCsurvey.html.
If you do not have web access, please complete the attached survey.

All surveys should be completed and returned to Eileen Orabone (Eileen@uri.edu or 301 Green Hall) no later than Friday, November 3rd.

Thank you in advance for taking a few minutes to assist us in this aspect of the accreditation process.

NEASC Subcommittee on Planning and Evaluation
Abu Bakr
Gary Boden
Douglas Creed
Tom Frisbie-Fulton
Celest Martin
Ann Morrissey
Cheryl Rand
Mike Rice
Jerry Schaffran
Nathan Stein
Chip Yensan

STANDARD 2: APPENDIX 2H.

NEASC Reaccreditation
Standard 2 – Planning and Evaluation
Staff-Faculty Survey

A. *Please check your primary role at the University:*

___ Director, Associate/Assistant Director
___ Dean
___ Department Chair
___ Faculty
___ Staff
___ Other (please specify) _____

B. *Which Division of the University are you in?*

___ Academic Affairs
___ Administration
___ Student Affairs
___ Advancement

C. *Please use the following scale to respond to the questions below:*

1 = Disagree Strongly
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Agree Strongly
6 = Don't Know

1) _____ I am aware there is an overall University strategic plan.
2) _____ I am aware of the broad strategic initiatives articulated in the University strategic plan.
3) _____ The University strategic plan reflects the University's vision and mission.
4) _____ The University is effective in involving University constituencies in strategic planning *at the university wide level*.
5) _____ The University is effective in involving University constituencies in strategic planning *at the college/division level*.
6) _____ The University is effective in involving University constituencies in strategic planning *at the department level*.
7) _____ I read the President's yearly management letter, which reports the progress achieved on the University's strategic plan.
8) _____ I would like to know more about the progress of the University's strategic plan.
9) My department/unit has engaged in strategic planning within the past five years. *(Answer YES or NO)*

_____ YES
_____ NO

If you answered YES to question #9, please respond to questions a – e, otherwise continue to question #10.

a) _____ *Strategic planning in my department/unit is consistent with and supports the University's strategic goals.*
b) _____ *The University has provided support and/or assistance in strategic planning for my department/unit.*
c) _____ *Overall, strategic planning in my department/unit has been a useful tool in achieving my department/unit's mission.*
d) _____ *Decision-making regarding resource allocation at the University supports the University's strategic initiatives.*
e) _____ *Decision-making regarding resource allocation in my department/unit supports the University's strategic initiatives.*

10) _____ Overall, University wide strategic planning is a useful tool in helping the University to achieve its mission.
11) _____ My department/unit should be engaged in more strategic planning.
12) _____ My understanding of the mission of the University has a clear impact on how I conduct my work at the University.
13) _____ How I conduct my work is/will be influenced by the university's strategic initiative: *"Enhance student recruitment, retention, involvement and graduation rates."*
14) _____ How I conduct my work is/will be influenced by the university's strategic initiative: *"Improve the fiscal health of the University."*
15) _____ How I conduct my work is/will be influenced by the university's strategic initiative: *"Create a more inclusive environment."*
16) _____ How I conduct my work is/will be influenced by the university's strategic initiative: *"Improve the efficiency and effectiveness of research and outreach support."*
17) _____ Prior to this survey, I was adequately familiar with the content of the URI Mission Statement.

Please review the Mission Statement of the University of Rhode Island and answer the following two questions:

Mission

The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common

purpose: to learn and lead together. Embracing Rhode Island's heritage of independent thought, we value:

- *Creativity and Scholarship*
- *Diversity, Fairness, and Respect*
- *Engaged Learning and Civic Involvement*
- *Intellectual and Ethical Leadership*

18) _____ My role at the University of Rhode Island is reflected in its Mission Statement.

19) _____ The URI Mission Statement reflects my beliefs of what a public institution of higher learning should be doing.

STANDARD 2: APPENDIX 2H.

FACULTY AND STAFF SURVEY

The Planning and Evaluation Subcommittee developed an on-line survey (see Appendix 2J) to cover a larger cross section of the University community and to develop more quantitative feedback on issues similar to those covered in the focus groups. Those within the campus community with access to electronic mail received an invitation to complete survey (see Appendix 2I). The complete survey instrument included a total of 22 questions. Three questions related to the University Mission Statement were added to the survey at the request of the Faculty Subcommittee. A total of 175 individuals completed the survey.

Summary of Results (also see Appendix 2J)

The vast majority of survey respondents is aware of the University's strategic plan and has engaged in some form of strategic planning work within their colleges or departments. Of those who have participated in strategic planning in their departments, most agree that their plans are consistent with the University's strategic initiatives. They also agree that the University has been effective in reporting progress on the strategic plan via the President's management letter. A majority, although to a somewhat lesser degree, is aware of the four major strategic initiatives of the University's strategic plan and agree that these initiatives have direct impact on their work.

A sizable minority of respondents believes that the University is not effective in generating broad based involvement of university constituents in strategic planning efforts, particularly at the department level. Additionally, respondents commented frequently on the negative impact of scant resources available to support creative strategic planning. A minority of respondents agree that resources are used effectively or adequately to support university initiatives. Less than half of respondents reported that they received assistance or support in their strategic planning activities. Without any previously established baseline it is difficult to determine if this statistic is an improvement or if those who received support were satisfied with the support they received.

Faculty and Staff Survey

Highlights of the survey results included:

1. Ninety-two percent (agree and agree strongly) of survey respondents reported awareness of the overall University strategic plan.
2. Sixty-five percent of respondents agree or agree strongly that they are aware of the strategic initiatives articulated in the plan. Seventeen percent neither agreed nor disagreed indicated some lack of certainty regarding initiatives articulated in the plan. Only 19% indicated that they disagree or strongly disagree that they are aware of the strategic initiatives articulated in the strategic plan.

3. Similarly, (67%) of respondents agree or agree strongly that the strategic plan reflects the University's vision and mission. Only 14% disagreed or disagreed strongly with this statement.
4. Respondents were somewhat less positive about their perceptions of effective involvement of University constituencies in the strategic planning at both the university-wide (31% disagree and disagree strongly) and college/division level (28% disagree or strongly disagree).
5. Respondents generally disagreed or strongly disagreed (43%) that there is effective involvement of University constituencies at the department level.
6. There is agreement or strong agreement (78%) with university efforts to report the progress of the University's strategic plan through the President's yearly management letter.
7. Seventy-eight percent of respondents indicated that their respective departments have engaged in strategic planning within the past five years.
8. Eighty-one percent of respondents who have engaged in strategic planning within the past five years agree or agree strongly that their plans are consistent with and support the University's strategic initiatives.
9. Correspondingly, these respondents also agree or agree strongly (71%) t that strategic planning is a useful tool in achieving their department's mission. Somewhat fewer of these respondents (55%) agree that their departments should be engaged in more strategic planning.
10. In spite of these mostly positive responses, a minority of these respondents (40%) felt that the University received support and/or assistance in their strategic planning efforts.
11. These respondents have less confidence (48%) that resource allocation is supportive of the University's strategic initiatives. Thirty-three percent neither agree nor disagree with the statement, suggesting that respondents may not have enough information about impact of resource allocation on the University overall.
12. As it relates to effective and appropriate use of resources at the University level to support the University's strategic initiatives, respondents are much less confident. Only 27% responded agree or agree strongly, while 42% disagree or disagree strongly. Thirty-two percent neither agree nor disagree.
13. Respondents reported agree or strong agreement that the each of the University's strategic initiatives has or will influence their work:
    a. (67%) Enhance student recruitment, retention, involvement and graduation rates.
    b. (62%) Improve the fiscal health of the University.
    c. (64%) Create a more inclusive environment.
    d. (60%) Improve the efficiency and effectiveness of research and outreach support.
14. Respondents indicated agree or agree strongly to survey questions related to familiarity with the URI Mission Statement (67%), relevance of the Mission Statement to their roles at the University (79%), and relevance of the Mission Statement to the mission of public institutions of higher learning (85%).

APPENDIX 2.9.

Academic Investment and Improvement Model (AIIM) Query

Question 1. How are the departments in your college utilizing the results from the AIIM (Academic Investment and Improvement Model)?

Selected Comments:

1. Monitor how we can increase our value to our students and to the University.
1. Identified some areas within our control (very many variables not in our control!) that we can where we can and should improve.
1. We have implemented strategies for improving our advising system(s), our monitoring of teaching effectiveness, especially among the non-permanent faculty, and a curriculum review for both our major and Gen. Ed. offerings.
1. We engaged in department-wide discussions of the design of the AIIM and its potential utility for us. Those discussions were themselves of value, although many department faculty were not ultimately confident of the utility of the results themselves.
1. The Chairperson made note of the items dealing with possible additions to department policy and hopes to identify useful models for these from other departments.
1. The Chairperson nevertheless reviewed the general pattern of findings at a department meeting and provided them to faculty who were going on a strategic planning retreat.
1. Faculty completed the AIIM survey as a group. Completion of the survey in this way generated discussion regarding the strengths and weaknesses of our program and gave us an idea of how we compared to the rest of the University.
1. The AIIM have been used the in the CMD department as a part of our self-review and introspection processes. The data have helped us visualize how resources are used within the department and the kinds of emphasis we have placed in the areas of teaching, research and service. This information will be of use as we engage in future agenda setting for the department.
1. We studied the AIIM results at both the college level and the department level. We noted that our program is missing an outside evaluation organization (like an accrediting body), which knocked us lower in a few areas. We are working hard on our outcomes/assessments to self-regulate since no accrediting body is used.
1. The survey is quite useful for comparing our department to other departments on campus.
1. (College name withheld) was in the quadrant that said we were a strong program, but needed more resources. This year we have been given more faculty positions.
1. When the results were available, I reviewed our departmental responses at a departmental meeting. As a department with many non-tenure track full time faculty, it was especially important and interesting to see how the tenure track faculty scored on sections vs. the non-tenure track faculty.
1. I think the (department name withheld) AIIM score was an accurate picture of our strengths and weaknesses. At our annual June retreat, we discussed our strengths, gaps, opportunities and risks.

1. One of our biggest gaps that can be addressed is "contribution from research grants" and the department is more focused to try and encourage faculty to continue to be successful in this area.
1. We have discussed the AIIM results at the faculty meetings, and have been working on improving those weak items.
1. We will consider at the next faculty meeting the other risks that were identified in the AIIM survey.
1. We felt that the survey was designed as one to aid administrators (and a significant improvement over the PCA, by the way), rather than to particularly aid departments in identifying strengths and weaknesses.
18. We spent quite a bit of time discussing the items listed under the “Gaps” and “Risks” headings instead of patting ourselves on the back for our “Strengths” and “Opportunities.”
19. We talked quite a bit about “Improving the University Image” and we dedicated ourselves to continued outreach and publicity.
20. Since the AIIM survey, we have developed a (department name withheld) Program Assessment Plan and a set of rubrics to use as we assess our current curriculum.
21. It served its purpose by prompting us to take a closer look at our programs and standing within the URI community.
22. Discussion of the results helped the department to see our strengths and weaknesses from an administrative perspective.
23. We reviewed questions/topics from the AIIM survey to identify areas in which we were weak. We have included some of the areas that need work in our strategic plan as initiatives for the next three years.

Question 2. If AIIM results aren't being utilized, please indicate why not.

Selected Comments:

1. (College name withheld) does not utilize the results of AIIM in its decision-making due to their lack of value.
2. We never have used the AIIM results for any internal review with (department name withheld). It was a very poorly designed study that has no utility to departments. There is no evidence that anyone at URI uses these types of studies to improve the academic or research climate at URI. The faculty within (department name withheld) already knew that we were among the most productive departments at URI. As one small example, it makes no sense to pool grants from entire departments without factoring in the total number of faculty in the department. Thus, research grants should be calculated on a per capita basis by department.
3. The skepticism regarding the methodology, coupled with the very low response rate from our department, make the likelihood of credible stimulation for self-reflection by the department faculty at large unlikely.
4. The results were not useful to us in evaluating the outcomes of our program.
5. A major limitation of the AIIM survey for us is that we are a graduate, professional education program and therefore cannot be compared to other programs on campus as our goals, mission, and function are very different from others.
6. Another limitation is that the AIIM survey looks at the number of students being admitted into the department and rewards those who continue to admit more and more students. As

one of the items on the AIIM survey examines whether the program accepts increasing numbers of students over time and we cannot do this, we will always fall below average on this item.

7. On of the most important piece of data to us is the research dollars being generated by faculty. We track this ourselves and make individual decisions on our own data. Thus at a departmental level the AIIM survey is not very helpful since our focuses is really how to develop individual faculty.
8. Honestly, we have not used the results in any way.

STANDARD 2: APPENDIX 2.10

NEASC Reaccreditation
Standard 2 – Planning and Evaluation

Staff-Faculty Survey Results

	Number	Average	Standard Deviation	Minimum	Maximum
1. I am aware there is an overall University strategic plan.	176	4.4	0.90	1	5
2. I am aware of the broad strategic initiatives articulated in the University strategic plan.	170	3.7	1.15	1	5
3. The University strategic plan reflects the University's vision and mission.	155	3.8	1.03	1	5
4. The University is effective in involving University constituencies in strategic planning at the university wide level.	153	3.2	1.24	1	5
5. The University is effective in involving University constituencies in strategic planning at the college/division level.	148	3.2	1.18	1	5
6. The University is effective in involving University constituencies in strategic planning at the department level.	156	3.0	1.26	1	5
7. I read the President's yearly management letter, which reports the progress achieved on the University's strategic plan.	165	3.9	1.19	1	5
8. I would like to know more about the progress of the University's strategic plan.	168	3.7	1.06	1	5
9. My department/unit has engaged in strategic planning within the past five years.	173	1.2	0.42	1	2
9. (a) Strategic planning in my department/unit is consistent with and supports the University's strategic goals.	123	4.1	0.97	1	5
9. (b) The University has provided support and/or assistance in strategic planning for my department/unit.	122	3.1	1.36	1	5
9. (c) Overall, strategic planning in my department/unit has been a useful tool in achieving my department/unit's mission.	135	3.7	1.07	1	5
9. (d) Decision-making regarding resource allocation at the University supports the University's strategic initiatives.	117	2.8	1.17	1	5
9. (e) Decision-making regarding resource allocation in my department/unit supports the University's strategic initiatives.	127	3.4	1.07	1	5
10. Overall, University wide strategic planning is a useful tool in helping the University to achieve its mission.	163	3.8	1.08	1	5
11. My department/unit should be engaged in more strategic planning.	169	3.5	1.17	1	5
12. My understanding of the mission of the University has a clear impact on how I conduct my work at the University.	168	3.3	1.17	1	5
13. How I conduct my work is/will be influenced by the university's strategic initiative: Enhance student recruitment, retention, involvement and graduation rates.	166	3.7	1.18	1	5
14. How I conduct my work is/will be influenced by the university's strategic initiative: Improve the fiscal health of the University.	164	3.6	1.17	1	5
15. How I conduct my work is/will be influenced by the university's strategic initiative: Create a more inclusive environment.	168	3.8	1.20	1	5
16. How I conduct my work is/will be influenced by the university's strategic initiative: Improve the efficiency and effectiveness of research and outreach support.	162	3.6	1.16	1	5
17. Prior to this survey, I was adequately familiar with the content of the URI Mission Statement.	168	3.7	1.19	1	5
18. My role at the University of Rhode Island is reflected in its Mission Statement.	171	4.1	1.06	1	5
19. The URI Mission Statement reflects my beliefs of what a public institution of higher learning should be doing.	172	4.2	0.98	1	5

The scale for all (but one) items is:
1= Disagree Strongly
2= Disagree
3= Neither Agree Nor Disagree
4= Agree
5= Agree Stongly

The scale for this item is:
1= Yes
2= No

NEASC Reaccreditation
Standard 2 – Planning and Evaluation

Staff-Faculty Survey Results

	Disagree Strongly	Disagree	Neither Agree Nor Disagree	Agree	Agree Strongly
1. I am aware there is an overall University strategic plan.	5	3	6	65	96
2. I am aware of the broad strategic initiatives articulated in the University strategic plan.	8	23	28	65	45
3. The University strategic plan reflects the University's vision and mission.	3	18	30	61	42
4. The University is effective in involving University constituencies in strategic planning at the university wide level.	19	27	35	50	21
5. The University is effective in involving University constituencies in strategic planning at the college/division level.	15	27	41	45	19
6. The University is effective in involving University constituencies in strategic planning at the department level.	19	48	26	42	20
7. I read the President's yearly management letter, which reports the progress achieved on the University's strategic plan.	11	16	8	71	58
8. I would like to know more about the progress of the University's strategic plan.	10	12	25	90	30
9. (a) Strategic planning in my department/unit is consistent with and supports the University's strategic goals.	1	8	15	47	51
9. (b) The University has provided support and/or assistance in strategic planning for my department/unit.	19	25	28	26	23
9. (c) Overall, strategic planning in my department/unit has been a useful tool in achieving my department/unit's mission.	5	17	22	59	31
9. (d) Decision-making regarding resource allocation at the University supports the University's strategic initiatives.	18	30	37	22	9
9. (e) Decision-making regarding resource allocation in my department/unit supports the University's strategic initiatives.	6	17	42	39	22
10. Overall, University wide strategic planning is a useful tool in helping the University to achieve its mission.	5	20	22	67	48
11. My department/unit should be engaged in more strategic planning.	9	28	38	56	37
12. My understanding of the mission of the University has a clear impact on how I conduct my work at the University.	12	36	38	56	25
13. How I conduct my work is/will be influenced by the university's strategic initiative: Enhance student recruitment, retention, involvement and graduation rates.	10	23	22	66	44
14. How I conduct my work is/will be influenced by the university's strategic initiative: Improve the fiscal health of the University.	8	26	29	58	42
15. How I conduct my work is/will be influenced by the university's strategic initiative: Create a more inclusive environment.	9	19	32	49	59
16. How I conduct my work is/will be influenced by the university's strategic initiative: Improve the efficiency and effectiveness of research and outreach support.	8	22	35	54	42
17. Prior to this survey, I was adequately familiar with the content of the URI Mission Statement.	11	21	23	67	45
18. My role at the University of Rhode Island is reflected in its Mission Statement.	4	17	15	64	71
19. The URI Mission Statement reflects my beliefs of what a public institution of higher learning should be doing.	6	7	12	71	76

	Yes	No
9. My department/unit has engaged in strategic planning within the past five years.	134	38

NEASC Reaccreditation
Standard 2 – Planning and Evaluation

Staff-Faculty Survey Results

	Disagree Strongly	Disagree	Neither Agree Nor Disagree	Agree	Agree Strongly
1. I am aware there is an overall University strategic plan.	3%	2%	3%	37%	55%
2. I am aware of the broad strategic initiatives articulated in the University strategic plan.	5%	14%	17%	38%	27%
3. The University strategic plan reflects the University's vision and mission.	2%	12%	19%	40%	27%
4. The University is effective in involving University constituencies in strategic planning at the university wide level.	13%	18%	23%	33%	14%
5. The University is effective in involving University constituencies in strategic planning at the college/division level.	10%	18%	28%	31%	13%
6. The University is effective in involving University constituencies in strategic planning at the department level.	12%	31%	17%	27%	13%
7. I read the President's yearly management letter, which reports the progress achieved on the University's strategic plan.	7%	10%	5%	43%	35%
8. I would like to know more about the progress of the University's strategic plan.	6%	7%	15%	54%	18%
9. (a) Strategic planning in my department/unit is consistent with and supports the University's strategic goals.	1%	7%	12%	39%	42%
9. (b) The University has provided support and/or assistance in strategic planning for my department/unit.	16%	21%	23%	21%	19%
9. (c) Overall, strategic planning in my department/unit has been a useful tool in achieving my department/unit's mission.	4%	13%	16%	44%	23%
9. (d) Decision-making regarding resource allocation at the University supports the University's strategic initiatives.	16%	26%	32%	19%	8%
9. (e) Decision-making regarding resource allocation in my department/unit supports the University's strategic initiatives.	5%	13%	33%	31%	17%
10. Overall, University wide strategic planning is a useful tool in helping the University to achieve its mission.	3%	12%	14%	41%	30%
11. My department/unit should be engaged in more strategic planning.	5%	17%	23%	33%	22%
12. My understanding of the mission of the University has a clear impact on how I conduct my work at the University.	7%	22%	23%	34%	15%
13. How I conduct my work is/will be influenced by the university's strategic initiative: Enhance student recruitment, retention, involvement and graduation rates.	6%	14%	13%	40%	27%
14. How I conduct my work is/will be influenced by the university's strategic initiative: Improve the fiscal health of the University.	5%	16%	18%	36%	26%
15. How I conduct my work is/will be influenced by the university's strategic initiative: Create a more inclusive environment.	5%	11%	19%	29%	35%
16. How I conduct my work is/will be influenced by the university's strategic initiative: Improve the efficiency and effectiveness of research and outreach support.	5%	14%	22%	34%	26%
17. Prior to this survey, I was adequately familiar with the content of the URI Mission Statement.	7%	13%	14%	40%	27%
18. My role at the University of Rhode Island is reflected in its Mission Statement.	2%	10%	9%	37%	42%
19. The URI Mission Statement reflects my beliefs of what a public institution of higher learning should be doing.	3%	4%	7%	41%	44%

	Yes	No
9. My department/unit has engaged in strategic planning within the past five years.	78%	22%

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

DESCRIPTION

Article XII of the State Constitution gives the General Assembly the power to promote and fund public schools in Rhode Island. The legal authority for the Board of Governors for Higher Education is set forth in Title 16, Chapter 59 of the General Laws of the State of Rhode Island and Providence Plantations (GLRI). The Board is not directly a department of State Government but serves the State as a Public Corporation with membership appointed by the Governor. The Board has jurisdiction over the University of Rhode Island, Rhode Island College, the Community College of Rhode Island, and the Office of Higher Education. The Office of Higher Education (OHE) is directed by the Commissioner for Higher Education and performs the research and administrative functions required by the Board. OHE is organized into five units: The Commissioner's Office, Finance and Management, Academics and Student Affairs, Legal Affairs, and External Affairs. OHE is in constant contact with the three institutions.

The Board consists of 12 members, 10 of whom are public members chosen by the Governor with the advice and consent of the Senate. They serve three-year terms and may serve a maximum of three consecutive terms. Under a 1993 law the eleventh seat is reserved for an in-state student who serves a single two-year term and attends the University, the College, or the Community College. The twelfth seat is assigned to the Chair of the Board of Regents for Elementary and Secondary Education. The Chair of the Board, who may serve indefinitely, is chosen by the Governor from among the public members. Upon selection, every new member attends a Board Orientation session held by the Chair and the Office of Higher Education staff. Further, board members attend an annual retreat designed to be highly interactive. The Board web site (http://www.ribghe.org/) provides a biographical sketch of each member. All members serve pro bono and none has a financial interest in any of the institutions. Current members have experience in the educational, legal, financial, labor, and/or business sectors of the State, and all are committed to the Board's goals.

Most of the Board's work is done in committee. There are five committees, and each meets about ten times per year. The committees are: 1) Academic and Student Affairs; 2) Facilities, which usually meets jointly with 3) Finance and Management; 4) Personnel; and 5) Government Relations. The committees meet with appropriate officers and groups from the schools to consider policy, programs, actions, and budgets. In addition, the Operating Executive Committee, composed of the three Presidents and chaired by the Commission of Higher Education, meets monthly to assess educational needs, develop plans to fulfill the goals of higher education, and discuss policy recommendations.

One of the Board's prescribed powers is to establish a clear, distinct mission statement for each of the three institutions with the goal of minimizing duplication and maximizing efficiency. The Board strives to encourage, approve, and fund those activities that will help each institution achieve its mission. While final funding authority lies with the State legislature, the Board prepares and presents both an annual budget and a five-year budget for the Office of Higher Education and the three institutions. (3.3, 3.9)

An overview of the administrative structure of the University, reproduced in the preface of this document, is provided in the *University Manual* (hereafter simply the *Manual*). The President, the chief executive officer of the University, is appointed by and reports to the Board which annually reviews his performance. The Board delegates to the President the authority and autonomy to manage the University and to achieve its mission and goals (http://www.uri.edu/home/about/mission.html). It is prohibited by law from engaging in the operation or administration of the University [GLRI 16-59-4(3) and *Manual* 2-10-10]. Each year, the President must submit to the Board a Management Letter reviewing the University's success in fulfilling its mission (http://www.uri.edu/pspd/planserv/2006_Mgt_Ltr_Final.doc). Appointments are typically for three years and the policy for evaluation is given on the Board web site (http://www.ribghe.org/).

The administration of the University is hierarchical. The President is supported in his management of the University by the Provost and Vice President for Academic Affairs, the Vice President for Administration, the Vice President for Research and Economic Development, the Vice President for Student Affairs, and the Vice President for University Advancement. Other management positions are itemized in Chapter 2 of the *Manual*, which also provides for the formation of search committees in the selection of administrative officers. Faculty and staff are separately represented by the American Association of University Professors (AAUP), and personnel policies are accordingly governed by federal Affirmative Action requirements, state personnel regulations, Board of Governors' policies, the *Manual*, as well as the various extant collective bargaining agreements. All administrative officers are subject to periodic evaluation by their superiors. The Vice Presidents are evaluated annually by the President.

The President is advised by numerous bodies, foremost among them the President's Team, comprised of the Vice Presidents, the President of the URI Foundation, and the two Executive Assistants to the President. The President's Team meets biweekly to address management issues. The Joint Strategic Planning Committee (JSPC) was created in 2003 to provide a more effective mechanism for shared governance and institutional strategic planning and evaluation. Its mission is to advise the President and the Faculty Senate (discussed below) about broad policies affecting the general direction of the University, assist in the creation, implementation, and monitoring of the Strategic Plan, review and contribute priority items for the budget, the Capital Planning priorities in conjunction with the long-range Campus Master Plan, the Capital Campaign, and any other issues of a strategic nature. Included in its membership are the President, the Provost and the other four Vice Presidents, the Faculty Senate Executive Committee, a representative from the Council of Deans, the Presidents of both the Student Senate and Graduate Student Association, and two appointees from the University staff. The JSPC meets approximately every three weeks. For more information of the JSPC, see *Standard 2: Planning and Evaluation*.

In addition to the structured advisory committees, the President obtains advice from the Vice Presidents at their biweekly meeting and at scheduled meetings with the Executive Committees of the Faculty Senate and the American Association of University Professors (AAUP), the collective bargaining unit for faculty. The President attends Faculty Senate meetings, and his report is an agenda item. He meets often with student leaders and periodically with the Student Senate and the Graduate Student Association. The President's Advisory Council, established in 2003, meets at the President's call, approximately twice a year, to provide advice, feedback, and commentary to the President on a range of institutional policies, plans, and strategies. The President's Council is made up of leaders of Rhode Island and the nation, many of them University alumni, in order to get a fresh perspective on the external environment and the University's response to a world of accelerating change. There are also several ad hoc advisory committees in academic areas and communications, and these are also an important resource to the executive management of the University.

The Provost and Vice President for Academic Affairs reports to the President. The Vice Provost for Academic Affairs and Dean of the Graduate School, in concert with the Provost, oversees the day-to-day academic administration

of the institution. The Provost's staff, including the Vice Provost for Academic Affairs and Dean of the Graduate School, Assistant Provost, Vice Provost for Urban Programs, and the Vice Provost for Information Technology Services, meets weekly. This group shares information and advises the Provost on issues of academic import. The University's academic activities are housed in nine degree-granting colleges, each headed by a Dean. The selection of Deans requires an advisory committee appointed by the President under the provisions of the URI–AAUP Collective Bargaining Agreement. The Council of Deans, chaired by the Provost and comprised of all Deans and the Provost's staff, meets every two weeks to share information with the Provost, work on major academic affairs concerns and issues related to the University's Strategic Plan, and to address policies.

The Vice Provost for Urban Programs is responsible for programs associated with the Feinstein Providence Campus. Responsibilities of the Vice Provost in administering programs associated with the Feinstein Providence Campus are outlined in sections 3.40.10 through 3.40.16 inclusive in the *Manual*.

Among the responsibilities of the Vice Provost for Academic Affairs and Dean of the Graduate School is responsibility for the Graduate School as outlined in sections 3.30.10 through 3.30.16 inclusive in the *Manual*. Administration of the Graduate School is assisted by two associate deans. The Graduate Council has primary responsibility for establishing and maintaining academic integrity of graduate programs. The membership, responsibilities, and operational rules of the Graduate Council are set forth in sections 5.65.10 through 5.65.43 of the *Manual*.

The faculty maintains a critical role in ensuring academic integrity and implementation of institutional policies related to the mission of the University. Indeed, shared governance, which is the central role of the faculty in establishing and maintaining integrity of academic programs, is mandated in the General Laws of the State of Rhode Island, Section 16.32.10, viz.

> *It shall also be the duty of the President and a committee of the faculty, with the approval of the Board of Governors for Higher Education, to arrange courses of study conforming to all acts of Congress, and prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the resident and committee may deem proper.*

Acting as a whole body, the General Faculty's role in the governance of the University is limited to meeting three times a year to vote on the granting of degrees and to hear from the President. The role of the "committee of the faculty" as set forth by the Rhode Island General Assembly was delegated by the Act of the General Faculty to the University of Rhode Island Faculty Senate on May 2, 1960. The responsibilities of the Faculty Senate as having ultimate legislative power with regard to educational policies are set forth in Article II of the Constitution of the Faculty Senate, and the Faculty Senate's power and duties are enumerated in its constitution, which can be found in Appendix B of the *Manual*. Its activities are assisted by a staff and a number of standing committees. The Faculty Senate is the principal legislative body at the University and plays a central role in reviewing and approving academic programs and policies, subject to the approval of the President and, in certain cases, the Board of Governors. The Senate annually hears reports from its standing committees. It is also the appointing authority for faculty representation to many campus committees. The Faculty Senate has developed a system of faculty evaluation of academic administrative officers by which the officers are reviewed every five years.

The Faculty Senate Executive Committee (FSEC) serves as the coordinating body for all other Senate Committees and prepares the agendas for monthly meetings of the Faculty Senate. As noted previously, the FSEC members all serve as members of the JSPC that is advisory to the President on all University policies and strategic initiatives as set forth in Section 5.70.10 of the *Manual*.

The role of faculty in the governance of individual colleges and departments is covered in Sections 4.32.10 through 4.60.22 of the *Manual*. These sections set forth frequency and membership of meetings and general principles for

the conduct of college and departmental academic business. Some colleges have bylaws that set forth specifics of governance within the college, which are consistent with the general provisions of the *Manual*.

Department chairs have duties that are enumerated in Section 3.21.10 of the *Manual* and in the *Agreement Between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors* (hereafter referred to as *Agreement*). Chairs, who remain members of the collective bargaining unit, are appointed for renewable three-year terms and serve as departmental administrators charged with providing leadership for the instructional activities of their departments. By tradition and the *Agreement*, the evaluation of faculty in teaching, research/creative activity, and service is conducted via a system of peer review. Department chairs administer and participate in the evaluation process and make an independent recommendation to the Dean.

Part III of Chapter 8 of the *Manual* prescribes the rights, duties, and responsibilities of the faculty in regard to the development of courses and programs. Chapter 8 of the *Manual* also provides the rules and regulations to be followed in the conduct of instruction, examinations, grades, and other academic matters. The system of Faculty Governance at the college and department levels is minimally governed by *Manual* Sections 4.45.10 through 4.60.15 inclusive. (3.10)

The system of governance at the University makes provisions for student views and judgment concerning matters in which they have interest. Section 9.10.10 of the *Manual*, as last amended on April 10, 2001, authorizes the Student Senate as the representative body for undergraduate students and the Graduate Student Association as the representative body for graduate students. Two key committees of the University, the Faculty Senate and the Joint Strategic Planning Committee, include membership of the President of the Student Senate as the representative of undergraduate students and the President of the Graduate Student Association. In addition to representation on these key committees, other University boards and committees as set forth in the *Manual* have student representatives. Among these boards and committees are: Athletics Advisory Board, Information Resources Council, Student Orientation Advisory Committee, Campus Security and Parking Committee, Graduate Council (four graduate students), Student Rights and Responsibilities Committee, University Conduct Board, University Appeals Board, and the Admissions Advisory Committee. At the level of the Rhode Island Board of Governors for Higher Education, students are represented by a full voting member as described previously. In recent years, the student members of the Board have been quite articulate in representing student concerns, particularly regarding the rising costs of higher education and affordability to students.

The University of Rhode Island Student Senate is a Public Corporation chartered independently from the University. It is charged, according to its governing instruments, to:

> *… foster awareness of the students' role in the University community, investigate student problems and take appropriate action, provide the official voice through which student opinions may be expressed, encourage responsible student participation in the overall policy and decision-making processes of the University community, to enhance the quality and scope of education at the University, to participate in University and Faculty Senate committees, and to provide means for responsible and effective participation in the organization of student affairs …*

The Student Senate has 45 regularly seated members. Each degree-granting college is represented by one senator, as well as University College. Twenty seats are set aside and divided proportionately between on-campus and off-campus residency groups. Five seats are set aside for freshmen. The remainder consist of senator-at-large seats, who represent the student body generally. Qualifications for running and voting for each seat is restricted explicitly to each constituency (e.g., only freshmen may run for and vote for freshman representatives). The body is led by the President of the Senate, annually elected along with a Vice Presidential running mate every spring.

The President of the Senate, by virtue of the office, is also the President of the Student Body and acts as the official voice and representative of the students to all relevant parties. The Vice President acts as the moderator of the Senate and manages internal dynamics.

The Student Senate meets weekly to receive committee reports and to act upon legislation and other matters. The vast majority of the body's work, however, is accomplished through committees among which are divided the Senate's responsibilities, both internal and external. There are eight standing committees, seven of which convene weekly: the Student Organization Advisory and Review Committee (SOARC), Finance Committee, Academic Affairs, Campus Affairs, External Affairs, Cultural Affairs, and the Rules and Ethics Committee. The Executive Committee, which is composed of the President, Vice President, all committee chairs, and appointed officers, is the steering committee of the Senate, and is charged with maintaining the smooth functioning of the body and providing large-scale vision and goals for the Senate.

The alumni are represented by the Alumni Association, whose purpose is to foster lifelong, mutually beneficial relationships among its current and future alumni and the University through programs and services that inform, involve, and invest them as committed partners of the University, its mission, and traditions (http://www.advance.uri.edu/alumni/association/default.htm). The alumni are critical members of the University community through involvement in fund raising, their support for state bond referenda, and their collective influence with the state legislature. The Alumni Association Executive Board sets policy for the Alumni Association and works with Alumni Relations staff to plan events and decide which initiatives to undertake. Members of the Executive Board are nominated and elected annually by alumni. The Alumni Association encourages its constituents to stay involved with the University by participating in one of its many committees.

ASSESSMENT

The effectiveness of the organizational structure and governance of the Rhode Island Board of Governors for Higher Education is assured by periodic review by the Governor's Office as well as through committees on educational oversight established by the Rhode Island General Assembly. The effectiveness of the University of Rhode Island's organizational structure and system of governance is improved through a system of periodic review by the President and the Faculty Senate. In the last ten years, the system of governance has undergone some revision to improve inclusion of various University constituencies in the strategic planning process. As a result of a review of the now defunct Joint Educational Policy Committee (JEPC) and a system of Presidential Common Agenda Meetings or open forums, the Joint Strategic Planning Committee was established in legislation #02-03-3 on April 10, 2003, as a Joint Presidential and Faculty Senate Committee aimed at including representatives from multiple University constituencies, including top administrators, faculty, staff, and students. During the 2002–2003 academic year, the Faculty Senate Constitution Bylaws and *University Manual* Committee undertook an effort to reorganize Chapter 5 of the *University Manual* to better define Presidential and Faculty Senate jurisdictions as to committees. The rationale for the reorganization is set forth in Section 5.10.11 of the *Manual*.

Based on the work done for this self-study, three areas were identified for improvement: 1) coordination of periodic assessment efforts and the "closing of the loop" among assessment, strategic planning, and implementation of recommended improvements; 2) the fostering of greater interest in University governance and strategic planning among the faculty (with particular emphasis among the junior faculty); and 3) fostering a greater degree of faculty–administrative shared governance at the college and departmental levels, and increasing the level adoption of active participatory strategic planning in the colleges and departments.

PROJECTION

In recognition that coordination of assessment and "closing the loop" among assessment, strategic planning, and implementation of recommended improvements is a key area identified for improvement by this self-study, the FSEC and the President have charged the JSPC to include this coordination function. The Faculty Senate has passed Faculty Senate Bill 06-07-24 and the President has approved it on April 6, 2007, which adds to Section 5.70.10 of the *Manual* the new charge of the JSPC being responsible for the periodic and systematic review of various aspects of institutional effectiveness and ensuring that the results of these reviews are used for continuing improvement. It is expected that in the next cycles of assessment, planning, and implementation of recommendations, the JSPC will be taking a more active role in this process.

The FSEC has discussed the fostering of greater interest in University governance, especially among junior faculty members. It is recognized that the task of staffing the various committees that undertake much of the Senate's important work is becoming difficult. Current and future members of the FSEC will redouble their efforts to include junior faculty as members of committees, particularly those committees known to provide lesser time commitments to members. The FSEC will work with the Provost and academic deans in assuring junior faculty members that a reasonable amount of service to the University is a positive rather than negative consideration in promotion and tenure decisions.

The Student Senate Bylaws Committee is considering introducing a new position. The Chief Information Officer, as it would be titled, would be charged with the responsibility of "creating and maintaining the Student Senate's institutional memory, as well as organizing and making available to the Senate all information about the University and the State of Rhode Island relevant to the execution of its purpose and duties …" With many long-serving senators graduating soon, the Student Senate feels that it is necessary to create a position that will catalog and make readily available all pertinent information for future Senates and students."

To address the issue of key decisions being made outside the sphere of awareness of students, a multi-pronged effort may be most successful. The Student Senate will encourage its media organs to be more diligent in their coverage of administration activities. Administrative departments will be encouraged to be more voluntarily forthcoming to the students when larger policy issues are about to be considered. Finally, the Senate will take a more pro-active stance, rather than its current reactive approach, to addressing issues of concern to students, thereby helping to set the agenda of policy discussions even if they have no direct power over their outcome.

INSTITUTIONAL EFFECTIVENESS

In summary, the University of Rhode Island and its governing board, the RIBGHE, have undertaken efforts of continual improvement of organizational and governance structures and practices as a result of past accreditation recommendations. In this current self-assessment in preparation for reaccreditation, the University community has identified three areas for improvement. As a broad generalization, most in the University community feel that the organization and governance structures of the RIBGHE and the University allow for input by administrators, faculty, staff, alumni, and other clientele, and there is a good mechanism for communicating concerns to decision makers. In the last few years, concern for assessing institutional effectiveness have led to a number of structural changes in University governance (e.g., institution of the JSPC) allowing for periodic systematic review of academic programs and the effectiveness of the entire institution.

STANDARD FOUR: ACADEMIC PROGRAMS

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

INTRODUCTION

From its degree-granting colleges in Arts and Sciences (A&S), Business Administration, Continuing Education (CCE), Engineering, Environment and Life Sciences (CELS), Human Science and Services (HSS), Nursing, Pharmacy, the Graduate School of Oceanography, and the nondegree-granting, service-oriented University College and Graduate School, the University of Rhode Island offers a rich variety of academic programs and opportunities to undergraduate and graduate students to prepare them to be involved citizens and lifelong learners. The University's academic programs are best described as mature and based on traditional disciplines for a land/sea/urban grant institution, but opportunities abound for students to take advantage of interdisciplinary studies and individualized programs. For example, undergraduate study in engineering at a land grant institution is a traditional offering as are language studies in German, French, and Spanish; the innovative, prestigious International Engineering Program combines studies in these traditional disciplines (as well as the recently implemented offering in Chinese) in a five-year program including internship and study abroad opportunities with corporate partners as well as partner universities in Europe, Latin America, Canada, and, now, Asia. With respect to graduate studies, the outstanding Graduate School of Oceanography (GSO) is home to the Archaeological Oceanography Program, led by renowned explorer Robert Ballard. Students in the Master of Arts in History program can avail themselves of links to these oceanographic resources through the program's Archaeology and Anthropology option. Within CELS, another area of strength at the University is resource economics. Natural resources science and marine affairs offer students additional opportunities to augment graduate studies with the Coastal Institute's Coastal Fellows Program from NSF funding through its IGERT program. Further, University initiatives have led to the spring 2007 groundbreaking ceremonies for the new Center for Biotechnology and Life Sciences, which will be the hub of imaginative undergraduate and graduate education, and cutting-edge research and modern workforce development for economic growth in Rhode Island's biotechnology, health and life sciences sectors. These are just a few examples of the innovative initiatives underpinning the courses of study in the University's degree programs.

In the 2005–2006 academic year, the University awarded 2,015 undergraduate degrees, 87 Pharm.D. degrees, 493 master's degrees and 67 doctorates (http://autocrat.uri.edu/fileadmin/ir/infobank/programs/PDF/DEGREES_2005-2006.pdf). More than 125 degree options are available to undergraduates. The master's degree is offered in 48 areas of study and the doctorate in 36. Admission requirements are documented in the University of Rhode Island *Catalog* (http://www.uri.edu/catalog/) , and the admission processes are centrally administered. These requirements, as well as retention and completion efforts, are more fully discussed under *Standard 6: Students*.

Guided by a curriculum process that is consistent with the University's mission of being faculty-driven and student-centered, academic programs reflect a commitment to traditional fields of study as well as to meeting the challenges of new realms of inquiry. Regular review by discipline-based accrediting agencies (Appendix 4.1 Professional Program Accreditation Information) or internal oversight ensures that programs of study are current.

As can be expected in any large institution, however, there are some programmatic difficulties. The University has notified the Commission that the programmatic accreditation review reports of the School Psychology Ph.D. Program by the American Psychological Association, the Graduate Program in Library and Information Sciences, and the Doctor of Audiology Program by the American Speech–Language Hearing Association have raised some

issues (documents available in the workroom).

Issues in the School Psychology Program included a number of resource-related concerns currently being addressed. For example, over the past two years, two new faculty members have been hired to fill previously vacant positions in the program and another faculty hire is anticipated for 2008. In addition, a part-time clerical position has been assigned to the program for administrative support and resources have been provided for child-sized furniture and for assessment instruments for use in clinical contexts. Curricular aspects of the program are being addressed by faculty members.

The Graduate School of Library and Information Studies (GSLIS) has been asked to address concerns regarding planning and evaluation processes and the integration of current technologies into the curriculum. In response, GSLIS is working closely with the Director of the Office of Assessment and will adopt the TrueOutcomes Portfolio System in an effort to incorporate data from student learning outcomes into the planning and evaluation process. Faculty will also engage in a systematic effort to integrate electronic communications technologies into courses as both content and delivery mode. Collaborating with the Instructional Development Program and the Office of Instructional Technology, faculty will engage in strategic planning, followed by training and utilization of enhanced classroom technologies.

With respect to the Doctor of Audiology program, the University has discontinued the program because of issues primarily related to the ability to devote sufficient resources to maintain an accredited program in this area. Students already matriculated in the program were assisted in transferring to other accredited programs to complete their studies.

Curriculum changes (Appendix 4.2 Undergraduate Program Changes 1995–1996 to 2005–2006) are controlled through Faculty Senate processes as supported by its Curricular Affairs Committee for undergraduate programs and the Graduate Council for graduate programs (http://www.uri.edu/facsen/Committee_Members.html) (http://www.uri.edu/facsen/Curricular_Procedures.html). Our commitment to excellence in curriculum development is reflected in the successful implementation of a new General Education program in the undergraduate curriculum and the significant progress toward campus-wide delineation of student outcomes and assessment of student learning (Faculty Senate, General Education Program effective fall 2004 available at [http://www.uri.edu/facsen/GENED_Program_May04.html]). The undergraduate courses of study specifically include, through the General Education requirement, seven competencies and skills imperative in today's generally educated student. Delivery of these undergraduate program requirements is administered separately from graduate program requirements, but both are supported by structures designed to ensure coherence in instructional methods and procedures. For both undergraduate and graduate programs, new program approvals flow from the Faculty Senate's approval process to that of the Rhode Island Board of Governors for Higher Education (RIBGHE). Consistency in quality across programs is maintained through Faculty Senate and Graduate School approval processes that are documented on the web (http://www.uri.edu/facsen/).

As discussed more fully under *Standard 2: Planning and Evaluation*, recent initiatives to improve the academic program quality review process have resulted in the University's Academic Investment and Improvement Model (AIIM) (http://www.uri.edu/facsen/AIIM_Home.html). Development of this model was undertaken with an outside consultant and thereby included an external perspective based on input from program review processes implemented at other institutions. The March 2006 Report of the Faculty Senate Executive Committee documents the replacement of the former program quality review system with the AIIM model (http://www.uri.edu/facsen/FSEC_Report_5.pdf). Program quality data were collected from faculty and department chairs with review and further input by deans and other administrators using an electronic questionnaire in fall 2005. These program quality data were then combined with the University's financial data (PCA) to allow for review of both qualitative and financial considerations concurrently. For a discussion of the PCA, see the NEASC Evaluation Team Report from the visit of October 5–8, 1997, particularly the evaluation sections of Standards 2, 4, and 10; and the Swonger and Mead 1998 publication (available in the workroom). The Provost's Office made the results of this process available to academic deans and department chairs and has used them in various ways to provide a feedback loop to academic units. An additional projected use of the AIIM is to combine its results with those found through the University's

process for Assessment of Student Learning in order to provide further direct feedback to departments. Development of the University's mechanisms for student learning assessment is ongoing and more fully discussed under later sections of this report. The AIIM is currently undergoing review by a new Academic Program Review Committee of the Faculty Senate (http://www.uri.edu/facsen/CHAPTER_506.html#5.86.10) and (http://www.uri.edu/facsen/FSEC_Report_5.pdf). Evaluation of this program is also discussed under *Standard 2: Planning and Evaluation*.

UNDERGRADUATE DEGREE PROGRAMS

DESCRIPTION

All undergraduate students, regardless of degree program, study broad areas of human knowledge, theories and methods of inquiry specific to their disciplines. By requiring both General Education courses and a rigorous program of study in a major, the undergraduate degree programs lay the foundation for understanding the fundamental complexities of the human experience and for a thoughtful and active engagement with the world. Typically, students are required to take at least 39 credits of General Education plus one credit of URI 101: Transitions and Transformations. The *University Manual* documents, and the RIBGHE has approved, reduction of the General Education requirements by no more than 3 credits to accommodate program-level accreditation issues (http://www.uri.edu/facsen/8.20-8.27.html#8.20.20, http://www.ribghe.org/gened_9900.htm); the memorandum dated June 26, 2007, from the Commissioner of Higher Education to President Carothers indicating approval (available in the workroom).

Each college provides programs of professional education in selected disciplines or interdisciplinary fields. Study options vary from traditional liberal education to programs that are heavily vocationally oriented. These major requirements are described fully in the 2006–2007, which is available both in printed form and online. Of the nine degree-granting units at the University, eight offer undergraduate or first professional degree programs leading to Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.), Bachelor of General Studies (B.G.S.), Bachelor of Landscape Architecture (B.L.A.), and Doctor of Pharmacy (Pharm.D.) with a total of 88 specializations. Appendix 4.3 shows the undergraduate degree programs offered by each college together with an outline of their requirements. All undergraduate programs include a General Education requirement, a major or concentration, and the possibility of pursuing further knowledge through unrestricted electives; however, specific requirements vary by program. The *Catalog* documents that, at the baccalaureate level, curricula for each program include substantial requirements at the intermediate and advanced undergraduate levels, with appropriate prerequisites indicating requirements for sequential progression and synthesis of learning.

The University also offers a number of special academic programs (see Table 4.1). For example, Talent Development (TD) strives to "recruit, support, and retain students of color and disadvantaged students from in-state" through programs and support services. Examples of other special academic programs include the Honors Program, which offers motivated students opportunities to broaden their intellectual development and strengthen their preparation in major fields of study, and the Feinstein Center for Service Learning, which promotes the integration of service with academic study in order to enhance student learning and involvement with communities and their agencies. The Office of International Education and the National Student Exchange Program offer University students the opportunity to study at more than 180 participating colleges and universities in 55 states, U.S. territories, and Canadian provinces. The University also boasts a particularly distinctive five-year academic program, the International Engineering Program (IEP), which leads students simultaneously to B.S. and B.A. degrees in both engineering and German, French, Spanish, or Chinese.

In the fall of 2005, the Feinstein Providence Campus began accepting students directly from high school into three majors: Human Development and Family Studies, Psychology, and Communication Studies. In the spring of 2007, the Faculty Senate authorized expansion of this program to include undecided students, as well as students who hope to enter a major for which they can complete the first two years of course work on the Feinstein Providence Campus, with the

TABLE 4.1: SPECIALIZED ACADEMIC PROGRAMS

Program	Website
Talent Development	http://www.uri.edu/talent_development/
Honors Program	http://www.uri.edu/honors_prog/wordpressHonors/
Feinstein Center for Service Learning	http://www.uri.edu/volunteer/
International Education and the National Student Exchange	http://www.uri.edu/international/
	http://www.uri.edu/international/NSE/index.htm
English as a Second or Foreign Language	http://media.uri.edu/Movies/vll/esl/els.html
	http://www.uri.edu/artsci/els/
New England Land Grand Student Exchange	http://www.nebhe.org/index.php?option=com_content&task=view&id=21&Itemid=57
Ocean Studies	http://www.uri.edu/catalog/cataloghtml/courses/ocg.html
Rhode Island Interinstitutional Exchange	http://www.ribghe.org/studentexchange.pdf
Internships and Experiential Education	http://www.uri.edu/univcol/internships/?page=Home&include
Summer Sessions and Research Programs	http://www.uri.edu/diversity/Sites/summer.html
Student Leadership Development	http://www.mu.uri.edu/leadership/leadershipinstitute.html
Army Reserve Officers Training Corps	http://www.uri.edu/admission/viewbook04/resources/CollegeRequirements.pdf
International Engineering Program	http://www.uri.edu/iep/

understanding that many of these students will have to transfer to the Kingston Campus to complete their degree. This is a provisional pilot program for three years, beginning in the fall of 2008 (http://www.uri.edu/facsen/FS_08m_507.html).

APPRAISAL

The Self-Study Subcommittee on Academic Programs examined academic programs' catalog descriptions and web sites for all undergraduate programs in terms of: 1) rationale; 2) clarity and order in stated requirements; 3) inclusion of General Education requirements;, 4) inclusion of a major concentration requirement; 5) inclusion of substantial requirements at the intermediate and advanced undergraduate levels; and 6) opportunities for students to accumulate unrestricted electives. Tables were developed summarizing this information, and are available as Appendices 4.4.1 through 4.4.9. The tables show considerable variability in the clarity and comprehensiveness of programs' descriptions. Some programs provide detailed explanations of rationale, objectives, and missions. Others primarily describe just the curriculum of the program offered. A few provide little, if any, descriptive comments. *Catalog* and web site information often differ and whereas the *Catalog* provides a consistent format for presenting undergraduate programs within colleges, there is considerably more diversity in the format and content of program web sites. There are some excellent examples of program descriptions that delineate clear and succinct rationales, objectives/goals, and missions. Those programs that are accredited by various professional societies (e.g., Landscape Architecture, Nursing, Engineering, Pharmacy) are more likely to be described in a comprehensive way.

In summary, this appraisal suggests that the University's undergraduate degree programs provide a substantial and coherent introduction to broad areas of human knowledge, have appropriate rationale, and are clearly presented in official publications. All programs provide a General Education requirement; a major requirement; substantial, progressive requirements at the intermediate and advanced undergraduate levels; and opportunities to pursue unrestricted electives when possible. There is a degree of variability among the stated rationales for undergraduate programs across catalog descriptions and program web sites. Although all programs appear in the *Catalog* and all have web sites, some programs provide more detailed and comprehensive explanations of rationale, objectives, and missions than others.

PROJECTION

The University recognizes that, in an era of proliferating (digital) information sources, it is increasingly important to provide accurate, consistent information about its programs to those who will make use of them. Further, in an age of increasing accountability, it is important to provide rationales and explanations of the outcomes and benefits its programs are intended to provide. The evaluation indicates the University could usefully improve its efforts in both of these areas.

There are already ongoing efforts at the University that will help address these issues. One, the Branding Initiative, will be instrumental in helping to achieve consistent and accurate academic program information from all University sources. Begun in 2006, the Branding Initiative's broad goals are "to determine the University's core strengths and to communicate those strengths to its most important stakeholders" (http://www.uri.edu/uribrand/). As part of the initiative, those responsible are coordinating a comprehensive review of all sources of information of every sort about the University with a view to identifying discrepancies, gaps, inconsistencies, and inaccuracies. Information about academic programs will be covered in the review, and once errors are identified, steps will be taken to correct them.

Even more important for academic programs is the effort the University is making in outcomes assessment. Described more fully later in this section, outcomes assessment involves, among other tasks, identifying the intended outcomes of a program as well as the means used by the program to achieve them. This information is being developed for all programs as part of our efforts to improve program quality, but as it is acquired it will be used to explain programs and their components to all stakeholders, internal and external.

GENERAL EDUCATION

DESCRIPTION

The University's General Education program has been the object of sustained faculty and administrative attention since the University's 2003 interim report to NEASC. That report was drafted shortly after the Faculty Senate adopted far-reaching reforms in how the program was conceptualized and in how it would be delivered to students. Although the interim report provided considerable detail on the specifics of the reforms, a brief review is appropriate here.

The revised General Education program requires students to take course work in seven core areas: four "content areas" (natural science, social science, letters, and fine arts and literature) and three "skill areas" (English communications, mathematics and quantitative reasoning, and foreign language and cross-cultural competence). Each course in the program must include sustained attention to and evaluation of at least three of eight "integrated skills" (writing effectively, speaking effectively, using quantitative data, using qualitative data, reading complex texts, using information technology, understanding human differences, and engaging in artistic activity). In addition, each student's General Education program must include two courses that include the "understanding human differences" integrated skill (diversity).

The identification of the integrated skills and the decision to require each course approved for General Education to include at least three skills necessitated a review and reapproval process for the entire slate of General Education courses. At the time of the interim report, that process was in its initial phases. In its current state, the General Education program is well established and offers students ample opportunity to explore new areas of interest, to gain knowledge and skills necessary for further study at the University, and to develop those habits of mind that are essential to engaged citizenship and lifelong learning. Appendix 4.5 presents examples of courses meeting knowledge and skill areas of the General Education program and the competencies which students are afforded.

APPRAISAL

The integrated skills aspect of the General Education program presents a special challenge for University faculty. The inclusion of specific assignments to give students both practice and feedback on three integrated skills often requires

reconceptualizing both course design and delivery. To address this challenge, the Provost's Office, the Faculty Senate, and the Instructional Development Program designed and conducted workshops for instructors in each of the content core areas. These workshops included presentations on integrating each of the skill areas into the content of courses, sample assignments across a variety of disciplines, and suggestions for feedback and evaluation. Although these workshops were well received and well attended, there is ongoing need to conduct them on a regular basis.

A second continuing issue is the assessment of student learning outcomes in the General Education program. Although the program articulates some broad aspirations for students, the University is keenly interested in assessing student learning "closer to the ground." Efforts toward that end are substantial, ongoing, and documented in later sections of this report.

In spring 2005, one semester after the revised General Education program was put into effect, an *ad hoc* group of faculty solicited student responses in a small sample of General Education courses. Students reported on their perceptions of the appropriateness of the course content (given the General Education descriptions), their acquisition of both General Education skills and content, and changes in their interest in the content and skill areas. They also described assignments that they thought were good examples of those that led to the acquisition of General Education.

As a result of this pilot process, a larger group of faculty met through summer 2005 to articulate more accessible learning outcomes for each of the four content areas. The group proposed that as a result of General Education, students would be able to do the following in each of the content areas in both academic and nonacademic settings:

- Identify basic concepts and ideas
- Recognize example of concepts and ideas
- Ask appropriate questions
- Collect reliable information
- Analyze problems and issues

These learning outcomes were approved by the Faculty Senate and are now the bases of assessment of student learning in the General Education program. In addition, the Senate formalized the assessment process by establishing a subcommittee of the University College and General Education Committee for the Assessment of General Education (http://www.uri.edu/facsen/BY-LAWS%204.69.html).

This group currently is engaged in a multifaceted effort to assess student learning in General Education. One facet of the process involves soliciting "representative assignments" from a sample of General Education courses along with student work (artifacts) submitted in response to those assignments. At the conclusion of the collection process the assignments will be sorted by the cognitive task they require and student artifacts will be used to develop inductive rubrics for assessing performance as adequate or inadequate in light of the General Education learning outcomes. The status of this analysis and the steps discussed below are available at the Assessment web site (http://www.uri.edu/assessment/sub/uri/outcomes/general/tools.htm).

Another facet of the assessment process involves soliciting student responses regarding their experience in and knowledge of the General Education program. The questions address issues of perceived learning, perceived change in interest in or engagement with General Education skills and content, and knowledge of the requirements for and purposes of General Education. Responses were collected as part of the University's Student Evaluation of Teaching process in both the fall 2006 and spring 2007 semesters. The evaluation is ongoing.

The third facet of the assessment of General Education is the mining of existing data at the University to get a more complete picture of how General Education exists "in practice" rather than in its *Catalog* or brochure descriptions. Data are being assembled by the Office of Institutional Research, the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA), and Enrollment Services to answer questions about the role of non-continuing faculty in the

General Education program, the distribution of integrated skills in students' encounters with the program, and on the actual completion of General Education requirements (when courses are taken, how many are taken in addition to those required, etc.) by the University's students. Although this process has only just begun, it promises to yield a wealth of information about student learning in General Education, students' perceptions of the program, and the commitment of the institution to the delivery of a high quality General Education program.

PROJECTION

Ensuring a high quality General Education program is an ongoing challenge. Without regular attention to General Education goals and skills, courses inevitably slide toward a more exclusive disciplinary focus. To meet this challenge, the University will maintain its commitment to the support of faculty teaching General Education by continuing and, perhaps, expanding the series of workshops addressing the "integrated skills" as the Office of the Provost has done with a consistently budgeted amount of funds each year. These workshops are not only a source of sound, challenging assignments, but they also serve to remind the University community of the particular character and intent of General Education courses. In addition, chairs in those departments that offer General Education courses will provide information and support (General Education guidelines, sample assignments, syllabi, etc.) to newly hired part-time and full-time faculty.

The University also will expand the General Education assessment process. In addition, the Faculty Senate and the University College and General Education Committee will develop a means for the systematic dissemination of General Education assessment data. "Closing the loop" in this way will spur instructors and departments to rethink their General Education curricula and provide the larger community some insight into "best practices" in General Education.

A final consideration for the future is assessing the effect of size on General Education sections. Although the University assigns some of its best teachers to teach General Education courses, some of these classes enroll more than 300 students (data available in the workroom). Although many of these sections are paired with recitations or laboratories, others are only three "lectures" per week. The University must gauge the effectiveness of these large classes, especially in regard to the integrated skills and the higher order student learning outcomes. The current assessment process, including student responses to their General Education experiences, should help with this evaluation.

THE MAJOR

DESCRIPTION

Depending upon the program and degree (e.g., B.A., B.S., Pharm.D.), students are required to have from 30 to 125 credits of study within the major. The level and complexity of courses, from introductory to advanced, is evident in their sequencing. Departmental review and oversight, as well as professional accreditation standards in many cases, ensure that programs of study leading to a major are an appropriate mix of introductory and advanced courses. In addition, the University requires students to have a minimum of 42 credits in courses numbered 300 and above. An increasing number of programs have capstone courses or experiences, and many programs have required or elective internship experiences for advanced students to connect theory and practice. As noted in the section on undergraduate programs, details on major requirements are available to students through the *Catalog*, on departmental web sites and via worksheets prepared by many departments. Where learning objectives exist, they often are delineated in these materials.

Six completely new undergraduate majors were added in the last decade: African and African-American Studies (offered jointly with Rhode Island College), Film Media, Public Relations, Writing and Rhetoric, International Business, and Biomedical Engineering. Most majors remain discipline-specific, but a few are interdisciplinary including African and African-American Studies; Chemical and Chemical Oceanography; Comparative Literature Studies; Film Media; Latin American Studies; Physics and Physical Oceanography; Public Relations; and Women's Studies.

Professional programs are designed to provide both curricular content and practical learning experiences that reflect current practice in the field of specialization. The curricula of these programs reflect current standards of practice defined by professional organizations as evidenced through program accreditation by appropriate professional bodies. Appendix 4.1 lists the accredited programs, the date of the last accreditation and the location of the relevant materials.

Upper-level courses in many professional programs involve labs, practica or other forms of hands-on experience. In the College of Human Science and Services, for example, internships are encouraged in the Textiles programs and required in all others. In the College of Nursing, students assume increasing responsibility for care of clients each semester in practicum courses and in the College of Pharmacy, the final academic year consists entirely of practice experiences. In all cases faculty provide careful supervision of students and maintain close relationships with the field supervisors or preceptors. The pass rates on the content/practice parts of licensing exams reveal high degrees of success. In addition, college faculty carefully examine student outcomes to ensure that graduates are prepared to meet the demands of practice.

APPRAISAL

Faculty in all degree-granting colleges are attentive to the requirements of their majors, prompted both by accrediting agencies and internal review. Evidence of this can be seen in the steady stream of proposals for course- and program-revisions that work their way through the curricular process. Revisions range from the "routine," such as a change in a course prerequisite or number to the "significant," including new courses, changes in major requirements or restructuring of curriculum.

Assessment of student learning outcomes is being developed by major across all academic units. As noted in the March 18, 2005, Draft Action Plan of the Preliminary Working Group on Student Learning Outcomes, the University's efforts focus on two primary venues for examining student learning: 1) the breadth of integrated skills developed through the General Education program; and 2) the depth and application of increasingly sophisticated knowledge through departmental majors (http://www.uri.edu/assessment/media/public/page_files/uri/documents/plans/Utah_White_Paper.pdf). Assessment of General Education outcomes has begun and assessment of undergraduate majors and graduate programs will follow.

PROJECTION

It is well understood that external evaluation provides important feedback for accredited programs and, because of professional accreditation standards, each professional program now has a well-articulated assessment plan in operation that connects curriculum to practice. But many academic programs at the University are not affiliated with a specific profession nor do they have an affiliated accrediting organization. Regular internal program review is important for these programs as well. It is vital that the University continue to expand rigorous self-study and evaluation procedures to its non-accredited majors. The new Office of Student Learning, Outcomes Assessment, and Accreditation has been established to help do precisely this. Aided by the Learning Outcomes Oversight Committee, the Office is coordinating and promoting comprehensive review and assessment of all the University's academic programs. These activities are discussed more fully in the Assessment of Student Learning later in this standard.

GRADUATE DEGREE PROGRAMS

DESCRIPTION

The size and number of graduate programs has changed only slightly between 1996 and 2006. In 1996, the University offered 50 master's programs and 32 doctoral programs. In 2006, the University offered degrees in 48 master's degree programs and 36 doctoral programs. Masked by these numbers is the consolidation of a number of programs, the suspension of others and the introduction of yet others. Since 1996, the University also has offered post-baccalaureate certificate programs in a number of areas ranging from Fashion Merchandising to Thanatology.

In 1996, the University awarded 496 master's degrees and 82 doctorates; in 2005–2006, 493 master's degrees and 67 doctorates were awarded. In 1996, there were 3,125 graduate students enrolled at the University (2,071 in-state; 779 out-of-state; and 275 international). Fall 2006 data show that the University enrolled a total of 2,631 graduate students (1,767 in-state; 636 out-of state; and 231 international). The enrollment of male graduate students has declined from 45.3% of the total in 1996 to 35.7% in 2006, while female graduate students now make up 64.3% of the total as compared to 54.7% in 1996. Diversity among domestic students has increased somewhat, with 1996 data showing the enrollment of 58 African American students, 11 Native Americans, and 57 Hispanic or Latino/ Latina students. Data for 2006 show the enrollment of 67 African American students, 10 Native Americans, and 67 Hispanic or Latino/ Latina students. While the number of students in several categories has shown a slight decrease over the ten-year period, the largest difference is in the number of non-degree-seeking part-time students with 971 students assigned to this category in 1996, and only 617 in 2006. The number of full- and part-time degree-seeking students has shown a much smaller decrease during this same period, from 1,971 in 1996 to 1,891 in 2006. (Appendix 4.6)

The introduction, implementation, and maintenance of standards of graduate programs rest with the Graduate Council and the Vice Provost for Academic Affairs and Dean of the Graduate School. Policies established by the Graduate Council form the framework for all graduate programs at the University and are published in the *Graduate Student Manual* (http://www.uri.edu/gsadmis/TOC.html). Policies central to the admission and matriculation of graduate students, as well as details specific to each graduate program, are also summarized in the *Catalog*.

While variation in the selectivity and award of financial support for graduate students exists among graduate programs, University-wide admission standards are maintained by all. The weighting of the various parts of the application package also varies among individual disciplines, with objective test scores (GRE, GMAT, MAT) being an important element for some while not required for others. Often the use of these scores is related to the measures used by external accrediting groups for professional or practice-oriented programs.

All graduate programs and graduate courses must be approved through a University approval process that begins in the department or program and moves through the college's curricular process before arriving at the Graduate Council. If approved by the Council, the proposal is forwarded to the Faculty Senate and finally to the President. Some actions, including new degree programs, require the approval of the Rhode Island Board of Governors for Higher Education (RIBGHE). Proposals for new programs must include a rationale for offering the program, the needs addressed by the program and the resources required by and available to the program, including library and information technology resources. It is important to note that a majority of the University's graduate programs are associated with academic programs that have successful records in attracting external funding. Benefits derived from these funds (materials, facilities) supplement other forms of support and are not commonly available to programs that are undergraduate only.

Nearly all members of the graduate faculty have either earned doctorates or an accepted terminal degree. Professional programs include graduate faculty who have considerable on-the-job expertise that is important in scholarship and graduate training in those disciplines. Graduate faculty members are expected to maintain currency in their fields, seek external funding where appropriate to support their work and that of their students and to disseminate knowledge in appropriate venues. Graduate programs are typically enhanced by the addition of highly qualified adjunct appointments who come from institutions of higher education, hospitals, state and federal agencies, museums, and industry, and who are appointed for limited terms to serve specific student needs. Some graduate programs are further strengthened by the presence of Research Professors and Professors in Residence, who teach few formal courses compared with regular faculty. Because professors of these designations engage in significant projects that attract considerable external financial support, contribute a substantial number of publications to peer-reviewed journals, seek patents, and engage in outreach activities, they are valuable role models for graduate students. The University's Faculty Instructional Activity Report (FIAR) automatically enters credit-hour equivalents (CHEs) for graduate-student mentoring and provides

space for recording CHE equivalence for University-supported and externally supported research; each affords a reduction in formal teaching expectations.

The fundamental structure common to all University graduate programs is a requirement for rigorous course work beyond the bachelor's level that forms the basis for the original research or scholarly work that will result in the thesis or dissertation. Non-thesis master's programs require a comprehensive examination, documenting the achievement of the candidates, and the writing of a major paper. All graduate students declare a detailed program of study approved by the Graduate School to ensure that a student will have an appropriate mix of course work, research, and independent study leading to a high level of subject competence. Program requirements routinely consist of a set number of course credits that support the area of the student's intended research. Although professional or practice-oriented programs may require a group of courses common to most students, in other areas the courses required may vary substantially from one student to another and may be selected largely on the basis of the student's intended specialization within a field. In either case, course sequences are routinely designed to allow the student to move from a more broad and general consideration of material to an in-depth treatment of the material in the student's area of specialization at a high level of complexity and sophistication. Course work, seminars and tutorials provide the opportunity for substantial mastery of the subject matter of the program area. Comprehensive examinations that are required in all Ph.D. programs demand that students demonstrate this mastery. Organization and utilization of this knowledge form the context for the research carried out by the student. The dissemination of new knowledge gained in this process is accomplished through the preparation and publication of the research. All dissertations are published by University Microfilms, and much master's and doctoral research is published in scholarly publications. Thus, students in research-oriented graduate programs build their intellectual capabilities through course work and are challenged in their creativity and resourcefulness in their thesis research. Maintenance of these standards of excellence is documented through Graduate School approval of all students' programs of study and thesis and dissertation committee memberships comprised of appropriately qualified graduate faculty.

APPRAISAL

Graduate education at the University of Rhode Island is a mature enterprise that has developed well established procedures consistent with national norms, forming a supportive framework for the education and training of graduate students. However, effectiveness and outcomes assessment has yet to be undertaken broadly across all programs. Nonetheless, the procedures inherent in graduate education—with all programs requiring comprehensive examinations, and many requiring oral and written defense of theses or dissertations—lend strong support to the notion that desired student learning outcomes are being met. Further, accreditation by outside bodies of many professional graduate degrees provides further evidence supporting both the sufficiency of resources dedicated to these programs.

The infrastructure that supports both research and graduate education, particularly graduate education in the sciences, has been improved markedly with the completion of the Coastal Institute buildings in Kingston and on the Narragansett Bay Campus and the passage of state-wide referenda in support of the construction of such new buildings as the Center for Biotechnology and Life Sciences, the Oceanographic Information Technology Center, and the College of Pharmacy. External support for interdisciplinary efforts that have a positive effect on graduate education include both the successful Rhode Island IDeA Network of Biomedical Research Excellence program (RI–INBRE http://www.uri.edu/inbre/) and the NSF Integrative Graduate Education and Research Traineeship award (IGERT—one of approximately 100 nationwide). The recently initiated Research Ethics Fellows Program, initially funded by the Council of Graduate Schools, draws faculty and graduate students from a broad range of programs and creates a climate for the responsible conduct of research while bringing together graduate students and faculty in University-wide discussions of issues that are common to many programs (http://www.uri.edu/research/compliance/educandtrain.htm). Graduate education also has benefited

from the University's emphasis on the creation of centers to promote interdisciplinary research and the encouragement of partnerships (http://www.uri.edu/outreach/Outreach_Partnerships.htm).

While the University shows considerable strength in its graduate programs, there are areas that require increased attention. Although many of the professional programs are regularly evaluated in order to meet the requirements for accreditation, assessment of remaining programs is in a state of transition. Development of assessment procedures will benefit graduate programs by augmenting the procedures already used to delineate and evaluate student learning outcomes at the graduate level. Finally, centralized data collection under a newly enhanced institutional research function will improve the ability to perform these reviews.

While the productivity of the graduate faculty remains substantial, evidenced for example by the amount of research funding obtained and graduate degrees awarded, graduate programs would benefit by an increase in support staff and other resources in order to continue to accomplish program goals. Steps already taken to address issues in this area include the hiring of a permanent Vice President for Research and Economic Development whose sole focus is on support for research productivity; passage of Rhode Island State legislation establishing legal authority for a research foundation; and an effort to improve the efficiency of research fund management with the merger of pre- and post-award accounting and budgeting functions under the new Vice President for Research and Economic Development.

The University continues to struggle in the competition to attract qualified graduate students. The comparatively low stipend levels for graduate assistants no doubt contributes to the difficulty, though providing health benefits to graduate students, and now to all post-doctorates as well, raises the competitiveness of the total package offered to graduate students. In addition, the focus on recruitment and retention of graduate students now falls under the Vice Provost for Academic Affairs. This reorganization allows for consolidation and strengthening of enrollment efforts.

Although some gains are apparent in the diversity of the graduate student body, increased efforts are necessary in the recruitment of students from under-represented groups. While the University's participation in the Northeast Alliance for Graduate Education for the Professoriate (NEAGEP) (http://www.neagep.org/) and in the Sloan Foundation's program for students from these groups is likely to result in increased diversity of the graduate student body, greater success will be dependent on the increased and broad involvement by members of the faculty (http://www.sloan.org/main.shtml). To that end, the Provost's Office offers travel funding for faculty willing to add recruitment visits to travel plans. A cornerstone of the recruitment efforts under the NEAGEP grant funding is the Graduate School's Office of Graduate Diversity Affairs, which requires faculty participation in recruitment efforts.

PROJECTION

In order for graduate programs at the University to continue to grow in strength and stature, issues raised in the appraisal section must be addressed. The University has initiated procedures to establish review of academic programs with the AIIM and expansion of assessment procedures has already begun with undergraduate programs. The University's assessment efforts will be enhanced by an expanded Office of Institutional Research. In this way, reviews will be based on accurate and readily accessible data that can provide quantitative measures of such important program characteristics as selectiveness (relationship between application numbers and offers of admission), yield (relationship between admitted students and those who enroll), student persistence and time-to-degree, and student learning outcomes. These measures will form a context in which to evaluate other, more qualitative information.

Increases in stipends for graduate teaching and research assistants must remain a high priority. The addition of a health insurance benefit for teaching and research assistants has brought the University closer to parity with other similar institutions in the region, but the stipend level continues to place the University at a competitive disadvantage. The University will implement a recruitment strategy that will attract increased numbers of students to its graduate programs. One part

of this strategy will require significantly improving brochures and increasing attention to the graduate section of the University web site. Another critical component of the strategy will be the increased involvement of faculty members in recruitment activities. In these activities, directed attention will be paid to the recruitment of students of color. The University will continue its participation in programs such as the Excellence through Diversity program of the New England Board of Higher Education, the Northeast Alliance for Graduate Education for the Professoriate, and the Sloan Foundation's Minority Ph.D. program. Increased faculty involvement and the use of such approaches as summer internships for rising college seniors will be critical to the success of the University's participation in these and other programs designed to attract students from under-represented groups. Because graduate education is so closely tied to the activity and reputation of the faculty, the University will continue to develop a climate that nurtures the scholarly success of its faculty.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

DESCRIPTION

The University has a procedure of systematic review to ensure integrity in the award of academic credit. Opportunities for comment by all parts of the University community are included in relevant processes and procedures. Academic regulations are maintained in the *University Manual* (http://www.uri.edu/facsen/MANUAL_05.html) and the *Graduate Student Manual* (http://www.uri.edu/gsadmis/TOC.html). Oversight for relevant sections of these manuals is shared by Faculty Senate and University Committees, with final approval for all change by the President. The committees are: Academic Standards and Calendar Committee (ASC); Curricular Affairs Committee (CAC); Constitution, By-laws, and *University Manual* Committee (CBUM); Council for Research (CFR); Honors Program and Visiting Scholars (HPVS); Teaching Effectiveness Committee (TEC); University College and General Education Committee (UCGE); Learning Outcomes Oversight Committee (LOOC); Library Committee; Graduate Council; and Enrollment Services Advisory Committee. *Ad hoc* committees also review unique academic issues. A recent example is the Methods of Instruction subcommittee of the CAC, which reviewed the use of web-enhanced and web-based courses and drafted a policy, subsequently adopted, that provides for CAC oversight (http://www.uri.edu/facsen/Online_Courses.html). Further evidence of systematic review can be found in Chapter 8 of the *University Manual*, where recent updates and changes to academic regulations are cited in each applicable section. A relevant example of such a change can be found in 8.26.13 Grade Change/Appeal process, which was approved during the 2005–2006 academic year in Faculty Senate Bill 31 (http://www.uri.edu/facsen/8.20-8.27.html).

Information regarding changes to academic regulations is communicated through approved Faculty Senate minutes, distributed by printed copy and email to various academic offices and available on the Faculty Senate web site at (http://www.uri.edu/facsen/AllReports.html), as well as annual updates to the *University Manual* and *University Catalog*.

Academic regulations are in place for naming, proposing, and approving academic programs of study, courses and awarding of credit (http://www.uri.edu/facsen/8.20-8.27.html). These include the review and award of transfer credit, study abroad, internships, independent study, service learning activities and prior learning assessment. Policies, processes and procedures for determining scholastic standing, probation, dismissal and readmission are well established and are used by all colleges at the conclusion of each academic term. Each academic dean's office reviews students who are not in good standing and notifies each in writing as to his or her status as well as the necessary and appropriate steps needed to return to good standing or to appeal. Readmission policies are clearly stated on the readmission form and stated in the *University Catalog*.

Academic deans' offices review each readmitting student individually and undertake advising by the dean's office staff prior to readmission. The award of credit for study abroad, internships, independent study, service learning and prior learning assessment is governed by *University Manual* policy. The Office of Internships and Experiential Education and The Study Abroad Office, in collaboration with academic departments, develop and approve programs of study that award academic

credit for appropriate experiences. The award of transfer credits from any of these experiences is subject to the same policies and procedures as all other undergraduate transfer credits. The award of credit for prior experiential and/or non-collegiate sponsored learning is awarded in accordance with *University Manual* policy cited above. In addition, students seeking credit for Prior Learning are required to register for PLA 100, Prior Learning Assessment Portfolio Development (http://www.uri.edu/catalog/cataloghtml/courses/pla.html), a one-credit course offered through the Feinstein Providence Campus. When completed, the student's portfolio is forwarded to a designated departmental "reader" who reviews the portfolio and makes specific course and credit recommendations to the department chair.

The award of individual course credit is largely the responsibility of the individual faculty. Guidance, general policies and procedures and a detailed list of "approved" grades are included in the *University Manual* (8.52.10 – 8.56.10-11, http://www.uri.edu/facsen/8.50-8.57.html). Faculty are encouraged at the department, college and University level to include grading criteria in their course syllabi. Although recent statistics of cheating and plagiarism (http://www.uri.edu/es/forms/pdf/faculty/ReportofCheatingorPlagiarism.pdf) show a decline in reported incidents, detecting academic cheating and plagiarism continues to pose a challenge for faculty (http://www.uri.edu/judicial/studenthandbook.pdf). University procedures designed to address these concerns include workshops with department chairs, discussion at both undergraduate and graduate student orientations, and discussion at the Research Ethics Fellows Program and the Research Experience for Undergraduates Program.

All courses offered at the University, regardless of format, location, or technology, are subject to the same standards as courses offered on the Kingston Campus (*University Manual* Chapter 8, Part I, online [http://www.uri.edu/facsen/8.30-8.46.html]). Undergraduate courses using web-based instruction currently undergo additional scrutiny through a review process by the Faculty Senate (http://www.uri.edu/facsen/Online_Courses.html). Classes offered as intensive short courses are subject to the guidelines cited above and additional regulations can be found in 8.32.10–8.32.13 of the *University Manual* (http://www.uri.edu/facsen/8.30-8.46.html). Students enrolled in courses offered at off-campus locations and in online courses interact with permanent University faculty or faculty who are qualified in the same way as those teaching in on-campus locations.

The award of undergraduate transfer credit is the primary responsibility of the academic dean's office in each college at the University. The acceptance of graduate transfer credit is granted on a limited basis and only when the request is recommended by the student's major professor and the Graduate Program Director and approved by the Dean of the Graduate School. Specific policies and procedures regarding the acceptance of graduate transfer credit can be found in the *Graduate Student Manual*, 7.20 – 7.28 (http://www.uri.edu/gsadmis/Section_3.html#S7.20).

Policies and procedures for the review and awarding of undergraduate transfer credit can be found in Chapter 8, Part 1 (http://www.uri.edu/facsen/8.10-8.19.html) and Appendix F of the *University Manual* (http://www.uri.edu/facsen/APPENDIX_F.html), the *RIBGHE Transfer Guide for Students* (http://www.ribghe.org/transferguide.htm) and the *University Catalog* (http://www.uri.edu/catalog/cataloghtml/ugraduateadmission.html). Determination of undergraduate transfer credit is made by a combination of academic deans' review, department chairs' review, a formal prior approval process (http://www.uri.edu/es/forms/pdf/enrollServ/0000_OffCampusStudy.pdf) and/or articulation agreements. The *RIBGHE Transfer Guide for Students* details the articulation agreements between the University and the Community College of Rhode Island and Rhode Island College. In addition, University College provides a web site of recently approved courses (http://www.uri.edu/univcol/approved/). Students, advisors, and academic deans are able to search this site by academic institution to assist in them in the search for courses that may meet the academic needs of students seeking transfer credit, though this web site does not supersede the University's prior approval process.

Enhancements in the award of transfer credit were also made possible with the implementation of PeopleSoft (e-Campus). The e-Campus system has the ability to "automate" the award of transfer credit for specific institutions. To date, transfer articulation rules have been programmed into e-Campus for Rhode Island College and the Community College

of Rhode Island. This allows for a faster and more consistent awarding of transfer credits. Changes in the articulation agreements among the three state institutions of higher education can also be programmed directly into e-Campus, ensuring consistent interpretation and application of these agreements (http://www.ribghe.org/transferguide.htm).

Review of the award of all academic credit remains the responsibility of the dean's office of the degree-granting colleges, ensuring that errors in programming or data entry are detected and corrected.

APPRAISAL

As cited above, the University has processes and procedures for systematic review to ensure integrity in the award of academic credit. That systematic review has served the University well historically and continues to do so currently. It is not, however, without criticism. The current process to change academic regulations is time-consuming. Faculty Senate review requires that proposals be submitted well in advance of expected implementation. This sometimes results in the delayed implementation of changes. However, thoroughness and community input during the review process are considered highly valuable.

The academic regulations in place for the award of credit, including undergraduate transfer credit, are communicated and implemented through training opportunities sponsored by academic deans, individual training sessions, and an annual review recently instituted by the Office of Enrollment Services. These mechanisms have been used to provide the necessary information and to determine the level of consistency in the application of policies and procedures among the academic colleges. Regarding graduate transfer credit, policies documented in the *Graduate Student Manual*, Section 7.20 (http://www.uri.edu/gsadmis/Section_3.html#S7.20) are applied during the program of study approval process. To date, training is provided on an ongoing basis for all colleges, and reviews with five of the degree-granting colleges have been completed. The University is as well considering adopting a centralized transfer advising process to increase the consistency in implementing these procedures.

It can be noted that in the fall of 2003, implementation of the PeopleSoft e-Campus system for the maintenance of all student academic records was completed. The implementation process provided a unique opportunity for the University to review the many business practices related to the maintenance of student records. This resulted in the streamlining of some practices and a redesign of others. For example, prior to fall 2003, grades were submitted by faculty on mark-sense sheets that required manual review and scanning prior to the official posting of grades. While this process was well understood and implemented by faculty and Enrollment Services staff, it was time-consuming and problematic for faculty when commitments took them away from campus during grading. Faculty can now access e-Campus through the secure password-protected web site 24 hours a day from any location (grades have even been submitted from as far away as China). In addition, the time frame from when grades are submitted to when they are accessible by students has been reduced from approximately one week to two days. Students also have the benefit of accessing their grades through their personal e-Campus accounts weeks before receiving their grades in the mail.

PROJECTION

The University will continue its process of systematic review of all areas affecting the award of academic credit. Centralization of some student-records processes, such as the posting of transfer credits, is being examined as a means of further ensuring consistency and adherence to articulation agreements. A pilot program with the College of Arts and Sciences and University College is underway. Further enhancements to the student registration process, grading process, and schedule for posting grades will continue to be implemented as the University develops and upgrades the e-Campus system and responds to continued enrollment growth.

ASSESSMENT OF STUDENT LEARNING

DESCRIPTION

The University's dedication to building a new culture for learning has, in many ways, provided the impetus for its adoption of student learning outcomes assessment. As the institution has sought to move from a teaching to a learning culture, colleagues have engaged in the important discussions of what students should know and be capable of doing, and at what levels of performance, by the completion of their degrees. Improvement in student learning is a goal that University faculty, staff, and administrators understand and support.

In July 2006, the Provost established the University's Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) to support this growing campus effort. Under the administrative purview of the Provost's Office, SLOAA is staffed by a full-time director with part-time institutional research support from a faculty member on a course release and part-time clerical assistance. Extra-mural grant funding allows for a graduate assistant, student programmers and technical support. The office's mission is to develop and support an annual cycle of outcomes assessment and continuous program improvement, and in so doing, to promote improvement in student learning through curricular and program delivery innovation.

Institutional Leadership and Commitment: Assessment Mini-Grants. Over the past three years, approximately $50,000 has been available annually from the Office of the Provost, through institutional and extra-mural foundation funding, for a variety of assessment planning and implementation projects, a list of which is online (http://www.uri.edu/assessment/sub/uri/guidance/mini-grants.html). The majority of this funding, secured by writing a short proposal and follow-up report, has been used by faculty and chairs for summer recontracting and as course buy-out funds to allow for the development and implementation of assessment plans at the unit and program levels. This amount has been supplemented liberally by individual deans and department chairs in order to accomplish the overall task.

People. A sizeable and well respected team of faculty, staff members, and administrators contributes to the cross-campus effort. Active committees, charged with assessment of student learning outcomes, meet regularly in many departments, in all of the degree-granting colleges, within University College, as a subcommittee of the University College and General Education committee, and in the Division of Student Affairs. The University-wide Student Learning Improvement Academic Advisory Committee (SLIAAC), with representatives from all major academic and student affairs units on campus, was established in 2004.

Recently, SLIAAC-initiated legislation, passed by the Faculty Senate and signed by President Carothers on April 6, 2007, established a formal joint Learning Outcomes Oversight Committee (LOOC) for the campus (http://www.uri.edu/facsen/FSEC_Report_06-07-5.pdf). LOOC has now replaced SLIAAC as the University-wide assessment committee. Appointed membership is broad and includes undergraduate students; Student Affairs staff and administration; faculty representatives from each college; representatives from Institutional Research and Instructional Development; the Faculty Senate; and the Vice Provost for Academic Affairs (http://www.uri.edu/assessment/sub/uri/guidance/contacts.html). This structure ensures that resource requirements for advancing the effective assessment of learning outcomes are directly addressed and that other areas critical to overall student outcomes, such as co-curricular activities and initiatives, also will be given an appropriate voice. Committee charges include creation of policies and timelines for learning outcomes assessment, guidelines for reporting and distributing of data, identification of strengths and limitations of existing assessment practices, recommendations for resource allocations to enhance assessment and creation of an ongoing review of the learning outcomes assessment process and findings.

These collective institutional efforts in outcomes assessment have now attained sufficient momentum to begin to contribute to the regional and national conversations. Various teams of faculty and staff have participated in an array of venues to present multiple topics in assessment practice (http://www.uri.edu/assessment/).

Tools. The University has implemented a variety of structures and mechanisms to sustain an infrastructure that will foster a meaningful outcomes assessment process. Substantial funding has been obtained through a number of avenues to provide for faculty development opportunities and faculty conference participation. The University assessment web site, although relatively nascent, will eventually serve as a primer on assessment, a database of University programmatic outcomes, a repository of FAQs and answers and University-specific information and findings.

Electronic Assessment Portfolio. Over the past several years, the University has maintained a site-wide license for *TrueOutcomes*, an assessment-rich, online electronic student portfolio system. This software, which runs on a powerful relational database that connects with the institution's PeopleSoft enrollment data, assists programs with collection of student performance evidence, survey and test responses, and data analysis and mining. Programs in five of nine academic colleges are or will be using *TrueOutcomes*, each in different ways. This tool has been very useful to accredited programs, particularly in the School of Education and the College of Engineering as they pursue systematic assessment and improvement. Nonaccredited programs will now be adopting the tool as well.

The University of Rhode Island has an important leadership position within the state in fostering a sustainable infrastructure for assessment. Over the past couple of years, various members of the University have been invited to give technical and functional workshops on *TrueOutcomes* for faculty and administrators from other Rhode Island public institutions of higher learning. In July 2007, the Rhode Island Board of Governors for Higher Education, based on the recommendation and experiences of the University and the recommendations of the other two institutions, adopted *TrueOutcomes* as the state's student portfolio application for higher education. Effective immediately, all three public institutions will now be using the system for assessment purposes. The University will be hosting the entire application for the state on URI servers and the University's faculty and staff will be providing training workshops for the other institutions. Additionally, the chairs of both the state's technical and functional implementation committees are University administrators: URI's Director of University Computing Systems and Director of Student Learning, Outcomes Assessment, and Accreditation, respectively.

Framework of Expected Learning Outcomes. The University is developing a tightly woven framework of institutional expectations that characterizes the culmination of an undergraduate education at both the curricular and co-curricular levels.

University-wide and General Education. The General Education program description on the Faculty Senate web site articulates the expected benefits for students as a consequence of the interaction between their General Education courses and their major programs of study. These five core statements succinctly capture the University's expectations of its college graduates from this land grant university (http://www.uri.edu/assessment/sub/uri/outcomes/university/university.html). They are reflective of the current Mission and Vision Statements, emphasizing the development of critical, independent thinkers who have the capability to solve problems and challenge authority. They also provide a useful framework in which to couch our college-wide, General Education, student affairs and program-level outcomes.

Program level. All eight academic colleges over the past three years have successfully developed undergraduate expected student outcomes at the program level and in some cases at the college level as well. As of this writing, faculty in approximately 80% of undergraduate programs have approved and adopted expected student outcomes for their majors and either have mapped or are mapping their curricula to the outcomes. All departments are engaged in preparing formal assessment plans, prescribed by the Rhode Island Office of Higher Education. The report format is found at http://www.uri.edu/assessment/media/protected/uri/oncampus/forms/OHE%20Program%20Assessment%20Form.xls . Plans detail all programmatic learning outcomes, performance criteria, the opportunities available for students to gain proficiency in specified outcomes, the direct and indirect methods that will be used to assess student attainment, the expected versus the actual level of achievement, analysis and interpretation of data, actions taken to improve learning, and the timetable for reassessment.

Student Affairs. The Division of Student Affairs has adopted division-wide student learning outcomes that are organized into domains and sub-domains, many of which contribute directly to student learning and accomplishment in the academic realm. For further information, see discussion of *Standard 6: Students*.

Public Disclosure of Expectations. All of these documents are slated for review by Dr. Peggy Maki, assessment consultant to the State of Rhode Island, over the 2007–2008 academic year. They will then be presented formally to the RIBGHE during 2007–2008 and made public on Rhode Island Office of Higher Education and University web sites. These documents are expected to have direct applicability to the University's Joint Articulation Agreement with the Community College of Rhode Island. As of 2007–2008, the expected student learning outcomes for the institution, each academic program, and for General Education will be listed in the online edition of the *University Catalog*. They are also expected to be presented in admission materials.

Systematic, Broad-based Approaches to Assessment of Student Learning. Four operational principles guide the adoption of assessment at the University. First, early-stage institutional assessment questions should revolve around summative findings. Second, study efforts should be directly useful to the faculty and students involved and therefore, must be driven by the faculty. Third, assessment at multiple levels—course, program, General Education, student affairs, institutional—should be ongoing and comprehensive as it unfolds over a planned, multi-year cycle. Fourth, assessment committees should utilize multiple measures of student learning. Committees are advised to incorporate existing academic processes in order to integrate outcomes assessment activities with core academic and program improvement activities and to minimize the need to invest limited resources in specialized research functions. In general, programs make use of a blend of direct and indirect methods. These include: evaluation of representative samples of student work collected at planned points during the curriculum; student reflections on their learning process; capstone projects; milestone exams, performance on nationally normed exams; internship; employer and mentor evaluations; panel review of student portfolios (electronic and paper-based); student self-perception surveys; and alumni and employer surveys.

Program Review. Assessment of student learning is an important criterion that contributes to a program's overall value, success, and relevancy in the University's Academic Investment and Improvement Model (AIIM), the tool that is used for program evaluation (available in the workroom). Factored into the Academic Success Pyramid, a program's engagement with outcomes assessment is weighted in the "Consistent Focus, Standard, and Metrics" dimension. Up to six of twenty-four points are assigned to indicate the degree to which departments measure success of student learning. Two points are assigned if a department has a formal, written set of desired student learning outcomes and measures whether its students have achieved those outcomes. Another two points are awarded if the department conducts a formal review of course delivery quality that is regularly practiced for most courses. The final two points are earned if student expectations and satisfaction are measured regularly in a manner other than through the University Student Evaluations of Teaching.

APPRAISAL

The University has made substantial progress in its efforts to adopt a culture that systematically defines and assesses its academic effectiveness. Many programs, most notably the University's accredited disciplines, are now regularly implementing direct student assessment mechanisms and using the evaluation data to improve the student learning experiences. The majority of programs are at the developmental stage, where they have completed the fundamental planning, mapping, and aligning that characterize a strong assessment effort. At the other end of the spectrum, there are still some departments that have yet to engage productively in the work of assessment. Progress will entail additional institutional leadership and collegial encouragement over time. The Learning Outcomes Oversight Committee, by developing local guiding principles for assessment practice, will also be able to impact departmental practices.

Individual program, General Education, and overall institutional outcomes were developed through separate and largely unrelated processes and by different individuals, but the resulting programmatic frameworks align well with one anoth-

er and are representative of the University's Mission and Vision Statements. Since the University regards assessment of outcomes as an iterative process, faculty and staff will have regular opportunities to refine the articulation of frameworks at the various levels.

As mentioned above, the University is well along in assembling the institution-wide infrastructure, which nurtures and sustains a culture that is effective in understanding and improving student learning. Overall, faculty acceptance and commitment to assessment is growing. An effective mix and range of people and units are involved in assessment committees at the University. Committed support and leadership exists in the President's and Provost's Offices, at each of the dean's levels, and in a majority of departments. The Faculty Senate has identified proactive leadership and guidance for outcomes assessment. There is growing recognition of the role that the Division of Student Affairs plays in fostering certain student skills and attributes. In fact, synergistic efforts are emerging between academic programs and the Division of Student Affairs.

While program assessment requires departmental leadership, it also requires an overall plan that has been approved and implemented by the full faculty. Currently there is variability in the practice of outcomes assessment University-wide. Important institutional benefits accrue when departments identify and "own" their own assessment processes. This means that assessment plans and mechanisms are adopted only after substantial deliberation and will be changing on a regular basis as the campus acquires a finer grasp of the questions it must ask and the data that will be useful in moving forward. Additionally, many units have expressed the need to access institutional research support as they devise locally developed assessment instruments and seek meaningful and reliable interpretations of their data. At present, there is insufficient staffing in Institutional Research and in Enrollment Services to permit easy access to institutional data and effective yet simple research design. While departments will still need data to verify their thinking, the planning process itself has already been valuable to the University and its students. Many faculty members have noted informally that their assessment discussions and planning processes have led to very engaged collegial conversations, which in turn have led to course and curricular realignments and new expectations of student learning.

PROJECTION

The University is well and productively along the assessment continuum but is just now reaching the stage where faculty in the majority of departments and programs will be able to collectively study initial learning data, implement any indicated changes, and once again examine student learning patterns. At the program and institutional levels, this cycle unfolds over a period of years, not over a few months. Given the complexity of the institutional system and culture, the University likely will require another three to six years before all assessment threads are woven into a unified, long-term whole that is representative of and useful to faculty, staff, and students. See the Rhode Island Board of Governors for Higher Education estimate of timelines from initial discussion of assessment methods development at (http://www.uri.edu/assessment/media/public/page_files/uri/documents/plans/Rhode_Island_Board_of_Governors_for_Higher_Education_Mandate.pdf).

Beginning in the fall 2007, the University will be joining 21 other institutions nationwide in the Wabash National Study of Liberal Education, a four-year longitudinal study designed to learn what teaching practices, programs, and institutional structures support liberal arts education and to develop methods for assessment. This study will be particularly useful to the University community by developing both baseline and benchmark data on our students for future use in more focused, programmatic studies. It will also provide the University the opportunity to compare the efficacy of its practices with those of other peer institutions (http://www.liberalarts.wabash.edu/nationalstudy).

The University is cognizant of the need to broaden and deepen its growing culture of assessment. In this vein, the University held the first annual Summit on Student Learning in August 2007 for approximately 75 faculty, staff, students, and administrators. The day was devoted to a series of discussions designed to elicit an agenda for studying and improving patterns of learning and achievement among students. Dr. Charles Blaich, the Director of the Wabash National Study

of Liberal Arts Education, was a speaker and facilitator. The day also provided the campus kick-off for the University's participation in the Wabash National Study. This summit was a collaborative effort of the Office of the Provost; the Office of Student Learning, Outcomes Assessment, and Accreditation; the Instructional Development Program; the Office of Institutional Research; and University College.

Faculty and staff are now poised to learn a substantial amount from one another by sharing assessment instruments, rubrics, data, and interpretations of patterns in student learning. Given the developing, on-campus expertise, the University will institute regular annual assessment workshops to examine particular case studies in student learning, led by its faculty and staff. It will be particularly fruitful to tie the data and interpretations to the growing knowledge base on how people learn. This route will effectively involve students in strengthening the connection of outcomes assessment to their learning by involving them directly in the process of refining expected outcomes and soliciting their thoughts on how they might best demonstrate achievement of specified expectations for learning.

The University also recognizes the need to devote more attention to the development, validation, and refinement of useful and low-cost assessment tools and practices that can be shared throughout the institution. The University's efforts will be aided by piloting nationally recommended practices at the local level as well as evaluating and implementing locally developed methods and instruments. The Academic Program Review Committee (APRC) will need to ensure that evaluative instruments such as AIIM be amended to take into account departmental efforts and successes in "closing the assessment loop." In sum, the University will benefit from a campus-wide, multi-year assessment plan that will serve as a template for programs and departments and will allow those same units to tie in with broader institutional assessment efforts. This is a task that the Learning Outcomes Oversight Committee (LOOC) will take on.

Institution-wide adoption and maturation of assessment will require steady institutional resource allocation to drive data analysis and to effect program improvement, if they are indicated by the findings. New resources are not expected to be readily available. Instead, the University will explore other external funding mechanisms and also undertake a certain reallocation of funds. This will involve steady conversation between the faculty and the administration. The appropriate venue for such topics will be in the LOOC. The University recognizes that by the very nature of the task, its efforts to ensure institutional efficacy and to drive improvement of student learning are a vital and ongoing part of the institution's mission and is committed to continuing to strengthen institutional efficacy through the vehicle of outcomes assessment over the coming years.

INSTITUTIONAL EFFECTIVENESS

Although the University's procedures focusing on the quality, integrity, and effectiveness of academic programs are varied, the key components to its future success are student learning outcomes assessment and academic program review. Student learning outcomes assessment coupled with academic program review will provide the information and direction necessary for focused change. Relying on the work of the Office of Student Learning, Outcomes Assessment, and Accreditation, the Learning Outcomes Oversight Committee, and the Academic Program Review Committee, the Joint Strategic Planning Committee will coordinate and promote the University's efforts.

APPENDIX 4.1:

Professional Programs – Accreditation Information

Program	Accrediting Body	Date of Last Accreditation	Length of Award	Location of Document
				(One copy of each is available in the Office of the Provost.)
Arts and Sciences				
Chemistry, BS	American Chemical Society (ACS)	Report submitted Spring 2006	5 years	Full accreditation reports are available in the department and in the Dean's office, Chafee Social Science Center
Clinical Psychology, PhD	American Psychological Association (APA)	Spring 2004	8 years	Full accreditation reports are available in the department and in the Dean's office, Chafee Social Science Center
Library and Information Studies, MLIS	American Library Association (ALA)	Spring 2007	7 years	Full accreditation reports are available in the department and in the Dean's office, Chafee Social Science Center. There is a public link to GSLIS foundational documents: http://www.uri.edu/artsci/lsc/web/About/about.htm . The accreditation report currently under revision is not publicly available, but could be made available to NEASC accreditors at a WebCT site, LSCCOA, created for the School's accreditation process.
As part of the degree program, students may earn school library certification The American Library Association (ALA) accredits the Master in Library and Information Science (MLIS) degree program School library media certification, which is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Rhode Island Department of Education (RIDE).				
Music, BA, MA	National Association of Schools of Music (NASM)	Spring 2006	10 years	Full accreditation reports are available in the department and in the Dean's office, Chafee Social Science Center
School Psychology,	National Association of School	Fall 2005	4 years	Full accreditation reports are available in

MS, PhD	Psychologists (NASP) (Ph.D. automatic since accredited by APA)			the department and in the Dean's office, Chafee Social Science Center
School Psychology, MS, PhD	National Council for the Accreditation of Teacher Education (NCATE) *(special association with NASP)*	Fall 2005	4 years	Full accreditation reports are available in the department and in the Dean's office, Chafee Social Science Center
School Psychology, PhD	American Psychological Association (APA)	Fall 2005	5 years	Full accreditation reports are available in the department and in the Dean's office, Chafee Social Science Center

Business Administration

Accounting, MS	American Assembly of Collegiate Schools of Business (AACSB)	Spring 2004	6 years	Full accreditation reports are available in the Dean's office, Ballentine Hall
Business Administration, BS, BA, MBA, PhD	American Assembly of Collegiate Schools of Business (AACSB)	Spring 2004	6 years	Full accreditation reports are available in the Dean's office, Ballentine Hall
Engineering				
Chemical, BS	Accreditation Board for Engineering & Technology (ABET)	Fall 2006	6 years	http://www.egr.uri.edu/Self-Study/ Full accreditation reports are available in the department and in the Dean's office, Bliss Hall
Civil, BS	Accreditation Board for Engineering & Technology (ABET)	Fall 2006	6 years	http://www.egr.uri.edu/Self-Study/ Full accreditation reports are available in the department and in the Dean's office, Bliss Hall
Computer, BS	Accreditation Board for Engineering & Technology (ABET)	Fall 2006	6 years	http://www.egr.uri.edu/Self-Study/ Full accreditation reports are available in the department and in the Dean's office, Bliss Hall

Electrical, BS	Accreditation Board for Engineering & Technology (ABET)	Fall 2006	6 years	http://www.egr.uri.edu/Self-Study/ Full accreditation reports are available in the department and in the Dean's office, Bliss Hall
Industrial and Manufacturing, BS	Accreditation Board for Engineering & Technology (ABET)	Fall 2006	6 years	http://www.egr.uri.edu/Self-Study/ Full accreditation reports are available in the department and in the Dean's office, Bliss Hall
Mechanical, BS	Accreditation Board for Engineering & Technology (ABET)	Fall 2006	6 years	http://www.egr.uri.edu/Self-Study/ Full accreditation reports are available in the department and in the Dean's office, Bliss Hall
Ocean, BS	Accreditation Board for Engineering & Technology (ABET)	Fall 2006	6 years	http://www.egr.uri.edu/Self-Study/ Full accreditation reports are available in the department and in the Dean's office, Bliss Hall
Environment and Life Sciences				
Nutrition & Dietetics, BS	American Dietetic Association (ADA)	2001	10 years	Full accreditation reports are available in the department and in the Dean's office, Woodward Hall
Dietetic Internship, MS	American Dietetic Association (ADA)	1999	10 years	Full accreditation reports are available in the department and in the Dean's office, Woodward Hall
Landscape Architecture, BLA	American Society of Landscape Architects (ASLA)	2003	6 years	Full accreditation reports are available in the department and in the Dean's office, Woodward Hall
Within the Department of Natural Resources Science, the Wildlife and Conservation Biology (WCB) major provides educational training for students to become Associate Wildlife Biologists (AWB) and Certified Wildlife Biologists (CWB). The Wildlife Society (See links to accreditation program at: http://www.wildlife.org/certification/index.cfm)				

The Wildlife Society does not provide accreditation for institutions, rather individual students become accredited by The Wildlife Society. All documentation for accreditation of students (educations requirements, etc) are available at http://www.wildlife.org/certification/index.cfm

Human Science & Services				
Education (Joint URI-RIC), PhD	NEASC – accreditation coordinated by RIC			
Education (Teacher), BA, BM, BS, MA, MLIS, MS, MA	National Council for Accreditation of Teacher Education (NCATE) and Rhode Island Department of Education (National Association of State Directors of Teacher Education & Certification -NASDTEC) joint visit	Spring 2003		Full accreditation reports are available in the department and in the Dean's office, 106 Quinn Hall
Exercise Science, BS and MS	Committee of Accreditation for the Exercise Sciences, division of the Commission on Accreditation of Allied Health Education Programs	In process with application to be submitted in Spring 2007.		Full accreditation reports will be available in the department and in the Dean's office, 106 Quinn Hall
Marriage & Family Therapy, MS	COAMFTE	Spring 2006	6 years (until 2012)	Full accreditation reports are available in the department and in the Dean's office, 106 Quinn Hall
Physical Therapy, MS	Commission on Accreditation in Physical Therapy Education	Spring 2006	10 years (until 2016)	Full accreditation reports are available in the department and in the Dean's office, 106 Quinn Hall
Speech-Language Pathology & Audiology, MS	American Speech-Language and Hearing Association (APTA)	Spring 2006	8 years (until 2014)	Full accreditation reports are available in the department and in the Dean's office, 106 Quinn Hall

Nursing				
Nursing, BS and MS	Commission on Collegiate Nursing Education (CCNE)	Spring 2006	10 years (until 2016)	The Self-Study Report, which is two documents is located in the Dean's office, White Hall.
Midwifery, MS	America College of Nurse-Midwives (ACNM)	Spring 2001	8 years (until 2009)	The Self-Study Report is located in the Dean's office, White Hall.
Pharmacy				
PharmD	Accreditation Council for Pharmacy Education (ACPE)	2004	6 years	The Self-Study Report is located in the Dean's office, Fogarty Hall

APPENDIX 4.2
Undergraduate Program Changes
1995/1996 – 2005/2006

College of Arts & Sciences

Degrees Added	Degrees Deleted	Transferred and/or Renamed	Admissions Suspended
Bachelor of Arts			
African and African-American Studies	Linguistics[8]	Biology[1]	
Computer Science	Russian[9]	Geology[2]	
Film Media		Marine Affairs[3]	Theatre[10]
Music	Urban Affairs		
Jazz Studies			
Music History and Literature			
Public Relations			
Writing and Rhetoric			
Bachelor of Science			
Economics (options: applied economics, economic theory and methods	Applied Quantitative Economics	Clinical Laboratory Science[4]	
	Botany	Geology[5]	
	Statistical Science[11]	Geology and Geological Oceanography[6]	
	Urban Affairs	Microbiology[7]	
	Zoology		
Bachelor of Music			
Composition	Classical Guitar		
Education	Voice		
Performance	Piano and Organ		
	Orchestral Instrument		
	Music, History and Literature		
	Theory and Composition		
	Music Education		

[1]Transferred to College of the Environment and Life Sciences (CELS)
[2] Transferred to CELS; renamed Geosciences

[3] Transferred to CELS; renamed Coastal and Marine Policy Studies; 2006 recommendation to revert to Marine Affairs
[4] Transferred to CELS
[5] Transferred to CELS; renamed Geosciences
[6] Tranferred to CELS
[7] Transferred to CELS
[8] 2006-2007 Catalog incorrectly states that admissions are suspended
[9] 2006-2007 Catalog incorrectly states that admissions are suspended
[10] Enrollment open only to elementary education students
[11] 2006-2007 Catalog incorrectly states that admissions are suspended

College of Business Administration

Degrees Added	Degrees Deleted	Renamed and/or Transferred	Admissions Suspended
International Business		Management Information Systems[1]	

[1] previously Management Science and Information Systems

Alan Shawn Feinstein College of Continuing Education

Degrees Added	Degrees Deleted	Renamed and/or Transferred	Admissions Suspended
Bachelor of Arts			
English			
History			
Psychology			
Bachelor of Science			
Clinical Laboratory Science			
General Business Administration			
Human Development and Family Studies			
Industrial and Manufacturing Engineering			
Bachelor of General Studies			
	Liberal Studies		

College of Engineering

Degrees Added	Degrees Deleted	Renamed and/or Transferred	Admissions Suspended
Biomedical Engineering	Materials Engineering		

College of the Environment and Life Sciences*

Degrees Added	Degrees Deleted	Transferred and/or Renamed	Admissions Suspended
Bachelor of Arts			
		Biology[1]	
		Coastal and Marine Policy[2]	
Bachelor of Science			
Environmental Economics and Management	Dietetics	Biological Sciences[3]	
Environmental Plant Biology[6]	Food Science and Nutrition	Clinical Laboratory Science[4]	
Environmental Science and Management	Plant Science	Coastal and Marine Policy and Management[5]	
Marine Biology	Soil and Water Resources	Geology and Geological Oceanography[7]	
Nutrition and Dietetics	Urban Affairs	Geosciences[8]	
Water and Soil Science[11]		Microbiology[9]	
		Environmental Horticulture and Turfgrass Management[10]	
		Wildlife and Conservation Biology[11]	

***Previously the College of Resource Development**

[1] Transferred from the College of Arts & Sciences (A&S)
[2] Transferred from A&S (Marine Affairs); 2006 proposal to return to Marine Affairs
[3]
[4] Transferred from A&S
[5] Transferred from A&S (Marine Affairs); 2006 proposal to return to Marine Affairs
[6] 2006 recommendation to delete degree
[7] Transferred from A&S
[8] Transferred from A&S
[9] Transferred from A&S

[10] Previously Urban Horticulture and Turfgrass Management
[11] 2006 recommendation to delete degree
[12] Previously Wildlife Biology and Management

College of Human Science and Services

Degrees Added	Degrees Deleted	Transferred and/or Renamed	Admissions Suspended
Bachelor of Arts			
Elementary or Secondary Education			
Bachelor of Science			
Secondary Education	Consumer Affairs	Kinesiology[1]	Dental Hygiene
	Elementary and Secondary Education		Human Science and Services
	Home Economics		

[1] Previously Physical Education

College of Pharmacy

Degrees Added	Degrees Deleted
6-year PharmD with tracks: community practice, pharmacotherapy, pharmacoepidemiolgy/pharmacoeconimcs, drug information and technology, research	5-year B.S.

APPENDIX 4.3
UNIVERSITY OF RHODE ISLAND
SELF-STUDY 2007

Undergraduate Program Credits by Degree Granting College						
College	Degree	Number of Programs	Credits to Graduate	General Education Credits	Credits in Major	Free Electives
Arts and Sciences	BA	29	120-127	39	30-55	30-51
	BS	8	120-130	39	31-86	4-51
	BM	3	128-131	39	50-89	3-39
	BFA	2	120	39	68-77	4-13
Business	BS	8	120	39	62-74	6-18
Continuing Education	BGS	1	118	39	45	27
Engineering	BS	9	128-139	36	89-103	0-3
Environment and Life Sciences	BA	2				
	BLA	1				
	BS	15				
Human Science and Services	BA	2	120-128	39	87-71	6-9
	BS	6	120-128	39-40	43-83	6-30
Nursing	BS	1	127	36	63	6
Pharmacy	PharmD	1	189	36	125	18

COLLEGE OF ARTS AND SCIENCES
Undergraduate Credits

College	Credits to graduate (min-max)	Gen Eds required	Credits in Major (min-max)	Free Electives (min-max)
College of Arts & Sciences	120-131	39	30-89	3-51
BA	120-127	39	30-55	30-51
BS	120-130	39	31-86	4-51
BM	128-131	39	50-89	3-39
BFA	120	39	68-77	4-13

COLLEGE OF ARTS AND SCIENCES
Bachelor of Arts Programs

Program	Website	Description, Rationale, Mission
African & African American Studies	uri.edu/artsci/afr/	African American Studies is, in both content and analysis, interdisciplinary. Its objectives are to explore and evaluate the social, cultural, economic, personal and instructional conditions of peoples of African descent.
Anthropology	uri.edu/artsci/soc/	Anthropology majors learn about human prehistory, evolutionary biology, and cultures around the world.
Art (studio)	uri.edu/artsci/art/URI_Art_BA_Studio.html	The visual arts at URI include painting, drawing, sculpture, printmaking, digital art and design, photography, film and video, computer imaging, and the history of art. Students work in various media to develop technical skills and to provide opportunities for creative expression as well as hands-on practical experience working closely with artist-instructors on a one-to-one basis. Art History courses expose students to the history and variety of fine arts, crafts, and architecture through the ages, focusing on interpretation and analysis of works within their social, cultural, and historical contexts.
Art (history)	www.uri.edu/artsci/art/URI_Art_BA_Art_History.html	Art History at URI exposes students to the rich variety of fine arts, crafts, and architecture through the ages, focusing on interpretation and analysis of works within their socio-historical context.
Chemistry	www.chm.uri.edu/index.html	A 120-credit program leads to a Bachelor of Arts degree. This route features flexibility desired by premeds, education majors, and others who may wish to choose a "double major".
Classical Studies	www.uri.edu/artsci/ml/programs/classical	Classical Studies introduces the student to the languages and civilizations of ancient Greece and Rome. It is unique in offering students knowledge of the origins of political, social and cultural traditions of the West (Europe, North and Latin America), and in giving them a context for understanding contemporary Western society and culture.
Communication Studies	www.uri.edu/artsci/com/degreeprog/ugradinfo.html	The program in communication studies provides maximum flexibility in planning for a variety of academic and occupational goals. The curriculum is personalized for each student.
Comparative Literature Studies	www.uri.edu/artsci/ml/durand/complitindex	The faculty are dedicated to promoting personal and professional development in the area of literature and to preparing our students to enter the professional or academic world or to pursue advanced studies at the graduate level.
Computer Science	www.cs.uri.edu/academics/ugrad-studies.php#ba	The curriculum is designed to provide a broad introduction to the fundamentals of computer science including software and systems, programming languages, machine architecture, and theoretical foundations of computing. The required mathematics preparation provides a basis for advanced work. Students following the B.A. curriculum will achieve a solid background in computer science and have additional flexibility to pursue other academic interests while completing the degree.
Economics	www.uri.edu/artsci/ecn/	The Economics Department is dedicated to promoting personal and professional development and to preparing students to enter professional life or pursue advanced studies at the graduate level.
English	www.uri.edu/artsci/eng/	Through a rich array of course offerings in literary, film, and cultural studies, we rigorously train our students in critical reading, thinking and writing skills, and ensure their preparation in a broad range of canonical and non-canonical texts.
Film Media	www.uri.edu/artsci/film/	The Bachelor of Arts (B.A.) degree in Film Media is an interdisciplinary program offering a balance of practical experience in production and technique with emphasis on film media history, criticism and theory.
French	www.uri.edu/artsci/ml/durand/french/index.shtml	Students majoring in French will study the language, the culture and the literature of France and the French-speaking world.
German	www.uri.edu/artsci/ml/gs/index.html	
History	www.uri.edu/artsci/his/	The History Department prides itself in offering a broad variety of courses taught by active scholars who are dedicated to their teaching. Its introductory courses serve students in all undergraduate programs and acquaint them with human experiences from times and places throughout the world.
Italian	www.uri.edu/artsci/ml/programs/italian	

Program	Website	Description, Rationale, Mission
Journalism	www.uri.edu/artsci/jor/	The study and practice of journalism require the acquisition and application of a broad base of knowledge, so Journalism majors at the University of Rhode Island pursue a professional course of study that is strongly grounded in the liberal arts. Along with General Education and Elective courses from other disciplines, the major requires students to explore the concepts and practices of contemporary American journalism. Within a social, historical, legal and ethical context, students acquire skills in gathering and synthesizing factual information and communicating it clearly to a variety of mass audiences.
Latin American Studies	www.uri.edu/artsci/ml/programs/las.html	
Mathematics	www.math.uri.edu/Programs/undergraduate/	Students in the B.A. curriculum may tailor a program to suit their individual needs and interests.
Music (Music, Music History and Literature, and Jazz Studies emphases)	www.uri.edu/artsci/mus/2/undergrad_programs.html	The Bachelor of Arts (B.A.) in Music combines a program of performance, history and theory with courses in the liberal arts. The emphasis in Music History and Literature is for those students who would like to explore the field of musicology. The main emphasis of this program is on the traditions of Western art music with some introduction to world music, American popular styles and the art of listening. The Jazz Studies option offers a cross-cultural degree drawing on jazz, world, and contemporary popular music styles in conjunction with the traditional Western classical music approach currently emphasized in the music department. The Jazz Studies program at URI delves into the historical, theoretical and cultural aspects of jazz, bringing to the students a better understanding of musical aesthetics within all diverse musical art forms. Students examine and perform jazz compositions of North and South America as well as other contemporary popular music styles from around the world. A broad understanding of music is vital in a music student's education as our society expands in its diversity and range of musical cultures.
Philosophy	www.uri.edu/artsci/phl/	The mission of the Department of Philosophy at the University of Rhode Island is (1) to provide undergraduate majors with a superb education in Philosophy that will provide a solid basis for post-graduate study or professional life; (2) to make a significant contribution to the university's General Education program; (3) to foster interdepartmental and intercollegiate collaboration by engaging in interdisciplinary teaching and research projects; and (4) to encourage outreach by faculty to the extramural community as public intellectuals.
Physics	www.phys.uri.edu/index.html	This program is ideal for students who are attracted to physics, who have a very broad range of interests, and who would like to consider career options not limited to science.
Political Science	www.uri.edu/artsci/psc/index.php	The Political Science Department faculty are dedicated to promoting personal and professional development in the area of Political Science and to preparing our students to both enter the professional world and to pursue advanced studies at the graduate level.
Psychology	www.uri.edu/artsci/psy/	The mission of the Psychology Department is o generate knowledge of basic psychological processes and contextual influences on psychological and physical functioning, to apply knowledge to promote health and welfare in a pluralistic society by enhancing the functioning of individuals and social systems, to translate knowledge into science-based programs, policies, and professional practices responsive to societal needs, and to transmit knowledge through educational programs that inform individual development, provide understanding of human behavior, and prepare scientist-practitioners to become future leaders and innovators.
Public Relations	www.uri.edu/artsci/jor/aboutpr.htm	Public Relations is an interdisciplinary program that combines a liberal arts education with the skills important for a successful career in public relations.

Program	Website	Description, Rationale, Mission
Sociology	www.uri.edu/artsci/soc/sociology.curriculum.html	Sociology at the University of Rhode Island provides students with a wide range of opportunities and challenges. Built on the solid foundation of general education provided by URI, our programs of study offer extensive course work in family and intimate relations, criminology and corrections, and institutional analysis. In addition, opportunities for community service and internships are becoming more numerous. The BA Sociology curriculum at URI is rich in the analysis of inequality, in the examination of the structural constrains of life, and in a humanistic appreciation for cultural diversity. In addition, sociology at URI provides the substantive background and communications and technology skills necessary for success in a career and for thoughtful and engaged citizenship.
Spanish	www.uri.edu/artsci/ml/programs/spanish	
Women's Studies	www.uri.edu/artsci/wms/	The discipline of women's studies has a vision of a world free from sexism. By necessity, freedom from sexism must include a commitment to freedom from national chauvinism; class, ethnic, racial, and heterosexual bias; economic exploitation; religious persecution; ageism; and ableism. Women's studies seeks to identify, understand, and challenge ideologies and institutions and knowingly or unknowingly oppress and exploit some of the advantage of others, or deny fundamental human rights. Thus, women's studies envisions a world in which all persons can develop their fullest potential. Women's studies uses feminist and interdisciplinary methods to teach, conduct research, and expand existing bodies of knowledge. Critical thinking, the production of theory, and the assumption of community and global responsibility are integral to these methods. We are committed to deliberative processes that promote open expression and collaboration. Understanding the interrelationship between the personal and political, we support and promote feminist teaching and learning, research, scholarship, creative activity, and professional and community service.
Writing and Rhetoric	www.uri.edu/artsci/writing/major/index_major.shtml	Effective writers are always in demand in organizations and businesses of all sizes and styles, including the publishing industry, financial services, cultural centers, public service, technical industries, governmental and non-governmental organizations, software and game developers, performing arts, commercial and non-commercial publications offices. Freelance writers can chart their own course.

COLLEGE OF ARTS AND SCIENCES
Bachelor of Science Programs

Program	Website	Mission
Applied Sociology (Criminology and Criminal Justice)	www.uri.edu/artsci/soc/cjcurriculum.html	One of the greatest social needs today is public safety and security. The increased complexity and diversity of contemporary society, its technological development and legal evolution, and its interdependence with other societies necessitate that those we entrust with our public safety be well-educated. In today's world, criminologists working in criminal justice must have excellent communications skills; critical thinking and problem-solving abilities; sensitivity to those of different racial, cultural, socioeconomic, and gender groups; the ability to speak a foreign language; and computer literacy. It is also important for those working in criminal justice fields to have a good understanding of the operation of various components of the criminal justice system, the social causes and consequences of crime and victimization, and the role of social policy in shaping our society's response to and control of criminal behavior.
Chemistry	www.chm.uri.edu/index.html	This degree emphasizes breath of training in chemistry, and is highly recommended if students plan to seek an MS or Ph.D. in chemistry. The degree also is an excellent working degree for those who plan to be employed after the BS in the chemical industry, or in related industries such as the pharmaceutical industry.
Chemical Oceanography	www.chm.uri.edu/index.html	This is a program that allows access of students to advanced oceanography courses and the faculty of the URI Graduate School of Oceanography after the second year. It qualifies for NE regional status for NE regional students. This is a unique opportunity for chemists wishing to follow marine interests.
Computer Science	www.cs.uri.edu/academics/ugrad-studies.php#bs	The curriculum is designed to provide a broad introduction to the fundamentals of computer science including software and systems, programming languages, machine architecture, and theoretical foundations of computing. The required mathematics preparation provides a basis for advanced work. Students following the B.S. curriculum will be particularly well prepared for graduate study in computer science.
Economics	www.uri.edu/artsci/ecn/Index.html	The Economics Department is dedicated to promoting personal and professional development and to preparing students to enter professional life or pursue advanced studies at the graduate level.
Mathematics	www.math.uri.edu/~jmont/mathreq.htm	The General Program stresses basic theories and techniques, and includes an introduction to the principal areas of mathematics. It is recommended for students considering graduate study in mathematics. The Applied Mathematics Option is intended for the student who anticipates a career as an applied mathematician or mathematical consultant with an organization such as an industrial or engineering firm or with a research laboratory. The student learns the mathematical ideas and techniques most often encountered in such work. Although a theoretical foundation is developed, the applications are emphasized.
Physics	www.phys.uri.edu/programs/uprog.html	This program provides the best preparation for students planning to move on to graduate studies in physics and for students seeking careers as professional physicists in industry or government.
Physics and Physical Oceanography	www.phys.uri.edu/programs/uprog.html	This program is unique in the entire United States. It is jointly offered by the Physics Department and the Graduate School of Oceanography. Students in this program are optimally prepared for graduate studies in oceanography.

COLLEGE OF ARTS AND SCIENCES
Bachelor of Fine Arts Programs

Program	Website	Mission
Art (Studio)	www.uri.edu/artsci/art/URI_Art_BFA_Studio.html	The BFA Studio Art Major is a studio-intensive program requiring 72 Art and Art History credits of the 120 total credits required for graduation. This degree provides in-depth professional training. After the foundation year students select intermediate and advanced courses in drawing, painting, sculpture, printmaking, photography, video and film, digital art and design, internships or selected topics courses such as figure drawing, collage, and digital photography. Within the BFA major requirements there are opportunities for greater and lesser emphasis on the various media in which courses are offered. Classes in Art History and theory complement the studio offerings.
Theatre	www.uri.edu/artsci/the/curriculum.html	Exploration of courses in the liberal arts tradition combines in the Bachelor of Fine Arts with conservatory approach to the study of the theatre. The Bachelor of Fine Arts is a pre-professional degree, which emphasizes the creative process and prepares for future completion of the performance-oriented Master of Fine Arts degree. The Bachelor of Fine Arts student chooses an area of concentration in acting, design (costume, lighting, scenic) and theatre technology, directing, or theatre management. Any of these degrees may possibly serve as sufficient basis for direct entry into the job market.

COLLEGE OF ARTS AND SCIENCES
Bachelor of Music Programs

Program	Website	Mission
Music Composition	www.uri.edu/artsci/mus/	This is a major designed for students who wish to concentrate their study on the materials and structure of music, with advanced study in musicianship, aural perception, analysis, and composition. Composition students can specialize in classical and/or studio/jazz styles. The program gives young composers a strong basis in the tradition of Western music while allowing the flexibility to explore other special compositional areas.
Music Education	www.uri.edu/artsci/mus/	This major is for those who plan to teach music in schools at the elementary or secondary level. The program is designed to cover vocal/choral, instrumental, and classroom music education. It offers a broad educational background combined with the development of musical and performance skills. The program has a teaching internship that leads to state certification.
Music Performance	www.uri.edu/artsci/mus/	This major is for those who wish to concentrate on the mastery of the instrument or voice. Performance emphasis can be in guitar, voice, piano, organ, percussion, and string and wind instruments. Students are expected to perform extensively and are required to give recitals.

COLLEGE OF BUSINESS
Undergraduate Credits

College (Source: Website)	Credits to graduate	Gen Eds required	Credits in Major	Electives
College of Business	120			
Accounting, B.S.	120	43	60	12 (Free) 6 (Professional) 18 Total
Finance and Insurance, B.S.	120	40	48	6 (Free) 9 (Liberal) 9 (Professional) 9 (Finance) 33 Total
General Business Administration, B.S.	120	40	42	18 (Free) 12 (Professional) 3 (Finance) 3 (Marketing) 3 (International) 39 Total
International Business, B.S.	120	37	45	9 (Foreign Language or Culture) 12 (Free) 9 (Professional) 6 (International Business) 36 Total
Management, B.S.	120	40	45	9 (Free) 3 (International Business) 9 (Liberal) 9 (Management) 6 (Professional) 36 Total
Management Information Systems, B.S.	120	40	51	9 (Free) 6 (MIS) 9 (Professional) 6 (Liberal) 30 Total
Marketing, B.S.	120	40	48	12 (Free) 9 (Marketing) 6 (Professional) 6 (Liberal) 33 Total

COLLEGE OF BUSINESS
Undergraduate Programs

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
College of Business	http://www.cba.uri.edu/home/prospective/	Today, with more than 1,600 undergraduate students, over 250 graduate students, 50 full-time faculty and more than 13,000 alumni, our College of Business Administration is considered one of the best in the region. We are fully accredited by AACSB - The Association to Advance Collegiate Schools of Business, the major accrediting agency for programs in business administration and accounting. We serve Rhode Island, and selected national and international communities. Our alumni hold leadership positions throughout the world. We are constantly reassessing our programs to ensure our graduates succeed in their chosen careers.	D	
Accounting, B.S.	http://www.cba.uri.edu/academics/undergraduate/departments/accounting/	The College of Business Administration offers a curriculum leading to the Bachelor of Science (B.S.) degree with a major in accounting. The College also offers the Master of Science (M.S.) degree, which provides the education recommended by the American Institute of Certified Public Accountants for the practice of public accounting. Both the undergraduate and graduate accounting program are accredited by AACSB International - The Association to Advance a Collegiate Schools of Business. In fact, the M.S. program was the first accredited program in New England. In addition to providing a general education and business background, the curriculum provides the necessary knowledge and skills for students to get positions in all areas of accounting. Opportunities exist for students to engage in internship programs in all areas of accounting. The passage of Sarbanes-Oxley (SOX) has significantly increased the demand for accountants not only in public accounting but in both government and industry.	I	Yes (PDF)
Finance and Insurance, B.S.	http://www.cba.uri.edu/academics/undergraduate/departments/finance/	The College of Business Administration offers a curriculum leading to the Bachelor of Science (B.S.) degree with a major in finance. A major in finance prepares the student for managerial positions in the private, public, and nonprofit sectors. The curriculum emphasizes both financial decision making and implementation. The curriculum is tuned to changing financial management issues. In addition, the curriculum assures that each student reaches a level of competency in integrative global financial management. The teaching emphasis focuses on problem solving, decision making, team-work, and analytical and computer skills. Finally, opportunities exist for students to engage in internship programs with financial institutions, government agencies, and business firms.	I	Yes (PDF)

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
General Business Administration, B.S.	http://www.cba.uri.edu/academics/undergraduate/departments/business/	The College of Business Administration offers a curriculum leading to the Bachelor of Science (B.S.) degree with major in general business administration. This curriculum offers the student an opportunity to study all phases of business operation. It is particularly suitable for those students who are planning to operate their own businesses and are seeking a broad business background, or for a student who desires a general business background at the undergraduate level prior to taking more specialized graduate work. A general business administration student takes a broad spectrum of courses and does not concentrate in one special field of study. For students interested in courses offered outside the College of Business Administration, four professional electives may be taken from the 300- and 400-level courses offered in other colleges (e.g., Arts and Sciences) at the university. Finally, opportunities exist for students to engage in internship programs with a wide variety of businesses.	I	Yes (PDF)
International Business, B.S.	http://www.cba.uri.edu/academics/undergraduate/departments/internationalbusiness/	The College of Business Administration offers a Bachelor of Science (B.S.) degree with a major in international business. The curriculum is designed to prepare students to meet the challenges of an international career by achieving proficiency in the language of another country as well as a background in its history, economy, politics, culture, and arts. In addition to the common body of knowledge required of all business students, international business majors will study business principles taught from a global perspective. A required internship abroad and/or study abroad experience is an essential part of the program.	I	Yes (PDF)
Management, B.S.	http://www.cba.uri.edu/academics/undergraduate/departments/management/	The College of Business Administration offers a curriculum leading to the Bachelor of Science (B.S.) degree with a major in management. This curriculum is intended to provide the student with a background in the conceptual, analytical, decision making, and applied aspects of managing an organization. Courses are carefully integrated to include an overall introduction to business administration with a number of complementary areas of study in organizational theory and behavior, the management of human resources, industrial and labor relations, personnel administration, general business administration and business law. Careers in business, government, hospitals, and other organizations are open to students who have successfully completed the curriculum. These studies also provide a good background for graduate programs in management. Finally, opportunities exist for students to engage in directed studies or internships with a wide variety of organizations.	I	Yes (PDF)

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
Management Information Systems, B.S.	http://www.cba.uri.edu/academics/undergraduate/departments/managementinformationsystems/	The College of Business Administration offers a curriculum leading to the Bachelor of Science (B.S.) degree with a major in management information systems. Courses in this area focus on the advanced technologies used in business and industry today. Emphasis is on computer applications, information management and data analysis. Graduates possess skills in the application of microcomputer software and related tools. They understand the value of "information" and the various technologies used to help organizations use information. In addition, Students have a solid grounding in methodologies of data analysis to support business decision making. Directed studies and internships offering practical experience in organizations are also available.	I	Yes (PDF)
Marketing, B.S.	http://www.cba.uri.edu/academics/undergraduate/departments/marketing/	The College of Business Administration offers a Bachelor of Science (B.S.) degree with a major in marketing. A major focus of marketing is the determination of product and service needs of consumers and industries. Marketing research, information systems and analysis are used in the development and management of products and services as well as the design and execution of communications, pricing and distribution channels. Elective courses expose students to exciting career opportunities in advertising, product management, sales management, marketing research and other facets of marketing. Directed studies and internships offering practical experience in organizations are also available.	I	Yes (PDF)

COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES
Undergraduate Credits

Major	Core Credits	Concentration Credits	Supporting Electives	Major Electives	Free Electives	General Ed. Credits	Total	Total for Graduation
Animal Science & Technology: B.S.	30-33	24	26-29			assume 36	116-122	130 (website)
Animal Science Option	44-51	24	26-29			assume 36	130-140	130 (website)
Animal Management Option	56-63	24	26-29			assume 36	142-152	130 (website)
Pre-veterinary Option	63-66	24	26-29			assume 36	149-155	130 (website)
Aquaculture & Fisheries Technology: B.S.	32-37		30-36			assume 36	98-109	
Biology: B.A.	28-45					assume 36	64-81	120 (website)
Biological Sciences, B.S.	35	44-46				assume 36	80-82	130
Clinical Laboratory Science: B.S.	45-46					assume 36	81-82	130
Coastal & Marine Policy & Management: B.S.	30	12-13	18			assume 36	96-97	126
Coastal & Marine Policy Studies: B.A.	30	6				assume 36	72	
Environmental Economics & Management: B.S.	42	24	9	12	6	assume 36	129	120

Major	Core Credits	Concentration Credits	Supporting Electives	Major Electives	Free Electives	General Ed. Credits	Total	Total for Graduation
Environmental Horticulture & Turf Management: B.S.	24	40	18		12	assume 36	130	130
Environmental Science & Management: B.S.	51-54		20-23	15		assume 36	122-128	130(website)
Environmental Plant Biology: B.S.	suspended					assume 36		
Geology & Geological Oceanography: B.S.	84-87					assume 36	120-123	126
Geosciences: B.S.	31	33-36				assume 36	100-103	126
General Geology Option	45	33-36				assume 36	114-117	126
Environmental Geology Option	47-49	33-36				assume 36	116-121	126
GeoPhysics Option	43-45	33-36				assume 36	112-117	126
Hydrogeology Option	49-50	33-36				assume 36	118-122	126
Petrology Option	43-44	33-36				assume 36	112-116	126
Sedimentary Geology Option	49-51	33-36				assume 36	118-123	126
Landscape Architecture: B.L.A.	57	22-24	13-15			assume 36	128-132	130
Marine Biology: B.S.	36	39-40				assume 36	75-76	130

Major	Core Credits	Concentration Credits	Supporting Electives	Major Electives	Free Electives	General Ed. Credits	Total	Total for Graduation
Microbiology: B.S.	30	23-25	51-53			assume 36	140-144	130
Nutrition & Dietetics: B.S.	32	25-29	19-24		2	assume 36	114-122	123
Resource Economics & Commerce: B.S.	28	24	31			assume 36	119	125
Water & Soil Science: B.S.	29-33(website)	44-46(web)	13-17 (web)			assume 36	122-132	130
Wildlife & Conservation Biology: B.S.	22-23	44	31-34			assume 36	133-137	

COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES
Undergraduate Programs

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
College of Environmental and Life Sciences	http://www.uri.edu/cels/	The College of the Environment and Life Sciences maintains a small-college atmosphere in the midst of a vibrant, world-class research university. As a student, you'll be able to enjoy the best of both types of educational settings!We offer world-class training in the basic sciences, combined with the hands-on learning that will shape you into a successful problem solver.You'll have the opportunity to study and learn in our prestigious research laboratories and community outreach settings, where you can gain important real-world experiences that give you a competitive edge in your career.Our internationally respected faculty members are student-oriented and are winners of numerous teaching awards.Our professors are nationally recognized leaders in the research community, conducting cutting-edge science critical to the needs of the global community.You'll have many opportunities to gain experience and knowledge through: internships, research, teaching apprenticeships, fellowships, research cruises, field trips, and study-abroad settings.Our students graduate with a wealth of knowledge and real ability in their fields. They develop well-honed skills that prepare them to be practitioners, scientists, physicians, managers, and policy makers destined for key roles in the life sciences and in the stewardship of our environment. Job prospects for students in this college are extremely good because our graduates are well-trained and, if they have pursued hands-on opportunities, have experience in their fields by the time they finish their degree programs. (http://www.uri.edu/cels/whychoose/aboutcels.html)	D	
Animal Science & Technology: B.S.	http://www.uri.edu/cels/acaddept/animscitech.html	This major is designed for students interested in applied animal science careers. Options are available in veterinary medicine, animal sciences, and laboratory animal science. Students who would like to use their study in animal science as credentials for secondary-school teaching should also enroll in this major.	D	No
Aquaculture & Fisheries Technology: B.S.	http://www.uri.edu/cels/acaddept/aqfishtech.html	The Aquaculture and Fisheries Technology major offers a number of aquatic and marine-related subjects with opportunities for developing both theoretical and practical skills. Laboratory training is supplemented with instruction on board the department's teaching and research vessel, the Captain Bert. Students may elect to concentrate in aquaculture, fisheries science, fisheries technology, or nautical science. Concentrations in aquaculture and fisheries science can be tailored to prepare students for entry into graduate school.	D	No

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
Biology: B.A.	http://www.uri.edu/artsci/bio/ http://www.uri.edu/artsci/bio/bio_bacuric.html	The Department of Biological Sciences offers sound undergraduate training in basic biology. Students are able to focus on the study of animals (zoology) or plants (botany). Close access to the sea provides an ability for students to pursue an exciting marine emphasis in some programs. The breadth of faculty teaching and research interests allows students to gain some specialization in subdisciplines of biology such as ecology and evolutionary biology, cell and developmental biology, physiology, and molecular biology. Undergraduate degree programs in Biological Sciences include the Bachelor of Arts in Biology [offered jointly with the Department of Biochemistry, Microbiology, and Molecular Genetics], the Bachelor of Science in Biological Sciences, the Bachelor of Science in Marine Biology, and the Bachelor of Science in Environmental Plant Biology [offered jointly with the Department of Plant Sciences]. Because of the stress on basic biology and the supporting sciences of mathematics, chemistry, and physics, these degrees offered by the Department assist students with interests in the health and environmental sciences, or those students who understand the advantage in a broad background in biology at the undergraduate level.	D N	N N
Biological Sciences, B.S. - Pre-Med	http://www.uri.edu/artsci/bio/ Or http://www.uri.edu/artsci/bio/bio_bscuric.html		D N	N N
Clinical Laboratory Science: B.S.	http://www.uri.edu/cels/acaddept/clinlabsci.html	The Clinical Laboratory Science major is concerned with the diagnosis, treatment, and prevention of disease using analytical methods in the clinical laboratory. Flexibility in the curriculum permits the student to fulfill requirements for a degree in another major such as microbiology, zoology, or related health sciences.	D	N
Coastal & Marine Policy & Management: B.S.	http://www.uri.edu/cels/acaddept/coastmarpolmgt.html	The primary objective of the major is to educate students in the interdisciplinary analysis needed for effective marine and coastal management. Students gain familiarity with issues confronting the policymaker and manager at the local, state, regional, national, and international levels. Students also develop an understanding of the socioeconomic, political, and legal effects of decisions and their implications. Specialty areas in this major include: fisheries and marine ecosystems management, coastal management, maritime transportation and ports, and ocean policy.	I	N
Coastal & Marine Policy Studies: B.A.	http://www.uri.edu/cels/acaddept/coastmarpolstu.html	The primary objective of the major in Coastal and Marine Policy Studies is to educate students in the interdisciplinary analysis needed for effective marine and coastal management. Students gain familiarity with issues confronting the policymaker and manager at the local, state, regional, national, and international levels. In addition, students develop an understanding of the socio-economic, political, and legal effects of decisions and their implications. Specialty areas in this major include: fisheries and marine ecosystems management, coastal management, maritime transportation and ports, and ocean policy.	I	N

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
Environmental Economics & Management: B.S.	http://www.uri.edu/cels/acaddept/enviricon.html	This major is offered in cooperation with the Department of Natural Resources Science. It is designed to give students a more in-depth understanding of the natural world as it relates to the economy. Students are taught to weigh options and make important decisions concerning the protection, restoration, development, and use of our natural resources. They develop an academic foundation in both the natural and social sciences so as to understand the interactions between human society and our natural or environmental resources. The major is designed as a blend of the existing majors of Environmental Science and Management and Resource Economics and Commerce.	I	N
Environmental Horticulture & Turf Management: B.S.	http://www.uri.edu/cels/acaddept/urbhortturf.html	The major in Environmental Horticulture and Turfgrass Management engages students in the culture and use of plants for the enhancement of the human environment. Students receive hands-on training in both the natural and social sciences so as to be prepared for professional careers in the many fields of environmental horticulture.	D	N
Environmental Science & Management: B.S.	http://www.uri.edu/cels/acaddept/envscimgt.html	The Environmental Science & Management major prepares students for professional careers in the public and private sectors of natural resources management. Flexible course requirements allow students to develop individual areas of concentration in preparation for a variety of positions after graduation. Areas of concentration include: Biological or Ecological Science Watersheds and Environmental Quality Methods in Environmental Science Natural Resources Management Economics, Planning, Policy & Law This major incorporates multidisciplinary course work in water resources, wetland ecology, wildlife biology, soil science, forestry, and land use/environmental quality relationships, along with other disciplines. This is a comprehensive major that requires the same broad-based background as the other majors within the Department of Natural Resources Science, but students are allowed more flexibility in choosing supporting courses.	I	N
Environmental Plant Biology: B.S.	http://www.uri.edu/artsci/bio/ Or http://www.uri.edu/artsci/bio/bio_bsplantcurric.html Or http://www.uri.edu/cels/acaddept/envplantbio.html	* Or ---- Or This joint major, offered by the College of the Environment and Life Sciences and the College of Arts and Sciences, approaches the study of plants broadly, from molecular genetics to ecological community dynamics. The environmental and performance impacts of these endeavors in natural, agricultural, and horticultural settings are considered. It takes a worldwide view of the effect of plants on people and the environment. Genetics and molecular biology are studied as a means to improve plants for human use and environmental enhancement. A fundamental goal of the study of plants is to achieve stability in landscapes managed for environmental or agricultural purposes. Courses include means to improve plants, for human use and environmental enhancement, through genetics and molecular biology.	D N I	N N Y

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
Geology & Geological Oceanography: B.S.	http://www.uri.edu/cels/acaddept/geolocean.html	Oceanography, the study of the oceans, relies on geology, the basic study of the Earth. In this unique program, which takes advantage of URI's obvious strength in maritime studies, geology and oceanography are coupled. For those interested in the oceans, oceanic physical and biological processes, climates, global nutrient and elemental cycling, and the interaction of the oceans with the atmosphere, this program provides a thorough grounding in basic sciences and the flexibility to enter virtually any field in geology and oceanography. The Geology and Geological Oceanography major is offered jointly through the Geosciences Department and the Graduate School of Oceanography. It includes a comprehensive background in geology and a solid introduction to geological oceanography. Students are advised by faculty members from both the Geosciences Department and the Graduate School of Oceanography.	D	N
Geosciences: B.S.	http://www.uri.edu/cels/acaddept/geosci.html	Geosciences is the basic science of the Earth and, as such, it integrates knowledge from all the natural sciences. Geologists deal with environmental issues such as groundwater resources and shoreline development, geohazard issues such as volcanic eruptions and earthquakes, economic issues such as the exploration for and production of energy and mineral resources, and basic research into the origin and evolution of the Earth and other planets. Geology is both an outdoor and laboratory science, with opportunity to concentrate on either or both. Students in the curriculum may elect one of the following options: general geology, environmental geology, geophysics, petrology, hydrogeology, or sedimentary geology.	D	N
Landscape Architecture: B.L.A.	http://www.uri.edu/cels/acaddept/landsarch.html	Landscape Architecture is a curriculum leading to the Bachelor of Landscape Architecture degree (BLA). Accredited by the American Society of Landscape Architects, the curriculum is designed to educate undergraduates for professional careers in the public and private sectors of landscape architecture that involve the design, planning, preservation, and restoration of the landscape, using the application of both art and science to achieve the best use of our land resources. Landscape architects engage in the design and planning of parks and recreation areas, new communities and residential developments, urban spaces, waterfronts and pedestrian environments, commercial centers and resorts, corporate and institutional campuses and transportation facilities. Their professional skills may also be used to prepare natural, historic, and coastal landscape preservation projects.	I	N

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
Marine Biology: B.S.	http://www.uri.edu/artsci/bio/marbio/mbio_main.html	URI is a leader in marine research and offers over 250 undergraduate and graduate courses on marine and environmental topics, such as Resarch Diving Methods, Introduction to Aquaculture, Fishery Science, Maritime New England, Global Change, Peoples of the Sea, and many others. Undergraduates may select from any of the undergraduate courses and, with appropriate preparation, many of the graduate courses listed in the URI catalog. There are many opportunities to get involved in marine activities. Internships at institutions such as the Mystic MarineLife Aquarium, the RI Department of Environmental Management, and the US EPA have been very helpful to many marine biology students. Many Marine Biology students choose to study away from the University, often going to Bermuda, England, or Australia for a semester. After graduation, many students want to start a career in marine biology immediately, others want to continue their education in graduate school. As in all fields, jobs and admission to graduates school are competitive. Your education in marine biology at URI prepares you for a wide variety of positions in government or private industry, teaching, and many others. For thse who wish to pursue academic or research careers, graduate education probably will be necessary. To see where some of our graduates have landed, go to our Alumni News page.	I	N
Microbiology: B.S. - Biotechnology	http://www.uri.edu/cels/acaddept/micro.html	Microbiology is an exciting field with challenging frontiers that include genetic engineering, cancer research, cellular mechanisms of infection, basic research in cell and molecular biology, and microbial ecology. Microbiologists today apply new technical approaches such as gene cloning, electron microscopy, and computer technology to bacteria, viruses, algae, protozoa, fungi, and to animal and plant cells. This major meets the guidelines of the American Society for Microbiology. It prepares students for work in a wide variety of scientific areas including medicine, molecular genetics, biotechnology, and the pharmaceutical industry, as well as many other aspects of the biosciences. The student develops a strong background in chemistry, which is excellent preparation for graduate school and the professional schools.	I	N
Nutrition & Dietetics: B.S.	http://www.uri.edu/cels/acaddept/nutrdiet.html	The Nutrition and Dietetics major prepares students for careers in nutrition-related fields. Within the major, students select either the Nutrition or the Dietetics options. The Dietetics option is required of all students planning to become registered dietitians. URI's program is accredited by the American Dietetic Association. This option provides students with an academic background in clinical, community, and administrative dietetics. The Nutrition option is for students who want to study nutrition but do not plan to become registered dietitians. Using this option, students have the opportunity to design their own programs by combining training in nutrition with other areas that interest them.	D	N
Resource Economics & Commerce: B.S.	http://www.uri.edu/cels/acaddept/resecon.html	Resource Economics and Commerce is an exciting undergraduate major that trains students to address many of today's challenging issues regarding natural resources. This major involves weighing options and making important decisions about environmental quality, the management of our international fisheries and other marine resources, and optimal use of land and water resources. Students gain a broad education focused on resource economics, economics, and natural resources sciences. There is considerable flexibility in choosing courses.	D	N

Program (Source: URI Websites)	Website Address	Mission *M = comprehensive mission statement, D = descriptive mission statement, I = in-between, N = no mission statement	*	Gen Eds
Water & Soil Science: B.S.	http://www.uri.edu/cels/acaddept/wtrsoil.html	Water and soil are the foundation and structure of every ecosystem. Studies of soil and water provide the framework for understanding environmental quality, resource management, terrestrial ecology, and the fate and transport of pollutants in the environment. The Water & Soil Science major integrates classroom and hands-on experiences in the field of watershed science, pedology, hydrology, land use, wetlands, geomorphology, and surficial geology. This major is designed to meet the growing demand for training in the science and management of land and water resources. Course tracks in soil science and water resources provide in-depth training in specific, career-related disciplines. With proper course selection, students are eligible for professional certification by the American Society of Agronomy and the Soil Science Society of America. The water and soil science major provides a strong background for work in state and federal regulatory agencies or consulting firms that address land use or environmental contamination issues.	I	N
Wildlife & Conservation Biology: B.S.	http://www.uri.edu/cels/acaddept/wildlife.html	The major in wildlife and conservation biology prepares students for professional careers in the public and private sectors of wildlife biology. Wildlife biologists are professionals concerned with scientific management of the earth's wildlife species and their habitats. They work in the areas of preservation, conservation, and management of wildlife species. Students enrolled in the Wildlife & Conservation Biology major study the natural sciences as well as principles of managing wildlife populations and their habitats. This major fulfills educational requirements to become a Certified Wildlife Biologist recognized by the Wildlife Society of America, an international professional organization. In addition, wildlife majors meet educational requirements for state and federal employment in the wildlife profession.	D	N

COLLEGE OF ENGINEERING
Undergraduate Programs and Credits

Degree Program	Website Description	Catalog Description	Total Credits	Credits in Major	Mission or objectives?
Biomedical Engineering	Biomedical engineering is an interdisciplinary area in which engineering techniques are applied to problem solving in the life sciences and medicine. Biomedical engineers design medical ...	Biomedical Engineering is an interdisciplinary area in which engineering techniques are applied to problem solving in the life sciences and medicine. Biomedical engineers design medical ...	133-135	94-96	Objectives listed in catalog
Chemical Engineering	Chemical Engineering involves applying fundamental principles of chemistry, physics, and biology to the engineering of processes — the transformation of a "thing" to some other "thing" -- and products -- the things themselves.	The chemical engineer is concerned with the application and control of processes leading to changes in chemical composition... frequently associated with the production of useful products…	131-139	95-103	Mission and objectives listed in catalog
Civil Engineering	No description of the discipline is given on the website	Civil engineers are responsible for researching, developing, planning, designing, constructing, and managing many of the complex systems and facilities essential to modern civilization.	129	90	Mission and objectives listed in catalog
Computer Engineering	Traditionally, computer engineering ...combines both electrical engineering and computer science... such as advanced computer system architecture, design and programming, computer communication, etc.	Traditionally, computer engineering ...combines both electrical engineering and computer science... such as advanced computer system architecture, design and programming, computer communication, etc.	128-131	89-92	Objectives listed in catalog
Electrical Engineering	Program outcome #3 - to design a variety of electronic and/or computer-based components and systems for applications including signal processing, communications, computer networks, and control systems.	Since electrical engineering instrumentation is at the heart of modern science and technology, electrical engineers are employed on only in the computer, electronics, communications, and power industries, but also in diverse enterprises such as...	131-134	92-95	Objectives listed in catalog
Industrial Engineering	The Department has established cutting edge research in areas as design for manufacture, manufacturing systems design, rapid manufacturing, quality engineering and assembly and human factors studies in transportation.	Graduates ...practice professionally in the fields of industrial engineering for both manufacturing and service sectors...such as systems engineering, quality engineering, logistics, human factors, health care, and transportation.	129	90	Mission and objectives listed in catalog
Mechanical Engineering	No description of the discipline is given on the website	The program is strong in providing a background in design, solid and fluid mechanics, systems engineering, and the thermal sciences, including energy and energy transfer.	129-130	90-91	Objectives listed in catalog
Ocean Engineering	… such topics as ocean instrumentation and seafloor mapping, underwater acoustics and data analysis, marine hydrodynamics and water wave mechanics, coastal and nearshore modeling, marine geomechanics, coastal and offshore structures, and corrosion.	The broad-based program exposes students to... ocean instrumentation and data analysis, underwater and sub-bottom acoustics, marine hydrodynamics, coastal and near shore processes, marine geomechanics, structures, and corrosion.	130	91	Mission and objectives listed in catalog

Clarity/Order: All engineering curricula are completely specified by semester in the catalog.

All programs except Chemical Engineering have one free elective (3 credits). Chemical Engineering has no free electives.

All programs require 36 credits of general education, including 3 credits of foreign language/culture and ECN201 as one of the social science courses. Industrial engineering also requires ECN202.

Several programs require Engineering Ethics (EGR/PHL316) as one of the Letters courses.

COLLEGES OF HUMAN SCIENCE AND SERVICES, NURSING, AND PHARMACY
Undergraduate Credits

College	Credits to Graduate (min-max)	Gen Eds Required (min-max)	Credits in Major (min-max)	Free Electives (min-max)
College of HSS	120 - 128	39 - 42	43 - 64	6 - 37
Communicative Disorders, BS	120 (catalog)	40 (online)	43 (book)	37 (online)
Dental Hygiene*				
Education: Elementary, BA	128	39 (online)	57 (online) - must double major in A&S (30 cr)	9 (book); 6 on-line
Education: Secondary, BA	120	39 (online)	41 (on-line) but/must double major (30 cr); 21 to 30 more credits for middle school endorsement	9 (book)
Education: Secondary, BS			Double major	
Human Development, BS	120 (book)	Not described – 40 - curriculum	52-64	21-30 (book) 17-27 (online)
Human Science and Service*				
Kinesiology (model)	128 (online)	39 (on-line)	50 (18 profess) to 83 (on-line)	6 – 21 (on-line)
Textile marketing, BS	120	42 (book) 42-45 (online)	65 (online)	10-13 (online)
Textiles, Fashion Merchandising and design, BS	125	42 (on-line)	62 (online)	21 (online)
Nursing, BS	127(book)	36 (online)	63 (online)	6 (online)
Pharm.D. – 6 yr	189 (book)	Gen eds not listed as GE though all needed courses listed on-line	125 (book)	18

*Suspended program

COLLEGES OF HUMAN SCIENCE AND SERVICES, NURSING, AND PHARMACY
Undergraduate Programs

Program (Source: 2006 -07 Catalog)	Rationale/ Mission	Clarity/order	Unres Elec (Y/N)	Interm/Ad classes	Gen Ed Info (Y/N)
College of HSS	Human and material resources needed to help individuals and groups solve human problems				Y, 39 credits
Communicative Disorders, BS		Describes gen eds, free electives and required and professional courses;	Y but no number	2 - 200 6 – 300 3 – 400 9 other credits (43 credits)	Y but no descrip
Dental Hygiene (suspended)					
Education: Elementary, BA	Curriculum offers balanced program of academic preparation and professional training. ..Courses contribute directly to understanding the teacher's role in society and developing teaching skills	Describes admissions, must double major; 128 cr	N	1 (2) – 200 1 (3) – 300 13 (14) – 400 Other choices;	Y - described
Education: Secondary, BA	Same as above	Describes admissions, must double major; 120 cr	N	1 (2) – 200 2 (3) – 300 6 – 400;	Y - described
Education: Secondary, BS	Not clear how BS differs from BA	?	?	?	
Human Development, BS	..general background for working with children, families and adults.	Describes admission, order of classes, 120 credits	Y 21 to 30	6 – 200 1 (4) – 300 4 (8) - 400 4 - concen (3 at 300 or above)	No- not described in full
Human Science and Service (suspended)					
Kinesiology** model	Describes rationale for each option within Kinesiology, e.g., "exercise science prepares students to analyze physical activity"	Describes admissions, order of classes & requirements, 128 credits	Y – ranges from 3 to 8 credits	22 cr for all options 5- 200 4 – 300 Conc with range of classes	Y - described

Program (Source: 2006 -07 Catalog)	Rationale/ Mission	Clarity/order	Unres Elec (Y/N)	Interm/Ad classes	Gen Ed Info (Y/N)
Textile marketing, BS	Gives students the opportunity to explore the areas manufacturing, market research, consumer behavior, advertising, promotion, fashion and sales	Describes admissions, order of classes & requirements, 120 credits	N	2 (3) – 200 2 -300 3 (5) – 400 Range of 200 to 400 classes that is confusing	Y - described
Textiles, Fashion Merchandising and design, BS		Describes admissions process; Describes order of classes; Describes four options within degree; 125 credits	N	Core courses described, option/conc courses described; Hard to follow	Unclear
Nursing, BS	Well-defined mission statement	Describes paths to admissions; yearly requirements, 120 cr	Y – 6 cr	About 5 - 7 classes from each (200. 300, 400)	Y but not described
Pharm.D.	General overview of pharmacy and standards for students	Describes admissions, order of classes, yearly requirements, 180 cr	Y	Wide array of 200,300, 400 and 500 level classes	All courses listet by gen ed not specifically id'd

University of Rhode Island – Self-Study 2007									
Appendix 4.5									
General Education Program Competency Requirements									
Knowledge and Skills Areas	*Example Course*	Examining Human Differences	Reading Complex Texts	Writing Effectively	Speaking Effectively	Using Quantitative Data	Using Qualitative Data	Using Information Technology	Engaging in Artistic Activity
Fine Arts/ Literature	MUS 101: Introduction to Music	•					•		•
Letters	HIS 111: History of Ancient Greece and Rome		•	•	•		•		
Natural Sciences	PLS 190: Issues in Biotechnology			•			•	•	
Social Sciences	HPR 202 (Honors Program): The Global Challenge of Emerging Infectious Diseases	•	•				•		
Mathematical Quantitative Reasoning	MTH 111: Precalculus		•			•		•	
English Communi cation	WRT 227: Business Communications			•	•		•	•	
Foreign Language/ Cross-cultural Competence	LET 151L: Francophone Hip-Hop Culture	•	•	•					

Appendix 4.6

University of Rhode Island—Self-Study 2007

Graduate Enrollment Summary, 1996-2006

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Degree-seeking Full-time	980	979	1000	997	977	959	974	1009	993	966	949
Degree-seeking Part-time	991	995	1005	1000	993	953	1023	929	876	963	942
CRG	99	61	54	50	48	47	40	32	31	29	34
Certificate-seeking Full-time	20	10	5	6	7	10	11	25	42	27	33
Certificate-seeking Part-time	24	16	17	12	11	15	10	27	30	39	31
Non-degree-seeking Full-time	35	36	63	39	50	53	50	59	41	26	25
Non-degree-seeking Part-time	971	1017	1466	1489	1197	1154	795	898	790	946	617
Totals	3120	3114	3610	3593	3283	3191	2903	2979	2803	2648	2631

STANDARD FIVE: FACULTY

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

INTRODUCTION

In its Mission Statement, the University describes itself as "the State's public learner-centered research university… committed to enriching the lives of its students through its land, sea, and urban grant traditions…the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university." The University's faculty are thus responsible for offering a broad array of degrees and programs with a special commitment to its students in the context of a research institution.

FACULTY CATEGORIES AND DISTRIBUTIONS

DESCRIPTION

At the University, the titles and definitions of the various categories of faculty and other teaching and research appointments are found in Chapter 7 of the *University Manual* (http://www.uri.edu/facsen/CHAPTER_707.html). Definitions are based on policies and interpretations of the URI Office of Human Resource Administration and on the *Agreement Between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors* (http://www.ele.uri.edu/aaup/facultycontract2004-2007.pdf). For reporting purposes, the numbers of faculty, students and other personnel are sometimes given in terms of full-time equivalents (FTEs) or other constructs using definitions provided by the controlling agency (e.g., the U.S. Department of Education) or by the institution. Many of the faculty numbers reported below are based on data compiled and maintained in the Provost's Office. These data are used to implement the contractual terms and conditions of the AAUP-BOG Contract and, because of varying definitions, sometimes appear slightly at variance with data reported in the CIHE Data forms. Student numbers are based on enrollment records as reported through the Office of Institutional Research.

In fall 2005, the University employed 706 in continuing faculty positions as defined by the Equal Employment Opportunity Commission. Included in this number were: 583 tenure-track (including 17 library faculty); 5 non tenure-track; 29 limited appointment, non tenure-track clinical instructors; and 89 limited appointment, non tenure-track lecturers. Additionally, 26 employees, principally academic administrators, held faculty rank and provided instruction but were not classified among the teaching faculty. Of the 706 continuing faculty, 674 were full-time appointments; however, other positions were sometimes apportioned between teaching and non-teaching duties. When adjusted with this in mind, these 706 represent 687 continuing full-time equivalent (FTE) positions.

Besides the continuing faculty positions mentioned above, in the fall of 2005, part-time, per-course faculty were appointed to teach approximately 600 sections of the approximately 2,800 (21%) sections offered.

Faculty Qualifications. Faculty appointments and promotions at the University have reflected standards consistent with those of a research university, but one which is also intent on promoting good teaching. Of the 583 tenure-track faculty mentioned above, 98%–all but 13–hold doctorates, first professional, or terminal degrees appropriate to their field. Of the 706 continuing faculty mentioned above, 630, or 89%, hold the doctorate, first professional, or terminal degree.

With rare exception, a terminal degree is required for all new tenure-track faculty appointments and nearly all other faculty appointments as well. Tenure-track candidates are typically required to demonstrate the capacity for productive research and strong teaching skills. Faculty being reviewed for promotion and tenure must demonstrate productivity in scholarly publications or other relevant productions, show service within and outside the University and must demonstrate appro-

priate teaching skills. Excellent teaching skills significantly strengthen a candidate's case for tenure and promotion.

Faculty Recruitment and Terms and Conditions of Appointment. The process of recruiting and appointing (tenure-track) faculty is specified in the *AAUP–BOG Collective Bargaining Agreement* (http://www.ele.uri.edu/aaup/facultycontract2004-2007.pdf). Typically the process is initiated by the deans of the colleges who will solicit proposals for new or replacement faculty members at least yearly from their departments. The department will prepare a proposal indicating the level of the position requested, the desired qualifications, and its justification for the appointment. Specific qualifications will reflect the needs and goals of the department, but essentially all new tenure-track appointments will require an appropriate terminal degree. After review by the dean, the proposal may be forwarded to the Provost, who evaluates and ranks the proposals in the light of enrollment patterns, financial resources, and planning goals. If the position request is ultimately approved, the process of organizing a search is begun and conducted within the department in cooperation with the dean of the college, the Office of the Provost, the Office of Human Resource Administration, and the Office of Affirmative Action, Equal Opportunity and Diversity. Positions are generally advertised as widely as possible, candidates' resumes and references are reviewed by the search committee members in the light of the criteria set forth in the position advertisement, which specifies qualifications and duties. Finalists are invited to campus for interviews, the department proposes a candidate, and the selection is reviewed by the dean, the Provost, and the Affirmative Action Office. Letters of offer include terms of hire and a description of the expectations of the new faculty member. They are prepared by the dean of the college and the Provost in consultation with the department and referenced in performance evaluations and tenure and promotion consideration.

The process of recruiting and appointing non tenure-track faculty is similar and appointments are typically made through a letter of offer, which indicates expectations, responsibilities, and duration of appointment.

The University continues its significant efforts to recruit women and multicultural faculty. Affirmative action procedures are incorporated routinely in the search process as they have been for many years. A notable addition on campus since the last self-study is the ADVANCE Project (http://www.uri.edu/advance). This is a 5-year program funded by the National Science Foundation designed to improve and enrich the scientific, technology, engineering, and mathematic (STEM disciplines) academic workforce at the University through the increased representation and participation of women faculty. URI ADVANCE is involved in recruitment efforts, faculty development, improving networks of support, and overall climate change, to the ultimate benefit of all faculty at the University of Rhode Island.

Graduate Teaching Assistants. In the fall of 2005, the University awarded 409 Graduate Teaching Assistantships. Beginning in 2004, rights and responsibilities of graduate students holding assistantships have been covered by a contractual agreement between the Rhode Island Board of Governors for Higher Education and Graduate Assistants United/American Association of University Professors (GAU/AAUP) (http://www.uri.edu/union/gau/about.php).

Responsibilities of Graduate Teaching Assistants (GTAs) vary from department to department and may include grading homework and exams; setting up laboratories; leading recitation or discussion sessions; teaching laboratory courses; and teaching sections of multi-section courses. In some cases, GTAs have full responsibility for teaching a course. In fall 2005, about 4% of the University's course enrollments were in classes taught entirely by GTAs.

GTAs in the humanities, social sciences, and several professional programs attend the Instructional Development Program's Course Planning Workshops, five half-day sessions offered annually during the week before fall semester classes begin. This series, attended by faculty as well as GTAs, is designed for those who have full responsibility for planning and conducting courses and focuses on a broad range of teaching skills beyond those of the other TA orientation programs. Topics include learning styles and developmental patterns of URI students, establishing course goals, lecturing skills, getting students actively involved, testing and grading, and meeting the first class.

GTAs in the sciences, mathematics, engineering, and computer science attend a separate orientation program sponsored by the Graduate School, the Instructional Development Program, and participating departments. The program,

which includes four half-day sessions also held the week before fall semester classes begin, focuses on a more limited set of teaching skills (introducing a course, explaining difficult concepts, asking and responding to questions) but devotes more time to practicing those skills. GTAs spend fully half of each session in microteaching groups where they practice teaching, are videotaped, and receive feedback from peers and from a faculty member from their department. Because many of the GTAs in these departments are international students, this training program also devotes considerable attention to how education in America compares to education in other countries.

To ensure effective collaboration in this diverse intellectual community, the University requires that all GTAs have the necessary English proficiency to communicate effectively in their instructional duties. International Teaching Assistants (ITAs) must demonstrate proficiency in English. ITAs who need work on their English communication skills can take courses through the English Language Studies Program (ELSP). Sponsored by the College of Arts and Sciences and the English Department, the ELSP emphasizes spoken English and focuses on developing the interaction patterns, vocabulary, listening comprehension, and pronunciation skills that ITAs will need in the classroom.

Once GTAs begin teaching, departments assume responsibility for providing continuing support, supervision, and evaluation. Their activities vary. In departments where GTAs teach sections of a multi-section course or laboratories corresponding to a lecture course, a faculty supervisor meets with them regularly to discuss both content and pedagogical issues. Some departments also provide systematic consultation programs in which faculty or experienced GTAs observe classes, videotape new GTAs while they're teaching, collect student evaluations, and then consult with GTAs individually about the results.

Contractual Security, Salaries, and Benefits. Employment security for tenure track faculty, limited full-time faculty, and lecturers, as well as salaries and benefits, is provided by the *AAUP–BOG Collective Bargaining Agreement*. It provides, besides salary and benefit agreements, a description of policies and procedures governing dismissal, non-reappointment, and termination due to programmatic curtailment or financial exigency.

Faculty Workload. According to the basic policy relating to workload at the University stated in Article 12.1 of the *AAUP–BOG Collective Bargaining Agreement*:

> *Functions and goals of departments and colleges differ throughout the University. Since the various subject areas have evolved from different academic and professional traditions, the precise manner in which each department contributes to teaching, research and public service cannot be specified uniformly on a University-wide, college-wide, nor even on a department-wide basis. Furthermore, as is the case with other professionals, University faculty members can be most effective only if there is reasonable flexibility in determining the manner in which they shall carry out their responsibilities. Individual workload assignments shall take into account teaching, research, and University and public service.*

Consistent with this statement, the specific assignments of individual faculty members can and do vary. Since 1995, the University has employed a practice of setting individual faculty effort expectations and of analyzing faculty workload in terms of credit hour equivalents. In this system, all faculty are expected, other things being equal, to be explicitly assigned teaching responsibilities amounting to 9 credit hour equivalents each semester. Teaching three 3-credit courses can satisfy the expectation, but allowances are made for a variety of other assignments including sponsored research, new faculty career startup, curriculum development, assessment activities, special projects, service as chair of a department or as chair of major University committees.

Faculty Review, Promotion, and Tenure. Review, promotion, and tenure procedures are governed by the *AAUP–BOG Collective Bargaining Agreement*. Relevant policies are also found in the *University Manual*. The provisions set forth through this collective bargaining agreement help assure judicious peer evaluation, confidentiality, non-discrimination, due process, and an appeals process.

All non-tenured faculty in tenure-track appointments are reviewed annually. Tenured faculty holding the rank of assistant or associate professor are reviewed every other year. Tenured full professors are reviewed every fourth year. After

serving as a full professor for twelve years, faculty, following an in-depth review, may advance to the level of Full Professor III with a commensurate salary increase. Faculty scholarly productivity is appraised by departmental colleagues, deans, and in tenure and promotion cases, by external reviewers. Faculty teaching performance (full-time and part-time) is appraised in student course evaluations (SETs) which are administered each semester in almost all courses taught at the University. Results of these evaluations are typically referenced in faculty reviews.

Professional Development Opportunities. Faculty members at the University of Rhode Island are strongly encouraged to develop skills and knowledge needed to stay at the forefront of their respective discipline. Attendance at professional meetings, opportunities for sabbatical leave, on-campus colloquia and workshops, and research and teaching fellowships provide the means for advanced training. In the teaching area, the University supports the Instructional Development Program (IDP), which assists both full- and part-time faculty with instructional process (http://www.uri.edu/idp/).

Faculty assistance grants, available annually from the Council for Research, the URI Foundation and the Alumni Association, are available to support career enhancement, proposal development, or instructional development. Another important program is the sabbatical leave program. Policies and procedures are outlined in the *University Manual* sections 7.61.10-19 and section 21.1 of the *AAUP–BOG Collective Bargaining Agreement*. Its primary purpose is to provide an uninterrupted period of experience for scholarly enrichment. Tenured faculty are eligible to apply for a sabbatical leave every sixth year. Sabbatical leaves are competitive and can be granted for a period of one year with half pay or a half-year with full pay. Other opportunities for faculty development are provided by the University through programs that enhance the professional and interpersonal skills of the University workforce. The University also provides opportunities for faculty development through participating in extramural programs and workshops by offering release time and limited travel expense reimbursement. The Office of the Provost and individual deans' offices also provide some faculty development funds.

Faculty Rights and Responsibilities. Faculty rights and responsibilities are documented through the *AAUP–BOG Collective Bargaining Agreement*, through legislation recorded in the *University Manual*, and informally by the traditions of American higher education. The University, the faculty, and the URI Chapter of the AAUP subscribe to the principle of academic freedom, and also, by contract, endorse the Statement of Professional Ethics prepared by the American Association of University Professors. While devoted to the free pursuit of knowledge and guaranteed the right of free expression, University of Rhode Island faculty, through the documents mentioned, express a commitment to the highest standards and to the common good of the institution.

APPRAISAL

As reported above, 98% of the tenure-track faculty and 89% of the total full-time faculty hold the highest degree attainable in their fields. Further, scholarly productivity and research, particularly funded research, have been increasingly emphasized as a basis for hiring, promotion and tenure. Although the University does not maintain complete or easily accessible information about all scholarly production, available information discussed later in this chapter indicates that it has increased since the last self-study. External funding has increased as well. Even so, teaching has not been neglected. Teaching excellence enhances faculty profiles in promotion and tenure decisions and the University supports an instructional development program to improve teaching excellence among its faculty. Poor teaching performance can be a serious impediment to promotion and tenure. Considerations such as these make it clear that the University's faculty are qualified to carry out its stated mission.

In fall 2005, the University offered approximately 2,700 sections of undergraduate courses (100–499), with headcount enrollments of approximately 62,000, generating approximately 165,300 credit hours. Of these, about 52% were taught by tenure-track faculty, 16% by full-time lecturers, 3% by clinical faculty, 20% by per course instructors, and about 4% by graduate teaching assistants. The remaining 5% were taught principally by University employees in administrative positions, including those holding faculty rank. Thus, a large proportion (about 80%) of the total undergraduate enrollments and credit hours were generated by employees with full-time or continuing ties to the institution.

In the fall of 2005, approximately 14% of our continuing faculty were multicultural (African Americans, Native Americans, Hispanics, and Asians), and approximately 38% were women. In the last self-study, the corresponding numbers, based on fall 1996 data, were 13% multicultural and 27% women.

Based on full-time instructional equivalents of approximately 10,762 undergraduates, 569 first professionals, and 1,824 graduates and an FTE faculty of 687, the student-faculty ratio in fall 2005 was approximately 19 to 1. This ratio, of course, varies from college to college. Ten years ago we reported 631 FTE faculty serving a student body of approximately 9,200 undergraduate and 1,800 graduate students giving a student-faculty ratio of approximately 17 to 1. The 2005 ratio reflects a strategic decision to increase revenues by increasing enrollments, especially in undergraduate and first professional degree programs.

The student-faculty ratio cannot measure the adequacy or inadequacy of faculty members. However, it clearly indicates a change since the last self-study and provides a means to quantify the pressure on resources the University of Rhode Island has felt. Pressure on the University's budget caused by increasing costs and diminishing state support has led to a cautious approach to adding or replacing full-time faculty. URI is not unique among universities in the pressures it faces nor the strategies it uses to meet them.

Nonetheless, even though the student-faculty ratio has increased, there is no substantial evidence that the University has been unable to "support the curriculum," that is, provide the courses and seats in sufficient numbers and in the required areas so that students' progress towards the degree is not delayed by course unavailability. The Provost's Office regularly convenes (at least 3 or 4 times a semester) "Curriculum Delivery Meetings" at which representatives from University College, all the degree granting colleges, and Enrollment Services meet to monitor enrollments and demands and make arrangements to add courses to meet demand. This proactive management procedure seems to be very effective and, by report of the participants, a major improvement over past practice. In some cases, problems are solved by adding sections taught by per-course instructors, but as reported above, in the fall of 2005, part-time, per-course faculty were appointed to teach approximately 600 sections (or 21%) of the approximately 2,800 sections offered.

Although the University has successfully "supported the curriculum" thus far, its plan to increase total enrollments has generated concern, especially among the deans, that too many of our limited resources will have to be allocated to support lower level and general education classes at the expense of majors' programs. So far this has been avoided, but it remains a potential troubling issue that the Provost's Office is aware of and monitoring.

PROJECTION

Since the last self-study, the University has recognized that it is, and will be, increasingly responsible for its own economic viability and in its recent strategic planning has sought to identify and cultivate revenues independent of the state appropriation. Integral to its financial planning is the strategy mentioned above--increasing tuition revenue by increasing student numbers. The University's three-year strategic plan calls for a student body of 16,000 by 2009 (http://www.uri.edu/pspd/). The predominant issue will be to carefully match enrollment and faculty increases so that our faculty are sufficient in numbers and qualifications to meet our stated mission.

This process has already begun. This year the President and Provost have authorized searches for 21 new full-time tenure-track faculty and authorized the conversion of 6 continuing non-tenure track clinical faculty to tenure track lines to accommodate the enrollment growth. The Provost has requested an additional nine new faculty positions for fiscal year 2009. Continuing the practice instituted even before the last self-study, open positions are considered to revert to the Provost and open or new positions are filled only after review of needs and in the light of strategic planning. The anticipated appointment of a Vice Provost for Enrollment Management in 2008 should also help the University to better understand and plan for additions to the faculty. Improvements in planning and management, called for in the last self-study, and the increasing implementation of program academic assessment techniques, give confidence that the University will be able to match faculty numbers and increased enrollments so as to retain academic integrity and quality.

Recruitment of women and multicultural faculty will remain a priority. Indeed, as reported above, the University made some improvement in this area. The ADVANCE Program, which has already helped significantly in recruiting women faculty in the STEM disciplines will continue to play an important role. However, because of intense competition from better funded institutions for highly recruited multicultural faculty, it is unlikely that the University will experience major changes in this area. Modest improvement, similar to what has occurred in the last ten years, is a reasonable expectation.

TEACHING

DESCRIPTION

The University has a variety of offices, committees and programs that help monitor and promote teaching and advising. The Instructional Development Program (IDP) and the Teaching Effectiveness Committee play the major roles.

The IDP was created in 1975 to encourage and support the efforts of faculty and other instructors to provide effective instruction for students. It pursues that mission primarily through individual consultation, workshops and seminars, and the Teaching Fellows Program. It also responds to specific requests from departments and programs. The Teaching Fellows Program annually recruits 12 or more faculty members who work together for an entire academic year on learning about and improving their teaching. In all its work, it recognizes and honors diversity of teaching and learning styles, it looks for practical responses to instructional challenges and it attends to the research on teaching and learning. IDP reports to the Office of the Provost and is advised by the Faculty Senate's Teaching Effectiveness Committee.

The Teaching Effectiveness Committee is charged with "conducting and reporting to the Faculty Senate an annual audit of programs, activities, policies, etc., which are available at the University to support good teaching; serving as an advisory committee to the Instructional Development Program; undertaking each year, in cooperation with other interested parties, an initiative designed to improve teaching practices at the University." This year the Faculty Senate Executive Committee asked the Committee to look into "best practices" with regard to the evaluation of teaching and to report its findings to the Faculty Senate.

The principal systematic instrument for the evaluation of teaching is the Student Evaluation of Teaching (SET) questionnaires administered in all courses enrolling more than five students each semester. The instrument asks students to assess the course and instructor on a number of dimensions, e.g., clarity of presentation, effective use of time, knowledge of subject and approachability. Results are reported to the instructor and department chairs, are included in faculty annual reviews, and placed on file in the University Library. Problematic results can lead to recommendations by supervisors that the faculty member seek help or attend some of the various programs, most sponsored by the Instructional Development Program, to improve his or her teaching.

A variety of committees and procedures at the institution also provide the University and its faculty with means to assess, review, and improve instruction on a regular basis. In addition to the SETs mentioned above, one can cite the Dean's Advisory Councils; the new Learning Outcomes Oversight Committee (LOOC), successor to the Student Learning Improvement Assessment Advisory Committee; Provost's Office support (such as workshops for creating rubrics), annual peer review of faculty, and Faculty Senate committees (such as the Teaching Effectiveness Committee mentioned above, the On-line Learning Committee, the General Education Committee and the Curricular Affairs Committee). Information Technology Services (ITS) provides classes on the use of computer facilities, systems, and application software through Short Courses and classroom presentations. ITS also maintains self-paced learning materials for instructors who cannot attend the Short Courses or who prefer learning on their own.

Aware of the increasing interest and use of on-line technology for instruction, in the fall of 2005 the Provost formed the On-Line Learning Committee, charging it with recommending "policies, guidelines and procedures necessary to support the operations of all asynchronous web-based courses and programs sponsored by the University ... in order to ensure that we are meeting our goal to deliver quality on-line programs and courses." In a parallel effort, the Curricular Affairs

Committee adopted new policies for on-line courses in the spring of 2006 and began reviewing or re-reviewing on-line courses in the fall of 2006 (http://www.uri.edu/facsen/Online_Courses.html). Faculty are also encouraged to invest in the scholarship of teaching. Through its sponsorship of competitive grants designed to benefit students directly in the classroom, the URI Foundation encourages all faculty to research and develop innovative methods for improving classroom and other forms of instruction.

APPRAISAL

The University has in place the review and oversight procedures that can help ensure effective, high quality teaching. For the most part, this infrastructure works well. It demonstrates that the University is responsive to change and serious about its responsibilities.

The Instructional Development Program has played the key role in improving teaching at the University. Nearly half of the University's continuing and many part-time faculty have participated in its workshops or made use of consulting services. However, for the last year and a half, the Assistant Director's position was unfilled, a consequence of several unsuccessful searches. This made it impossible for the Program to provide the full range of activities that faculty and administration at the University had come to expect. The position was finally filled, and the new Assistant Director took up his duties in July 2007.

As mentioned above, the Student Evaluation of Teaching (SET) has been the principal systematic instrument for the evaluation of teaching at URI. Subject to the terms of the *AAUP–BOG Collective Bargaining Agreement*, it has been used virtually unchanged since about 1980. This long, unstudied use has, from time to time, generated critical comment but no action. Because of the planned changeover from "legacy software" used to process the SET questionnaires and to produce the related reports, the Vice Provost for Academic Affairs and the Faculty Senate Executive Committee agreed that timing was appropriate to reevaluate and update the SET instrument. This past academic year, the Faculty Senate Executive Committee has charged the Teaching Effectiveness Committee to conduct a study reviewing teaching evaluation methods and to report to the Faculty Senate. Further, an *ad hoc* committee representing the Faculty Senate and the AAUP has been assembled to make recommendations about changes to the SET.

PROJECTION

The University's standing committees and groups described above have a long tradition of activities directed at improving teaching at the University. They will continue to play their longstanding and practiced role. Besides this, there are other, newer initiatives that will be undertaken in support of teaching improvement.

First, with the appointment of the Assistant Director position in the University's Instructional Development Program, its activities will increase. Particularly noteworthy is an expansion of efforts specifically targeted to students and teachers at the University's Feinstein Providence Campus. Some of the academic programs there are directed at student populations quite different than those of the Kingston campus, and workshops or consultations to help professors address their special needs could go a long way to help instructors and students be more successful. The Assistant Director will also be responsible for implementing a Master Teaching Fellows Program, as specified in the 2006–2009 Strategic Plan, to recognize, reward, and support excellence in teaching.

The second important initiative is the review and likely restructuring of the way the University addresses the evaluation of teaching, specifically student evaluation of teaching. Since the present methodology is specified as part of the *AAUP–BOG Collective Bargaining Agreement*, the issue of effecting change is even more complex than other issues of change at a University. But there does seem to be an interest on the part of faculty and faculty representatives and, as reported above, an *ad hoc* committee has been formed. The committee began its work in July 2007 and regular meetings will begin in fall 2007. A timeframe for making recommendations is in development.

ADVISING

DESCRIPTION

Advising responsibilities at the University are shared among advisors at University College (UC) who are responsible for all new students and new transfer students regardless of major at the Kingston campus, advisors for students at the Feinstein Providence Campus, and by advisors in the student's major program once students have matriculated out of University College and into the college housing their major.

Approximately 100 faculty advisors are assigned by their departments to advise in University College. Based on past analysis, University College allocates one advising hour per week for every 25–30 students enrolled. Every major is represented and all students are electronically "mapped" to the appropriate advisor so that they are able to make appointments on-line through the web. Advising notes are maintained on the URI Advisement System—a University addition to its PeopleSoft system. This enables faculty advisors, in UC and in departments, to access student records and advising notes anywhere anytime. All students, regardless of academic college, can be mapped to their respective advisors. The URI Advisement System also allows advisors to communicate with advisees through a managed email system. Access to the URI Advisement System has recently been made available to faculty and staff at the Community College of Rhode Island to help implement the Joint Admission Agreement between the two institutions.

The approximately 1,500 "undeclared majors" at UC are served by two full-time and one additional half-time professional advisors. Several outreach programs are conducted for these students including "exploring your major month" (http://www.uri.edu/univcol/), workshops in the residence halls, and outreach by peer mentors who speak with each undeclared student to offer assistance and information about how to find resources that may assist them. UC peer mentors are trained to help in areas such as adjusting to college, using the e-Campus registration system, tips on effective study habits, the importance of getting involved on campus, referrals to campus offices and the general education program. UC has been offering "living learning communities" on campus for four years, extending to one additional college each year. UC provides living learning options for undeclared students, and those majoring in Engineering, the College of the Environment and Life Sciences, Education, and Psychology. University College also supports learning specialists who provide academic guidance and study skill assistance for varsity athletes who are "at risk" academically.

University College is centrally located in Roosevelt Hall. All students are introduced to this College and its services during summer orientation and students are encouraged to see their advisors. UC continually sends e-mail reminders and makes important time sensitive announcements on the University's web pages so that students will work with advisors more effectively. In addition to scheduled appointments with advisors, students are welcome to use daily walk-in services or on-line advising, and UC provides many group advising options as well. University College has an average of 5,000 advising contacts in the fall semesters and approximately 4,100 in the spring semesters. It also provides workshops for students who are in academic difficulty (see also *Standard 6: Students*). The UC Academic Scholastic Standing Committee, made up of faculty and University College professional staff members, determines the dismissal, probation and conditional status of all continuing and returning UC students.

Faculty advisors who are assigned to University College are introduced to essential training issues. These include, but are not limited to, the logistical aspects of advising as well as the ethical implications of this relationship. UC provides initial training, weekly updates, and a series of workshops to address advising issues. UC trains all faculty advisors to use the URI Advisement System and works with each degree-granting college.

Academic advising (day and evening hours) at the Feinstein Providence Campus is carried out by one full-time and seven part-time general advisors and subject specialists. In addition, a full-time tenure-track faculty member advises Psychology majors and another part-time person has as part of his duties, the advising and coordination of the College-Level Examination Program (CLEP).

Once students leave UC or transfer from Feinstein Providence Campus to a major offered at Kingston, responsibility for

advising falls to the department in which the student is majoring. At this level advising practice varies widely. Some departments distribute responsibilities across the entire faculty. Others assign the responsibilities to one, or a limited number of faculty.

APPRAISAL

In general, current advising services delivered in University College, at the Feinstein Providence Campus and through the degree-granting colleges are at least adequate and often very good. The 2005 National Survey of Student Engagement (NSSE) data (http://www.uri.edu/ir/pdf/nsse.pdf) indicates however, that advising across the undergraduate experience is inconsistent and could be improved. The data showed that 67% of first-year students sampled found the quality of academic advising at the University to be "good" or "excellent," whereas only 48% of the seniors responded similarly—significantly less than seniors in other comparable schools. Part of the problem can be attributed to high variability in the quality of advising after students leave University College. Further, there has been little formal evaluation about what the major advising issues after University College are and what resource allocations are needed to effectively address them. Efforts have been initiated to address these issues and the 2007 NSSE data show that while first-year student satisfaction with advising remained the same, 55% of seniors now find the quality of academic advising to be "good" or "excellent."

PROJECTION

Since first-year retention is a strong indicator of eventual graduation, the University has been focusing on excellence in first-year advising. University College is incorporating learning outcomes assessment for advising and will share these results with the degree-granting colleges, as all are involved in various aspects of learning outcomes assessment. The continued focus is on how advising services continue throughout a student's undergraduate years. The Academic Advising Committee, whose membership includes the deans of all the colleges and chaired by the Vice Provost for Academic Affairs, is carrying out this work. The Committee's goals are to ensure a smooth transition from UC to the degree-granting colleges by maximizing current resources through: 1) improved faculty and staff knowledge and skill in the advising role and 2) improved communication between departments/colleges.

Enhancing academic advising by improving faculty advisor preparation, advisor reward structures, interdepartmental communication, and data management will require the work of many people. The goals and strategies outlined in the University's recently formulated Comprehensive Advising Plan (Appendix 6.21) will serve as a guide for addressing the issues mentioned above. It will be especially useful in directing efforts to improve advising in departments.

SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

DESCRIPTION

The University's Mission Statement makes central its status as *"the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university."* Faculty engagement and productivity in research, therefore, underpin the University's mission and all faculty at URI are expected to engage in scholarly activities.

The University's commitment to scholarly activities is closely connected to the mission and goals of the Rhode Island Board of Governors for Higher Education that include enriching the intellectual, economic, social and cultural life of the state, its residents, and its communities (http://www.ribghe.org/). To fulfill this mission, the Board of Governors adopts and monitors policies that provide opportunities for cultural enrichment, add enjoyment to life, and support research that creates new knowledge and promotes economic development.

Evidence of scholarly productivity is also a required component in annual faculty reviews and for successful tenure and promotion, and to this end the university provides guidance on the general types of outputs that constitute scholarly activities.

APPRAISAL

Faculty research and scholarly endeavor lead to a wide variety of outputs and contributions to intellectual, public and cultural life in the State of Rhode Island, the United States and the world. Scholarship performed at the University encompasses the entire range of inquiry: basic and applied research, artistic and literary production, consulting with local, state, and federal agencies and outreach.

Although an extensive record of self-reported faculty publications is compiled annually and exists on the University Library web site, (http://www.uri.edu/library/faculty_publications/index.html), there is no single comprehensive report or analysis of faculty research and scholarship for each year. Colleges mandate an annual report from their departments detailing highlights of activity for the year, including scholarly activity, while annual reviews beyond those necessary for tenure/promotion require faculty members to list all products of scholarly activity since the last review. Several University, college and department newsletters and web sites give detailed descriptions of scholarly activity and accomplishments. In the arts, local, regional, and national newspapers and other media cover the many artistic performances and exhibits offered throughout the year. The Department of Communications and Marketing increasingly provides timely information about selected aspects of scholarly activity in its press releases and features.

A review of faculty publications on the Library web site demonstrates the consistent and often strong showing of every academic department in annual scholarly publication in peer-reviewed contexts. Faculty continue to win prestigious research fellowships from bodies such as the Fulbright, the National Endowment for the Humanities and the American Philosophical Society, and to receive significant professional awards from professional societies in their fields. Many University faculty hold positions of professional importance within areas of their scholarly expertise, such as serving on boards of directors, editing scholarly journals, serving on grant review panels nationally and conducting professional reviews of related programs at other institutions. Among the arts, involvement in performances, exhibits and scholarly research are considered critical to continued employment. Virtually all of the arts faculty are engaged in creative work that is then made available to the public in concerts, shows, or exhibits. Artistic presentations are often departmental events involving collaborative efforts among several faculty—and often are interdisciplinary.

The University keeps detailed and accessible institutional information on scholarly activities related to grants and sponsored research through the Office of the Vice President for Research and Economic Development, including data related to topics, amounts, co-principal investigators, success rates and sources of grant dollars. A very encouraging development has been a marked increase over the last two years in the attainment of sponsored grants. Between 2000 and 2004 institutional funds generated from sponsored grant applications ranged between $57,000,000 and $60,300,000, with incremental growth occurring yearly. By contrast, in the 2005–2006 academic year, University researchers submitted 634 proposals requesting more than $200 million and received nearly $77.7 million in sponsored research funding.

Since 1996, the University has invested more than $5 million to establish a series of competitive, interdisciplinary, cross-college Presidential Partnerships. The purpose of the Partnership Program is to provide seed money to establish cross-disciplinary teams to enhance the learning/teaching, research/scholarship and service/outreach missions of the University. These Partnerships are broad groups of faculty, staff and students who work together on important societal issues central to the University's excellence and the needs of the state/region. Partnerships may also include organizations outside the University that have interests and capabilities related to the purposes of a partnership. University funding of up to $150,000 per year for up to three years is available for each Partnership. To date, 11 partnerships have been funded.

Other levels of scholarly creativity are emerging out of and beyond the established interdisciplinary entities. For example, during the past year a team of faculty that had originally met and worked together through the Coastal Partnership Program secured a National Science Foundation IGERT Grant, for science and policy in the Coastal Zone, amounting to more than $3,000,000. Similarly, a cross-disciplinary team of faculty secured a National Science Foundation ADVANCE grant, for the recruitment, support and retention of female faculty in science and technology areas, amounting to more than $3,300,000. New initiatives including faculty at GSO and Arts and Sciences have led to the procurement of more

than $700,000 for research by faculty members engaged in the historical dimensions of underwater archaeology. And a $12 million NSF grant, RI-INBRE, managed by researchers in the College of Pharmacy, supports research at six participating institutions state wide in projects in molecular toxicology, environmental health, and cell biology.

The University provides several sources of grants and other funding for scholarly activities, including the Council for Research Grants Program supporting career enhancement and proposal development, the College of Arts and Sciences Hope and Heritage Fund, Visiting Scholar Grant Program, URI Foundation Faculty Assistance Fund, URI Foundation Competitive Grants Program, as well as various grant programs through the Provost's Office, including support to graduate and undergraduate students to conduct research under the mentorship of faculty mentors. Since outside funding for the arts and humanities is often difficult, these sources of scholarly support are critical.

The University's Research Office provides excellent mentoring and support services for the preparation and execution of grant applications, which accounts in part for the increased visibility of all academic departments in sponsored grant activity.

PROJECTION

Over the past several self-studies both the increasing expectations of faculty and increasing faculty scholarship and research have been described and documented. The 2006–2009 Strategic Plan places special emphasis on increasing the University's funded research, stating as one of its four initiatives: "[To] Improve the efficiency and effectiveness of research and outreach support" with the following goals: 1) [To] Provide facilities, systems and resources with improved support to meet the research needs of the University; 2) [To] Increase capability and productivity in the areas of entrepreneurship, technology transfer and commercialization; and 3) [To] Increase the size and competitiveness of graduate programs." The University's commitment to increasing its funded research is demonstrated by its upgrading of the position of Vice Provost for Research to Vice President for Research and Economic Development. That position was filled after a national search. A further indication of the University's commitment is the legislation proposed by the University and enacted by the Rhode Island Legislature to create a University Research Foundation. Analogous in legal stature to the already instituted URI Foundation, the Research Foundation has as its mission "the development of scientific research, technology, commercialization of intellectual property and such other purposes as may be necessary to develop, promote and enhance scientific research and technology at the University of Rhode Island." Activities by the new Vice President to promote research through the new Research Foundation will constitute a major focus for the next several years. The University is also exploring the establishment of a "technology park" at its Kingston Campus.

Even as the University emphasizes and can accurately document its efforts and progress in expanding funded research, considerable scholarly activity occurs outside sponsored research. The records kept do not provide a truly comprehensive and accurate picture of total faculty productivity, with obvious impact on the University's ability to assess our level of achievement or its progress in improving it. One approach to addressing this relies on the fact that faculty are reviewed on a regular basis and submit up-to-date curriculum vitaes (CVs) as part of the review. It would be possible to submit these CVs digitally and to incorporate them into a University-wide database that would be far more comprehensive and accessible than current practice. An *ad hoc* committee will be formed by the Provost to investigate the feasibility of integrating these records into the University's PeopleSoft (IT) system.

INSTITUTIONAL EFFECTIVENESS

The University employs a broad variety of institutional structures to ensure the presence of qualified and effective faculty in sufficient numbers to provide excellent educational opportunities for its students and accomplish its mission and goals. In the future, under the guidance of the Joint Strategic Planning Committee, the University will be better able to coordinate its efforts for continuing improvement.

STANDARD SIX: STUDENTS

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

ADMISSION AND RETENTION

DESCRIPTION

Undergraduate Admission. The Office of Admission strives each year to enroll a diverse student body with a balance of students from Rhode Island as well as from out-of-state and other countries. The permanent admission staff and seasonal "Rhode Runners" travel throughout the northeast and beyond to visit high schools and attend college fairs, both regional and national. Every high school in Rhode Island is visited annually, and out-of-state schools are included in the visit schedule based upon numbers of applications received from those schools in previous years. Schools with high populations of students of color are included in the recruitment visits as part of the University's efforts to become a more diverse campus. Students of color represent 13% of the incoming class in 2006, an increase of 1% over 2005. (Appendix 6.1 Enrollment Reports)

Admission staff are trained annually in the review of applications and standards for admission are provided in the *Viewbook* and the *Catalog*, as well as on the University web site. The *Catalog* and web site also include information about "satisfactory progress" and the minimum grade point average (GPA) required for maintaining enrollment (http://www.uri.edu/catalog/cataloghtml/ugraduateadmission.html, p. 26, pp. 29–31). The Office of Admission provides prospective students with descriptions of services and academic opportunities on the web, and via college fairs, high school presentations, Meet the University Days, Campus Tours, and Centennial Scholar Days. The Feinstein Providence Campus holds open houses at least twice a year to inform the community about programs.

The Office of Enrollment Services is responsible for the administration of student financial aid for students at all campuses. The distribution of financial aid is based on formulas developed by Congress that describe variables in students' profiles. Need-based scholarships are met through federal and state dollars, as well as University-endowed and private scholarships. Merit scholarships are given in several categories including academic departments, endowed scholarships, and Centennial Scholarships. The Centennial Scholarship Program has been very successful in recruiting and retaining top academic students. This program provides full to partial tuition depending upon the level of academic achievement. Awards are renewable each year as long as the student maintains continuing enrollment and a minimum 3.0 GPA. Students in the Doctor of Pharmacy program are eligible in the first four of the six-year curriculum. The University recently added University Scholarships to its merit-based program. These scholarships are intended for excellent students whose SAT scores are just below the target range for Centennial Scholarships.

Admission to both the Kingston and the Providence campuses requires a minimum of 18 units of college-preparatory course work in high school, with specific requirements in each subject area. To ensure reasonable potential for success, some degree programs require additional math courses and minimum SAT math scores, i.e., business and engineering. High school GPA and class rank are critical components in the admission decision for freshmen, with consideration given to the degree of challenge of the courses pursued. The average high school GPA for the current freshman class was a 3.12, and the average SAT score was 1100 (combined critical reading and math scores only). When applicants disclose that they have a learning disability, a senior member of the admission staff reviews these files and works closely with

Disabilities Services to determine the applicant's potential for success. If the student is admitted, he or she receives information about support services. A number of special programs are offered for nontraditional students through the Feinstein Providence Campus that use other criteria for admission, including "performance-based" admission and the Learning Enhancement for Adults Program (LEAP) (http://autocrat.uri.edu/1409.html).

Transfer students are encouraged to complete a minimum of 24 transferable credits prior to transfer and are required to have a minimum GPA of 2.5. A personal essay is required, and student involvement, leadership, and special talents are considered, as are letters of recommendation (http://www.uri.edu/admission/transferrequirements.html).

Talent Development students, athletes, and Community College of Rhode Island (CCRI) students are specifically recruited, but once admitted, these students are encouraged to take advantage of all academic and co-curricular resources in order to enhance their integration into the student body. The Talent Development Program is designed to recruit, support, and retain students of color and students from disadvantaged backgrounds from Rhode Island who have met the admission requirement of 13 college-preparatory units. Students admitted to this program may have grades and test scores below that of the freshman profile, but must successfully complete a five-credit summer program to matriculate in the fall. In summer 2007, 312 (89%) of students participating in the program were successful and will enter the University in fall 2007. Talent Development advisors work with these students throughout their years at the University, providing support as needed (http://www.uri.edu/talent_development/). Occasionally, recruited athletes will also fall below the typical student profile for grades and test scores. A senior member of the Admission staff reviews these files and serves as a liaison to the athletic department (http://www.uri.edu/univcol/athadv/). For students seeking admission from CCRI, the Joint Admission Agreement (JAA) guarantees University admission to these students if they satisfy the course and GPA requirements of the agreement. (Appendix 6.6 Joint Admissions Agreement)

Undergraduate Retention. Undergraduate retention is a University-wide priority addressed through programs and policies to increase student engagement, both in and out of the classroom. Retention initiatives for first- and second-year students are led by University College with support from Student Affairs departments.

Five two-day Summer Orientation sessions for new students occur in June, followed by additional transfer orientation programs for University College students and students matriculating directly into a degree-granting college. (Appendix 6.8 Orientation, URI 101 Evaluations) Orientation includes one-on-one registration with a faculty advisor, math placement evaluation, and workshops on support services, diversity, and community standards, study strategies, major/career exploration, leadership, co-curricular involvement, and adjustment issues. Special orientations are provided for student athletes and for international students. For the first time in 2006, an all-day orientation was held at the Feinstein Providence Campus for new freshmen, and an annual orientation for older students is routinely held in a half-day format.

A two-day Leadership Institute is held in August for 100 first-year students, and First Night, an activity for all new students, is held on move-in day to introduce students to programs and services. Welcome Week activities introduce students to the campus. See (http://www.mu.uri.edu/leadership/leadershipinstitute.html) and (http://www.mu.uri.edu/involvement/traditions.html).

University College provides academic support for retention for all first- and second-year students in all majors. The new URI Advisement System is a customized PeopleSoft application for scheduling advisor appointments and maintaining cumulative academic advising records. The system helps ensure the integrity of the academic record by tracking changes in majors, keeping records of course prior approvals, maintaining all advising contact notes, tracking all evaluations, and more. Special advising is provided for undeclared students, pre-professional majors and honors students. Trained learning specialists work with athletes. See (http://www.uri.edu/univcol/pdf/UC_brochure_fall_06.pdf) and (http://www.uri.edu/univcol/acadadv/?pages=major).

The Academic Enhancement Center (AEC) offers academic skill support through peer-facilitated, collaborative learning

projects such as supplemental instruction, study group facilitation, paired and group tutoring, and academic skills development workshops. Through its new Intercultural Community for Academic Success (ICAS) initiative, the AEC works to identify and address race and culture-specific barriers to academic success and to increase support for students of color. (Appendix 6.7 ICAS Summary) In all AEC programs, emphasis is placed on interpersonal and intercultural communication, and on encouraging students to teach themselves and one another to deepen understanding and develop ownership of learning (http://www.uri.edu/aec/). All students have free and unlimited use of the Writing Center and the language laboratories for course support. Students who excel in academics are encouraged to participate in the Honor's Program, in general and discipline-specific honor societies, and are encouraged to serve as advising peers and tutoring peers (http://www.uri.edu/honors_prog/wordpressHonors/). Beginning in their first year, students may serve as learning facilitators in roles such as a URI 101 mentor, an academic peer mentor, a disability services mentor, a mentor to new students of color, a mentor/tutor in the local school systems, and a literacy mentor in the Jumpstart Program.

The Center for Students in Transition proactively contacts students with unsatisfactory mid-semester grade reports and students who fail to register in a timely way. The Center also provides Early Alert counseling for at-risk students referred by faculty, peers, staff or self. The Center produces Rhode Rules, a bi-weekly fall e-newsletter and supports transfer students with both an orientation and outreach advising to the community colleges. See (http://www.uri.edu/univcol/rhode_assistance/) and (http://www.uri.edu/univcol/index.php?pages=Student%20Transfer%20and%20-Transition%20Office).

All first-year students are required to take a one-credit freshman seminar called URI 101: Transitions and Transformations—the cornerstone course for all learning communities. (Appendix 6.25 URI 101 Sample Syllabus) Each learning community consists of a cohort of 20 students enrolled in a three-course cluster, based on major or undecided status. See (http://www.uri.edu/iep/house/index.html), (http://www.uri.edu/women_center/wist.htm), (http://www.uri.edu/univcol/index.php?pages=Living%20Learning%20Communities), and (http://housing.uri.edu/living_and_learning_fyre.html).

Experiential opportunities such as academic internships, service learning, International Study Abroad, and National Student Exchange improve the culture for learning by encouraging the integration of classroom experience and learning outside of the classroom. (Appendix 6.11 Feinstein Center for Service Learning Report) See (http://www.uri.edu/univcol/internships/) and (http://www.uri.edu/international/).

When students transfer into a degree-granting college, academic advising is decentralized to each academic department. Each degree-granting college has an academic standing committee made up of faculty and dean's representatives. The associate and assistant deans meet bi-weekly with Enrollment Services to discuss policy and practice that may affect the integrity of the academic record. At the end of each semester, students with an overall GPA below 2.0 are considered for academic probation and may be subject to dismissal. Program Academy for Skills and Success (PASS) is a program for first-year students with GPAs of 1.5 or less following their first semester. Dismissal of these students may be waived if they participate in the program. Workshops are provided for students on academic probation. Students who are on probation for three consecutive semesters, or who have a quality point deficit of eight or more points are subject to dismissal. Students have the right to appeal, in writing, to the Scholastic Standing Committee. Most appeal processes include students' reflections on their poor performance and their plans for improving their academic performance. If the committee believes the student is able to earn a 2.0 grade point average, the dismissal may be waived. Others may be dismissed with instructions for how to repair their records and eventually be readmitted on conditional or probationary status. In 2006, the grade appeals process was standardized across all colleges, enhancing consistency and fairness (http://www.uri.edu/univcol/acadadv/?pages=acaddiff), (http://www.uri.edu/facsen/MANUAL_05.html). (Section 8.26.13)

The Office of Information Technology Services (ITS) provides comprehensive resources and service for the University

community for information technology and software. Students are served by PeopleSoft modules supporting admission, online registration, financial aid, grading and billing. Students are provided telephone, network connectivity, email addresses, cable television, and security services. Approximately 4,775 Help Desk requests are responded to annually providing technological assistance to students. Students also receive free anti-viral, anti-spyware, and firewall software, and over 6,000 students take advantage of this service.

There are 10 public computer labs on the Kingston and Providence campuses, and student monitors supervised by ITS staff are available to provide support. All computers have broadband Internet access, printers, and sufficient numbers of computers to meet student demand. The labs are open from five to seven days a week, depending on location, and for long enough hours each day to accommodate student needs (http://www.uri.edu/ois/iits/iits.home.page.html). See also *Standard 7: Library and Other Information Resources*.

Graduate Student Admission. While some variation in the selectiveness in admission and award of financial support for graduate students exists among graduate programs, University-wide admission standards are maintained by all. The weighting of the various parts of the application package also varies among individual disciplines, with objective test scores (GRE, GMAT, MAT) being an important element for some while not required for others. Often the use of these scores is related to the measures used by external accrediting groups for professional or practice-oriented programs. These requirements are summarized by program in the Graduate School Admission packet distributed to students (available in the workroom).

Academic standing of graduate students is reviewed by an associate dean of the Graduate School according to the policies established by the Graduate Council and documented in the *Graduate Student Manual* Section 6. (http://www.uri.edu/gsadmis/TOC.html) The associate dean consults with graduate program directors and their programs' graduate faculty in deciding upon appropriate actions in coping with students facing problems with academic standing.

Graduate Student Retention. Graduate student retention and completion, particularly in Ph.D. programs, is a nationwide concern and is driven by six general institutional and program characteristics: selection, mentoring, financial support, program environment, research mode of the field of study, and processes and procedures in administering graduate programs (Council of Graduate Schools [CGS], PhD Completion Project [http://www.cgsnet.org/Default.aspx?tabid=157]). While issues in financial support and graduate program environments are covered in the section on Graduate Academic Programs under *Standard 4: The Academic Program*, to address issues in each of the remaining areas, the Graduate School undertakes a number of centralized activities beginning with a Graduate Student Orientation. (Appendix 6.32 Graduate Student Orientation) Among other matters, the information provided informs students of the following services available to them: The Graduate Student Association (www.gsa.uri.edu); Graduate Assistants United (http://www.uri.edu/union/gau/), the graduate assistants' arm of the AAUP; Disability Services; The Counseling Center; Career Services; the Multicultural Center; the English Language Studies Program; and Health Services. Attendance at Graduate Student Orientation generally totals about 350 of a possible 900 matriculated graduate students. All graduate students are invited to a Graduate Students of Color (GSOC) Orientation held shortly after the general Graduate Orientation session. In both fall 2005 and fall 2006, 30 graduate students and interested faculty and administrators attended the GSOC orientation.

To support good mentoring, the Graduate School operates a Graduate Program Directors' Workshop to both inform new Graduate Program Directors and to update continuing directors about Graduate School activities. In spring 2006, a Graduate Faculty Orientation was started particularly for new graduate faculty, including adjunct faculty. The orientation involves a panel discussion on mentoring issues, as well as a brief presentation on graduate student/faculty interactions that impact graduate student retention and completion such as leaves of absence or planning a program of study. (Appendix 6.32 Graduate Student Orientation)

The Graduate School receives funding from the National Science Foundation, through the Northeast Alliance for Gradu-

ate Education and the Professoriate (NEAGEP), to undertake recruitment and retention activities particularly aimed at graduate students of color in the science, technology, engineering, and math (STEM) disciplines. Activities under this grant are developed by a Coordinator of Graduate Diversity but create a halo effect to benefit all graduate students. The coordinator runs the GSOC Orientation referred to above, undertakes recruiting trips with other faculty and staff, and runs a speaker series that addresses both a science topic and a career-oriented topic. For 2006-07 the speaker series was funded by the University's ADVANCE program and focused on presentations by women.

APPRAISAL

Undergraduate Admission and Retention. The application pool has increased from 12,203 in 2001 to 15,033 in 2006. Between 2003 and 2006, the University successfully increased enrollment by 1,000 FTE (800 undergraduate and 200 graduate students) and successfully increased the size of each incoming freshman class to 2,500. The freshman to sophomore retention rate for 2002–2003 was 81.3%, for 2003–2004 was 79.1%, and for 2004–2005 was 80.2%. The overall University graduation rate after six years has remained steady at 55.8%. (Appendix 6.17 Management Letter)

Between 2000 and 2006, tuition increased by 51.8% for in-state students and 50.3% for out-of-state students while financial aid and scholarship dollars increased by only 40.5%. As a result, University students each have an average unmet need of almost $4,000 per year. It is increasingly difficult for students to afford a University education. (Appendix 6.2 Financial Aid Leveraging) The cost of textbooks adds to students' financial burden. The Providence Feinstein Campus has a book fund to assist students, and the Kingston campus supports book purchases through the regular financial aid processes (http://www.uri.edu/es/students/finance/info.html).

Retention efforts are supported by data gathered by Institutional Research and various assessments during summer orientation and throughout the undergraduate years. An orientation pre-test and a post-test completed at the end of the first semester as part of the URI 101: Transitions and Transformations course asks students about their personal and academic expectations, and their perceptions at the completion of the course. In addition, the National Survey of Student Engagement (NSSE) is conducted every other year with freshmen and seniors. (Appendix 6.20 National Survey of Student Engagement and Orientation Summary) Finally, when students take a leave of absence or withdraw from the University, they are required to complete an online exit survey. As of fall 2006, preliminary findings indicate that financial need is a primary reason for departure. (Appendix 6.26 Exit Survey)

As a member of the Consortium for Student Retention Data Exchange (CSRDE), the University calculates retention and graduation rates annually for fall semester cohorts of first-time, full-time baccalaureate degree-seeking freshmen. (Appendix 6.12 CSRDE 1995–2005) Rates also are determined for gender and race/ethnicity categories. Results are reported to internal and external audiences. In recent years, special analyses of ten-year trends have been done for the College of the Environment and Life Sciences, Talent Development, and the Centennial Scholarship program. (Appendix 6.13, 6.14, 6.15 CELS Retention and Graduation Rates, Centennial Scholar's Retention and Graduation Rates, Talent Development Retention and Graduation Rates)

Students participating in Talent Development (TD) during the period from 1994 through 2004 showed an average first-year retention rate (77.3%), essentially equal to non-TD students (78.6%). However, the six-year graduation rate for TD students is 45.4%. TD students comprise 7% to 10% of the full-time freshman cohorts. They average of 273 points lower on the composite SAT tests than their non-TD counterparts. In an attempt to address academic preparedness, additional bridge programs such as those in the College of Nursing have been effectively implemented to assist TD students. Unfortunately, financial aid for TD students does not cover all expenses, and the burden increases each successive year.

Both retention and graduation rates are well served by on-campus living opportunities in Kingston. The opening of two new residence complexes during 2006-2007 gives new housing options to 800 additional students. The current

strategic plan commits to an additional 600 beds. Students have reacted positively to both learning communities and living-learning communities, which help improve student interaction and comfort levels. (Appendices 6.9, 6.10 Senior Survey-Learning Community, CELS Learning Community)

The 2005 National Survey of Student Engagement indicated a concern with upper-level advisement at the University. While the recently reported 2007 NSSE data show an improvement in student satisfaction, upper-level advisement continues to be a priority. The new URI Advisement System is a powerful tool for consistent and effective advising, however, the system is predominantly used by University College advisors. More faculty training in the use of this system is needed across degree-granting colleges (*see Standard 5: Faculty*).

The four-year average graduation rate for student-athletes (59%) is slightly higher than for the University's general student population (57%). This holds true for both male and female student-athletes, who graduate at a similar or higher rate than the general student population. The four-year average graduation rate for male student-athletes (51%) is similar to that of males in the general student body (52%), and female student-athletes graduation rate (68%) compared to other females in the general student population (60%). Minority student-athlete graduation rates have been analyzed by subgroups. (Appendix 6.16. NCAA Reports) There has been a significant upward trend in the graduation rates of minority student athletes, with an increase from 36.4% to 50%, when comparing the 1994–1995 freshman cohort to the 1997–1998 freshman cohort.

Graduate Student Admission and Retention. In fall 2006, the Graduate School, as an affiliate of the Ph.D. Completion Project, began distributing a Ph.D. program exit survey, developed by the Council of Graduate Schools (CGS) (http://www.phdcompletion.org/participants/index.asp). Thirty-two surveys were submitted by students who completed their Ph.D. in December 2006. The three open-ended responses help assess student services: 1) the most positive aspect of the student's graduate program; 2) the least positive aspect; and 3) recommendations for the University to attract, retain, and graduate more graduate students. So far, many students indicate positive mentoring experiences with major professors in response to question 1, negative experiences due to insufficient graduate student stipends in response to question 2, and desires for greater diversity as one way to attract and graduate better students.

PROJECTION

Undergraduate Admission and Retention. The 2006 report from consultant Don Hossler notes the Admission Office's staffing and space needs, the need to upgrade overall enrollment management processes, the need to increase recruitment of international students, and the need to improve transfer students enrollment processes. (Appendix 6.3 Hossler Enrollment Management Report) The University is evaluating the need for infrastructure and organizational change to increase efficiencies in enrollment and recruitment goals and the position of Vice Provost for Enrollment Management has been created but not yet filled. The University is reevaluating the balance of need versus merit awards and is working to increase the data available to determine aid distribution. (Appendix 6.3 Hossler Enrollment Management Report)

In its 2006–2009 Strategic Plan, the University has committed to "Enhancing student recruitment, retention, involvement, and graduation rates," more specifically to "achieve the enrollment of a talented and diverse community of students totaling 16,000 (13,000 FTE)." (Appendix 6.19 2006-2009 Strategic Plan) The plan sets the goal of increasing the number of students who graduate in six years by 2%. Plans to increase graduation rates include increasing the number of four credit courses offered (Appendix 6.22 Four Credit System) and creating flexible graduation plans, e.g., three, four, six, eight years, with appropriate tuition and financial aid packaging.

The University's commitment to provide higher education access is gravely challenged by its inability to bridge the gap of unmet need. The 2007 Capital Campaign has made the endowment of undergraduate scholarships and graduate fellowships its highest priority. The Enrollment Management Committee is currently modeling various formulas for student

recruitment and financial aid support to best maximize the University's capacity to serve its students. Under discussion is development of need-based financial aid programs specifically for second year students. (Appendix 6.2 Financial Aid Leveraging)

To address concerns about consistency and effectiveness of academic advising, the University has developed a comprehensive advising plan that includes provisions for advisor training and appropriate faculty/advisee ratios. (Appendix 6. 21 Comprehensive Advising Plan) More widespread implementation of the advising software will provide a better map of students' movement toward graduation.

Currently, the Faculty Senate is conducting a cost-benefit analysis of the required freshman seminar, URI 101: Transitions and Transformations. Results will help guide improvements to this system of acclimating new students to the University.

In the next three years, the University will increase student participation in living–learning communities beyond the current 50% of first-year students. Each year, at least one college will be added, based on the college's ability to support such programs. While a larger residential population and more upperclassmen on the Kingston Campus has the potential to enhance a sense of belonging and engagement for the University community, the quantity and quality of opportunities for weekend and evening socializing on the Kingston Campus must also increase. This is addressed in the Student Affairs Appraisal Section. (Appendix 6.23 Weekend Culture)

Graduate Student Admission and Retention. Continued efforts to assess doctoral programs will include surveying students who have not yet completed their programs as well as comparing the University's survey results to those obtained across many institutions and published by CGS. A similar survey assessment is planned for master's degree programs, both professional and research-oriented. It is clear, however, that success of graduate programs at the University of Rhode Island hinges on increasing resources for graduate student stipend and tuition support.

Campus Security. The University works proactively to ensure the safety of students on all campuses. The Kingston Campus Police Department is comprised of 35 officers who have graduated from the R.I. Municipal Police Training Academy and a management team with extensive police training and experience. An escort system and emergency telephone system, security cameras in residence halls and at select locations on campus all contribute to the safety and security of our community (http://www.uri.edu/admin/uripd). There have been significant improvements in the last three years with the addition of staff, security technology, improved facilities, and training. Lighting walks, conducted regularly by the Student Senate to suggest additional improvements in lighting and emergency phone installation, are addressed by the responsible University office. The Feinstein Providence Campus is monitored for safety 24/7 and a Providence Police sub-station is located within the Shepard Building which has security cameras and voice-activated alarms throughout. The Feinstein Providence Campus offers a shuttle service in the evenings to each of its parking destinations (http://autocrat.uri.edu/1447.html).

After the incident at Virginia Tech, the University, along with others across the country, began to review its procedures. The President established the Critical Incident Prevention Team (CIPT) made up of the Provost, other Vice Presidents, and other individuals including communications personnel, technology staff, and security officers. The team was charged with reviewing procedures already in place, evaluating their efficacy, and making recommendations for change. The team, using subgroups, has prepared reports of: 1) Prevention and Education; 2) Detection and Intervention; 3) Event Action Plan; 4) Recovery; and 5) Evaluation and Improvement (available in the workroom).

Student Records. Policies regarding the release of and privacy of student records are published in the *Student Handbook* and administered by the Office of Enrollment Services. Students can restrict any and all information designated as public and personal information is shared only in compliance with FERPA regulations (http://www.uri.edu/ois/FERPA.final.pdf).

The University maintains information in the permanent academic record of students in a manner consistent with national standards and in compliance with applicable laws. Electronic records are maintained in secure (password protected) databases, paper records where maintained are kept in secure, locked files in areas without access by the general public. Health and Counseling Records, academic records, financial records and disciplinary records are not intermingled. The University's move in 2003 to a non-Social Security student and employee identification number has significantly improved privacy.

THE DIVISION OF STUDENT AFFAIRS

DESCRIPTION

The Division of Student Affairs is dedicated to "creating an inclusive community, passionate about learning, discovery, service, and leadership" and is guided by the division's vision, mission, and values. The statement is reviewed annually and reflects the vision and mission of the University (http://www.uri.edu/student_affairs/). Departments in Student Affairs include the following auxiliary (self-supporting) departments: Housing and Residential Life, Dining Services, the Bookstore, Memorial Union and Student Involvement, and Health Services. Departments supported by general revenue are the Vice President's Office, Student Life, Career Services, Counseling Center, Multicultural Student Services, Gay, Lesbian, Bisexual, Transgender Student Services, and Talent Development. A combination of general revenue and fees supports Athletics and Recreation. The Athletics Department has a joint reporting line to the President and to the Vice President for Student Affairs. The Vice President's Office serves as the liaison with University Chaplains who are valued and integrated members of the University community.

The Vice President for Student Affairs holds a Ph.D. in Educational Administration and Supervision; all directors hold master's degrees. All positions at the Assistant Director's level and above require a minimum number of years of experience prior to hiring. (Appendix 6.28 Sample Resumes) The Division of Student Affairs provides professional development programs for staff and encourages attendance at professional conferences.

Student Affairs' retreats and planning sessions provide regular opportunities to evaluate how effective and appropriate student services are in advancing institutional purposes. Virtually all student services are regularly assessed, and the information is used to understand student needs, to inform the planning process, and to make improvements (http://www.uri.edu/student_affairs/sqolas/index.html).

All full-time Kingston undergraduate and graduate students pay a student services fee and a health services fee entitling them to use recreational and sports facilities, Health Services, and the Counseling Center. Part-time matriculated students pay pro-rated student services fees covering the use of some services and facilities.

Students attending the Feinstein Providence Campus pay a separate activity fee that funds events sponsored by the Student Government Board (SGB) such as the Arts and Culture Program, the Emergency Book Fund, day trips to New York City, annual food drive and all of the festivities for each graduating class. The Feinstein Providence Campus Office of Student Services is staffed by professional staff and student peer counselors who help students cope with academic anxiety, feelings of isolation, and juggling multiple roles. Peer Counselors publish the student newspaper, Downcity. This office also organizes special events including Black History Month, Women's History Month, and Family Fun Day, and a Brown Bag Lunch Series (http://autocrat.uri.edu/1423.html). The Feinstein Providence Campus provides its mostly adult student population on-site access to academic advisors, an Academic Skills Center, accommodations and support for students with disabilities, and support for students for whom English is a second language. The Feinstein Child Development Center offers preschool and kindergarten programs for children of students.

Gay, Lesbian, Bisexual, Transgender Student Services. The Gay, Lesbian, Bisexual, Transgender (GLBT) Student Center began offering support and programming to students of all sexual orientations in 2001. Center activities include conversation groups, a yearly symposium, film series, and welcome project (http://www.uri.edu/glbt/).

Housing and Residential Life. The University has an array of housing facilities to meet the needs of students. A $64-million renovation of 13 freshman-focused residence halls is to be completed by fall 2007, and three new residence halls for upperclassmen ($70-million, 800 bed project) were opened during the 2006-2007 academic year. Additionally, fire code upgrades, including fire suppression systems, are being undertaken in all residence halls with a scheduled completion in 2008. On-campus housing in Kingston is now available to 46% of the undergraduate population, inclusive of Greek housing and various living–learning/theme houses. On-campus living–learning/theme communities are available for 500 undeclared majors, 100 education majors, 350 students in the College of the Environment and Life Sciences, 30 students in the International Engineering Program, 30 students in the Women in Science and Technology residence, and 44 students in the Rainbow Diversity residence, which focuses on issues of diversity and social justice. Graduate student housing is provided in two separate apartment complexes totaling 124 apartments. See (http://housing.uri.edu/), (http://www.uri.edu/women_center/wist.htm) and (http://www.uri.edu/iep/).

Memorial Union and Student Involvement. The Memorial Union houses 30 student organizations, numerous meeting rooms, the Student Senate, an administrative office for the Director's staff, the Office of Student Life, and the Vice President for Student Affairs. In 2004, the Memorial Union celebrated its 50th anniversary with many traditional and new events. The facility serves as home base for the University's commuter student population using the Commuter Lounge and Commuter Housing Office and other services. The Memorial Union attracts students, staff, and faculty to its Ram's Den food facility, hair salon, barbershop, sign shop, coffeehouse, copy center, bookstore, computer store, and pizza parlor (http://www.mu.uri.edu/). (Appendix 6.29 Memorial Union Mission)

Leadership development is fostered through participation in student organizations and through the Center for Student Leadership which offers an academic minor in cooperation with the College of Human Science and Services. The Center offers classes, workshops, the Leadership Institute, FLITE (Freshman Leaders Inspired to Excellence), ropes course training, and community service opportunities (http://www.mu.uri.edu/leadership/index.html). (Appendix 6.27 Leadership Program Outcomes) There are over 85 recognized student organizations open to all students. The Student Senate recognizes student groups, appoints students to University-wide committees, and budgets undergraduate student activity fees. The Student Senate is an important link between students and the faculty, administration, and Board of Governors. The University recognizes 22 fraternity and sorority chapters, the Student Alumni Association, Women Offering Women Wisdom (WOWW), and numerous student academic honor societies. See (http://www.uri.edu/student_organizations/senate/), (http://www.uri.edu/greek/), and (http://www.uri.edu/home/students/getinvolved.html).

Career Services. A broad range of career services are offered to nearly 4,000 students and alumni each year. Services include career counseling and testing, group education sessions, courses for academic credit, résumé critique, career library, BEACON (comprehensive online job listing service), on-campus interviews, and numerous career fairs. Career Services helps students develop decision-making and job search skills, and also helps employers to identify URI students and alumni with appropriate qualifications for internships, jobs, and graduate and professional skill placement (http://career.uri.edu/). The Career Services office on the Feinstein Providence Campus provides part-time staff for career counseling, job and internship opportunities, career workshops, resume critiques, career and internship fairs, as well as a number of self-assessment instruments. Working with the Office of Alumni Relations, Career Services has established a network for career exploration by matching students and alumni together for mentoring purposes. In addition, the Office of Career Services provides access to experiential opportunities for students' integrated learning (http://career.uri.edu/).

Health Services. On the Kingston Campus, the University operates a comprehensive ambulatory Health Services facility accredited by the Joint Commission on the Accreditation of Health Care Organizations (JCAHO). Services include: urgent care; women's health; and partnered chronic care services; specialty clinics (dermatology, gynecology, internal medicine, orthopedic, psychiatry, and general surgery); pharmacy; laboratory; X-ray; and a broad spectrum of preventive programs. (Appendix 6.24 Health Services Surveys) An extensive health education program sponsors numerous events and outreach programs for residential life, Greek life, and academic and co-curricular programs. Health Service sponsors the student volunteer University Emergency Medical Service (EMS) and the peer educator human sexuality Speakeasy Program (http://health.uri.edu/). In 2006, a new state-of-the-art EMS facility was opened at the northwest end of campus.

Counseling Center. Counseling and mental health services are offered through individual and group sessions and psycho-educational programs are available to help students integrate psychosocial development with academic and intellectual development. The program includes short-term counseling, consultation, training, and supervision and testing to meet the needs of students with learning disabilities and attention deficit disorder. Substance abuse treatment is provided by a substance abuse specialist, and eating disorders are addressed through education and counseling support (http://www.uri.edu/coun/). The Counseling Center has excelled in meeting the needs of students. An additional full-time psychologist was hired in 2007 to allow the center to better meet the needs of students of color as well as the needs of Intercollegiate Athletics.

Multicultural Center. A variety of programs and services celebrate diversity, including the annual lecture on multiculturalism, leadership development activities, concerts, seminars, performances, retreat, and an annual Diversity Week, comprised of over 60 events attended by over 3,000 students, faculty, and staff. The Multicultural Center advises 11 student organizations through the Multicultural Unity and Diversity Council (MUSIC), composed of the student leadership of all multicultural student organizations (http://www.uri.edu/mcc/). Monthly multimedia exhibits at the Feinstein Providence Campus art gallery attract community visitors and often feature multicultural themes. The Multicultural Center provides meeting space and program space for student organizations, as well as a computer lab for academic instruction. The Center also houses the Nonviolence & Peace Studies Program (http://www.uri.edu/nonviolence/).

The Office of Student Life. Under the direction of the Dean of Students and Assistant Vice President for Student Affairs, the Office of Student Life includes Commuter Affairs, Disability Services for Students, Greek Affairs, Student Discipline, Substance Abuse Prevention, and the Women's Center.

Commuter Affairs. Commuter Affairs serves undergraduate and graduate students by participating in orientation sessions, providing resources regarding landlord-tenant responsibilities and issues, producing a yearly *Living Off-Campus Guide* (http://www.uri.edu/commuter_housing/handbook.html), and operating a Commuter Housing Office with web sites for rental and roommate listings. Periodic distribution of welcome packets, informational door tags, and emails, keep commuters informed. An after-hours hotline allows quick sharing of concerns for students, property owners, and town residents. Student Commuter Liaisons are leaders in these initiatives. A yearly Commuter Housing Fair brings students together with realtors, town police, and others. In the spring of 2007, a major effort was made to reach significant numbers of students with a "Living Large Off Campus Workshop" to prepare students with information about renting, respect, safety, and community involvement. In conjunction with the Narragansett–URI Coalition, Commuter Affairs sponsors a yearly town clean up and a twice yearly food drive. Student Commuter Liaisons are leaders in these initiatives as well. In July 2007, a Commuter Assessment Committee reported on the characteristics and needs of this group, which comprises 53% of the student body. (Appendix 6.30 Commuter Assessment)

Disability Services for Students. Disability Services for Students (DSS) promotes equal opportunity awareness about students with disabilities. The program works to increase retention and academic success for students with documented disabilities by recommending reasonable accommodations in academic, residential, and transportation settings. DSS

serves approximately 700 students yearly. A 2006 mentoring project helps ensure that eligible students, including students of color, low-income, and first-generation students have the opportunity to perform to their capacity. A 1999–2006 project, Changing the Culture, funded by the U.S. Department of Education, provided education for faculty who are now peer mentors for colleagues regarding the services for and needs of students with disabilities (http://www.uri.edu/disability_services).

Greek Affairs. With the help of an NIH/NIAAA (National Institute on Alcohol Abuse and Alcoholism) funded project, Common Ground, the University hired a full-time director of Greek Affairs in 2004. This infusion of resources has turned the Greek system away from a downward spiral of substance abuse and hazing. A significantly strengthened Greek System was recognized with 11 awards at the Northeast Greek Leadership Conference in 2007. Greeks make up about 11% of the undergraduate population with eleven fraternities, nine sororities, two multicultural groups, and the Interfraternity Council and Panhellenic Council governing organizations. Improvements in the system are maintained by replacing dangerous traditions, providing leadership retreats, and maintaining the focus on scholarship, leadership, and community service (http://www.uri.edu/greek/).

Student Discipline. The URI Cornerstones (http://www.uri.edu/student_life/corner.html) continue to set the standards for aspiration for the University community. Policies on student rights and responsibilities for undergraduate and graduate students are articulated in the *Student Handbook*, as are grievance procedures (http://www.uri.edu/judicial/studenthandbook.pdf). Policies are reviewed approximately every two years by a committee that includes students, faculty, and staff. The University Ombud, (http://www.uri.edu/facsen/Ombud.html) assisted by a Student Ombud, is an important part of the University's grievance procedures. Approximately 1,100 cases of alleged violations are resolved each year by four staff in Housing and Residential Life and Student Life who work together closely. A philosophy of peer review offers students the option of a hearing panel, however, most cases are resolved between the student and the judicial administrator. University jurisdiction for off-campus violations was slightly broadened in 2005 to include application to repeated arrests or threats to safety. The new policy is being carefully monitored and reviewed.

Substance Abuse Prevention. With Presidential support and leadership, the University of Rhode Island plays a national leadership role in battling campus substance abuse. In its interdisciplinary prevention efforts, the University uses broad alliances with parents, research faculty, and local associations and agencies (Substance Abuse Prevention Packet available in the workroom). With approximately 2,000 students living in the neighboring town of Narragansett, the University has given serious attention to substance abuse and related harms occurring off campus over the last five years (http://www.uri.edu/alcohol/coalition/). The NIAAA funded project Common Ground has boosted the effectiveness of these efforts (http://www.uri.edu/alcohol/rhodemap/cgfaq.html). Substance Abuse Prevention Services works closely with the campus conduct system, with University College, the Greek system and others to prevent abuse and to aid students with issues. Both the Counseling Center and Substance Abuse Prevention Services offer confidential alcohol and drug assessment and referrals for long-term treatment. Health Services also partners in these efforts through its health education and medical screening. Outreach efforts include regular alcohol screening, health education sessions on drug use, participation in National Collegiate Alcohol Awareness Week, and building alcohol-free traditions. All first-year -students are required to complete the web-based prevention course, AlcoholEdu. Student alcohol and drug use patterns and negative effects are surveyed regularly through several survey methods (http://www.uri.edu/alcohol) and (http://health.uri.edu/healthed/index.html).

The Women's Center. The Women's Center continues its mission to promote, support, and encourage the intellectual, professional, and educational growth of women students, faculty, staff, alumni, and community members. In 2002, the Women's Center moved to a renovated fraternity allowing the establishment of a residential living–learning program for 30 Women in Science and Technology (WIST) (http://www.uri.edu/women_center/). The Women's Center also houses

Violence Prevention and Advocacy Services (VPAS), a successful legacy of a U.S. Department of Justice grant (http://www.uri.edu/women_center/violence.htm). VPAS is an award-winning program working with more than 25 diverse student advocates to reach approximately 8,000 students yearly and serve more than 140 clients yearly. Also part of the Women's Center are the Rose Butler Browne mentoring program for women of color (http://www.uri.edu/women_center/roseButler.htm) and WOWW, a student-run mentoring program for first-year women. The Center also sponsors academic internships, a spring community service course, art exhibits, and hosts numerous University programs in its library.

Recreation Services. The University offers a variety of intramural, club, and recreational sports activities for students. Competitive club sport teams include equestrian, ice hockey, lacrosse, roller hockey, men's rowing, rugby, sailing, skiing, synchronized swimming, ultimate Frisbee, men's volleyball, water polo, and wrestling. The Intramural Sports Program also offers badminton, basketball, beach volleyball, billiards, bowling, flag football, floor hockey, golf, indoor soccer, softball, tennis, and volleyball (http://www.uri.edu/athletics/recservices/). Intramural, recreational, and fitness activities are housed in Mackal, Tootell, East, and West Gyms, the Tootell Aquatic Center, and Keaney Gymnasium (http://www.uri.edu/athletics/recservices).

Athletics. A new Athletic Director joined the University in July 2007. He oversees a large program of intercollegiate competition. Men's intercollegiate teams participate in Division 1AA football and Division 1 baseball, basketball, cross-country, golf, soccer, swimming and diving, tennis, and indoor and outdoor track and field. Women's intercollegiate teams participate in Division 1 basketball, cross-country, field hockey, gymnastics, rowing, soccer, softball, volleyball, indoor and outdoor track and field, swimming and diving, and tennis. The same academic standards and policies that apply to the entire student body apply to the University's Intercollegiate Athletic Program. (*Student Athlete Handbook 06-07* available in the workroom). The *University Manual* Section 8.51.12 defines the excused absence policy of the University, and Sections 9.12.10–13 contain academic rules and regulations for all faculty, staff, and students, and specifically discuss student athletic eligibility, scheduling contests during final examinations, and responsibility for academic advising. The University's athletic compliance officer reports administratively to the University President (http://gorhody.cstv.com/).

The Associate Director of Intercollegiate Athletics for Finances administratively reports to the Controller of the University. The Athletics budget is developed as part of the University's regular budget process, and the University's Director of Budget and the University Controller are responsible for the fiscal integrity of these programs. As mentioned above, academic support services for intercollegiate athletes is an administrative unit of University College (Appendix 6.18 Athlete Progress/Graduation). The 2005 Title IX review found the University's Athletics program to be in compliance. (Appendix 6.16 NCAA Reports)

Talent Development. Talent Development (TD) provides consistent academic and social support to about 900 students of color and students from disadvantaged backgrounds yearly. The TD admission processes and summer pre-matriculation program is described above (http://www.uri.edu/talent_development/).

Bookstore. The University Bookstore is a service-oriented facility that also includes Ram Computers and the Campus Copy and Design Center. Each semester bookstore staff prepare Box-and-Carry textbook orders matched to student schedules for more than 5,000 students each semester. They also fill computer orders for new students and have the computers set up and connected in residence hall rooms when students move in (http://www.uri.edu/bookstore/navigate/).

APPRAISAL

Facilities to serve students have had a renaissance in recent years with the opening of the 7,700-seat Ryan Center and Boss Ice Arena (2002); the addition of 2,000 seats in Meade Stadium; renovation of residence halls (2006) and completion of two new residential buildings and opening of the new Hope Commons (2007) (http://www.uri.edu/dining/hope.htm).

Facility improvements are not the only changes positively affecting residential students. Other improvements include the introduction of living–learning communities; an electronic card access system; stronger diversity programming; installation of voice, video, and high speed wireless data networks in student rooms; the implementation of first-year focused programs; and the implementation of automated housing administration systems. During 2006–2007, much needed improvements in advising office space and computer facilities are being made for student athletes.

However, much remains to be done. (Appendix 6.23 Weekend Culture) More visible and centralized locations are needed for the GLBT Center and Career Services. Current recreational space (3,800 square feet) is far below standards recommended by National Intramural-Recreational Sport Association (NIRSA), American College of Sports Medicine (ACSM), and Society for College and University Planners (SCUP) of 15,000 square feet for a university the size of URI. The planned renovation of Roger Williams Dining Hall will go a long way toward addressing the critical need for more fitness space. In addition to the above, the Athletics and Recreational Services Three-Year Strategic Plan 2004–2007 http://www.uri.edu/pspd/Admin_units_plans/Athletics3-yr.pdf) calls for improvement to outdoor recreation space and the extension of existing facility hours of operation.

The Division of Student Affairs has done good work in needs assessment and satisfaction inventories through the Student Quality of Life and Satisfaction Research Project (http://www.uri.edu/student_affairs/sqolas/index.html) but is just in the beginning stages of developing and measuring learning outcomes. Staffing in Career Services has been consistent, yet it is significantly below that of peer institutions. (Appendix 6.31 Career Services Reviews) The addition of a second part-time Career Services professional from the Kingston Campus has improved services to students and employers at the Feinstein Providence Campus. However, Providence students express frustration at the limited hours for academic and financial advisors. Students on the Providence campus have asked that a full-time professional be hired to address their needs. A program to upgrade and expand advising services at the Providence Feinstein Campus, including hiring additional advisors, was begun in July 2007.

With respect to diversity programming, the University and Student Senate will address the issue of event co-sponsoring between majority and minority student organizations. There is not enough social interaction, and there is no established co-sponsorship that encourages the interaction. The Student Affairs Division, as part of its Three-Year Plan, will develop a peer mentoring program for all first-year residence hall students focused on diversity. As part of the Student Affairs Division Strategic Plan, discussions with the Student Senate have begun in three critical areas: how to be more intentional in involving first-year students and transfer students in co-curricular activities; formalizing the selection and training of faculty advisers to student organizations; and finding a solution to the lament of many first-year students, "there is nothing to do on the weekend."

The University's Kingston Campus is located in a rural village with fewer services and amenities such as transportation, restaurants, shopping, and entertainment than in a more urban setting. In-state students have the option of going home on weekends, accentuating the problems for out-of-state students. Too often, house parties and bars in neighboring Narragansett are the primary social outlet. Concentrated efforts to improve campus social opportunities and enhance safety in the surrounding community are being supported through the Rhodemap to Safety Campaign and funding applications to the U.S. Department of Education. The concentrated educational outreach done through workshops and follow-up in spring and summer of 2007 will begin to change awareness and attitudes about living off campus (http://www.uri.edu/alcohol/rhodemap/index.html).

One issue that needs to be addressed with the off-campus population is keeping contact information current. Most commuting addresses change yearly, and students do not update their PeopleSoft information, making routine and emergency communication difficult. While the University's efforts in substance abuse have been exceptional, many have been based on federal grants that will end in the near future. Plans have been made to continue some of these pro-

grams, and efforts are being made to secure additional funding in the future. Externally funded improvement in Greek Affairs will be institutionalized with a permanent hire in September 2007.

PROJECTION

The Division continues to work closely with the University's Learning Outcomes Oversight Committee (LOOC) and will systematically assess student learning outcomes in the near future. In 2006, Student Affairs acquired the latest Self-Assessment Guide developed by the Council for the Advancement of Standards in Higher Education (CAS) (http://www.cas.edu/). Between the use of CAS standards and the development of learning outcomes and assessments, we anticipate major advances in assessment.

The University's five-year target is to have 50 to 55% of its undergraduate student population residing on the Kingston Campus. Additional theme housing is planned for the future, including combining education and engineering majors in a living–learning community for 250 first year students and a 50-bed Health Sciences House for upperclassmen, beginning fall 2007. Plans are being made to create a peer mentoring program in first-year focused residences, to modernize and upgrade housing for upperclassmen, to introduce online room registration, and to develop conflict resolution and mediation for residential student conflicts.

Because of changing demographics, intercollegiate athletics constantly monitors compliance with Title IX. The addition of women's teams, the reallocation of scholarship dollars, and the possible addition of men's and women's ice hockey as varsity sports are all on the agenda for the near future. The University is addressing Athletic and Recreational facilities, both of which are inadequate to meet the needs of students. The planned renovation of Keaney in 2007–2008, the planned renovation of Roger Williams Hall, and the construction of a new Athletic Performance Center in 2008 will address needs in academic advising, office space, weight training facilities, and athletic training.

The Counseling Center will be expanding efforts to meet the needs of student athletes by extending available hours for this group. The Center has also hired a multicultural psychologist to assist in developing an effective program to meet the needs of our diverse student body.

The Division of Student Affairs Three-Year Plan has set a goal to implement a Talent Development peer advising/mentoring program patterned after the Rose Butler Browne program for Women of Color. (Appendix 6.4 Student Affairs Strategic Plan 2006–2009) (http://www.uri.edu/women_center/roseButler.htm) To successfully meet diversity retention goals, the University must find a way to provide Talent Development-type support for out-of-state students. In the fall of 2006, a small-scale mentoring program was initiated to meet this need, and this effort and will be continued and expanded. (Appendix 6.5 Mentor Program for Academic Success)

As more students have the opportunity to live on the Kingston Campus, institutional support is building for improvements in campus social space and opportunities. The new dining hall has lounge and retail space that will help with this goal. Efforts are underway to centralize all campus programming and events listings through the Memorial Union web site, to enhance accessibility of involvement information for students.

INSTITUTIONAL EFFECTIVENESS

The many different divisions, units, and offices that address the requirements of the Student Standard use a broad variety of information and procedures to gauge their effectiveness including audits, student satisfaction surveys, and interviews. With coordination and oversight provided by the Joint Strategic Planning Committee, these divisions, units, and offices will continue their efforts at identifying needs and improving effectiveness of the services they provide.

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October 18, 2006

TO: Recipients of the URI Final Enrollment Report

FROM: Gary T. Boden, Senior Information Technologist
Office of Information Technology Services / Institutional Research

RE: Final Enrollment Report – Fall 2006

The Final Enrollment Report for the Fall 2006 semester showing data extracted from the eCampus Information System as of the October 15th official reporting date is enclosed. Information in this report represents a snapshot of student enrollment in this semester that is comparable to previous years.

Several noteworthy highlights are:

1. Total full-time undergraduate degree-seeking students increased over the previous year by 443 (4.6%) while part-time students decreased by 63 (-4.3%). These changes reflect the enrollment of the largest class of new first-year undergraduate students in the history of the University.

2. Total enrolled credits rose to 186,380 – an increase of 4999 (2.8%) over the previous year. This is a record high as well.

3. Total full-time graduate degree-seeking students decreased by 17 (-1.8%) and part-time decreased by 21 (-2.2%) compared to 2005.

4. Non-degree graduate student enrollment dropped by 329 (-34.8%) and non-degree undergraduate enrollment dropped 51 (-13.3%). Both numbers are lower than the average for recent years.

5. Total student enrollment of 15,299 nearly equals the 15,315 enrolled in the fall 2005 semester. These numbers are well short of the largest total enrollment of 16,524 in 1989.

THE UNIVERSITY OF RHODE ISLAND

OFFICE OF INFORMATION TECHNOLOGY SERVICES / INSTITUTIONAL RESEARCH

FINAL ENROLLMENT REPORT
OCTOBER 15, 2006

TABLE OF CONTENTS

TABLE 1 HEADCOUNT, FALL 2005 COMPARED TO FALL 2006

TABLE 2 HEADCOUNT BY SEX

TABLE 3 HEADCOUNT BY ENTRY STATUS

TABLE 4 HEADCOUNT BY PLACE OF RESIDENCE

TABLE 5 HEADCOUNT DISTRIBUTED BY COLLEGE

TABLE 6 HEADCOUNT DISTRIBUTED BY COLLEGE, NEW STUDENTS

TABLE 7 HEADCOUNT DISTRIBUTED BY COLLEGE, NEW TRANSFER STUDENTS

TABLE 8 HEADCOUNT BY SEX FOR NEW STUDENTS

TABLE 9 HEADCOUNT BY SEX FOR NEW TRANSFER STUDENTS

TABLE 10 HEADCOUNT BY PLACE OF RESIDENCE, CONTINUING STUDENTS

TABLE 11 HEADCOUNT BY PLACE OF RESIDENCE, NEW STUDENTS

TABLE 12 HEADDCOUNT BY PLACE OF RESIDENCE, TRANSFER STUDENTS

TABLE 13 HEADDCOUNT BY RACE/ETHNICITY, ALL STUDENTS

TABLE 14 CREDIT COUNTS BY SEX

TABLE 15 CREDIT COUNTS BY RESIDENCE

TABLE 16 CREDIT COUNTS BY ENTRY STATUS

DEFINITIONS

This report contains non-duplicated headcounts and enrolled credit totals for all students enrolled at the University of Rhode Island as of the date noted. Labels in the body of the report are defined as follows:

1. GRADUATE STUDENTS

   a) DEGREE - full-time - Matriculated graduate students (degree candidates) who are registered for nine or more credits plus those holding graduate or research assistantships and registered for six or more credits.

   b) DEGREE - part-time - Matriculated graduate students (degree candidates) who are registered for fewer than nine credits except as provided in (1.a) above.

   c) DEGREE - continuous registration - Matriculated graduate students (degree candidates) who have completed all required course work and research credits but who have not fulfilled final requirements for graduation.

   d) NON DEGREE - continuing – Non-matriculated students seeking certification who have been accepted by the Graduate School for continuing full-time and part-time enrollment.

   e) POST BACCALAUREATE - temporary – Non-matriculated students who have earned a bachelor's degree and who have been accepted for enrollment while they apply for matriculation or permanent non-degree status.

2. UNDERGRADUATE STUDENTS

   a) DEGREE - full-time - Matriculated Undergraduate Students who are enrolled for twelve or more credits.

   b) DEGREE - part-time - Matriculated Undergraduate Students who are enrolled for fewer than twelve credits.

   c) DEGREE - off-campus study - Matriculated students who are temporarily studying away from the university.

   d) NON DEGREE - credit - Non Matriculated Students who have not earned a baccalaureate degree.

   e) NON DEGREE - non credit - Non Matriculated Students who have not earned a baccalaureate degree, and who are enrolled for courses that total zero credits.

3. 1ST PROFESSIONAL STUDENTS – Matriculated Students in a six-year advanced program which leads to the Doctor of Pharmacy (PharmD) first professional degree.

4. CONTINUING - Students who were enrolled in a previous semester.

5. NEW - New degree-seeking students are freshmen enrolled for the first time and who entered the University this semester with fewer than 24 advanced standing credits. New non-degree students are those non-matriculated students who enrolled at the University for the first time this semester.

6. TRANSFER - Undergraduate students who have entered the University in this semester with 24 or more advanced standing credits.

7. RESIDENT - Students whose homes are in Rhode Island and are assessed tuition at the resident rate.

8. NON-RESIDENT - Students whose homes are not in Rhode Island and who are assessed tuition at the non-resident rate.

9. INTERNATIONAL - Students from another country who have non-immigrant status.
   Tuition is assessed at the non-resident rate.

10. REGIONAL - Students from other New England states who are attending the University under the various regional programs with reduced tuition charges.

11. SENIOR + - Undergraduates in the current graduating class and Pharmacy PMD students in the fourth, fifth, and sixth years of this first professional program.

12. JUNIOR - Third year students.

13. SOPHOMORES - Second year students.

14. FRESHMEN - First year students.

15. UNASSIGNED - Matriculated undergraduate students who have not been assignec to a college degree program.

16. RACE/ETHNICITY – Self-reported by students according to federally defined categories (Hispanic, Native American, African-American, Asian/Pacific Islander, Caucasian, Non-resident Alien, and Not Reported).

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2005-06 COMPARED TO 2006-07, AS OF OCTOBER 15, 2006.

	TOTAL UNIVERSITY		CHANGE	
	2005-06	2006-07	Number	Percent
GRADUATE STUDENTS				
DEGREE-FULL TIME	966	949	-17	-1.8%
DEGREE-PART TIME	963	942	-21	-2.2%
DEGREE-CONTINUOUS REGISTRATION	29	34	5	17.2%
NON DEGREE-CONTINUING FULL TIME	27	33	6	22.2%
NON DEGREE-CONTINUING PART TIME	39	31	-8	-20.5%
POST BACCALAUREATE-TEMPORARY FULL TIME	26	25	-1	-3.8%
POST BACCALAUREATE-TEMPORARY PART TIME	946	617	-329	-34.8%
TOTAL GRADUATES	2996	2631	-365	-12.2%
UNDERGRADUATE STUDENTS				
DEGREE-FULL TIME	9681	10124	443	4.6%
DEGREE-PART TIME	1481	1418	-63	-4.3%
DEGREE-OFF CAMPUS STUDY *	124 *	163 *	39	31.5%
NON-DEGREE CREDIT	384	333	-51	-13.3%
NON-DEGREE NON-CREDIT *	96 *	74 *	-22	-22.9%
TOTAL UNDERGRADUATES *	11546	11875 *	329	2.8%
1ST PROFESSIONAL STUDENTS				
DEGREE-FULL TIME	551	556	5	0.9%
DEGREE-PART TIME	2	0	-2	-100.0%
TOTAL 1ST PROFESSIONAL	553	556	3	0.5%
GRAND TOTAL *	15095	15062 *	-33	-0.2%

* OFF-CAMPUS STUDY AND NON-DEGREE/NON-CREDITSTUDENTS ARE NOT INCLUDED IN TOTAL UNDERGRADUATE AND GRAND TOTAL SUMMARIES.

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT, BY SEX, FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2006-07, AS OF OCTOBER 15, 2006.

	TOTAL UNIVERSITY			
	MALE	FEMALE	TOTAL	
GRADUATE STUDENTS				
DEGREE-FULL TIME	366	583	949	
DEGREE-PART TIME	328	614	942	
DEGREE-CONTINUOUS REGISTRATION	12	22	34	
NON DEGREE-CONTINUING FULL TIME	6	27	33	
NON DEGREE-CONTINUING PART TIME	4	27	31	
POST BACCALAUREATE-TEMPORARY FULL TIME	11	14	25	
POST BACCALAUREATE-TEMPORARY PART TIME	213	404	617	
TOTAL GRADUATES	940	1691	2631	
UNDERGRADUATE STUDENTS				
DEGREE-FULL TIME	4458	5666	10124	
DEGREE-PART TIME	571	847	1418	
DEGREE-OFF CAMPUS STUDY *	71	92	163	*
NON-DEGREE CREDIT	156	177	333	
NON-DEGREE NON-CREDIT *	15	59	74	*
TOTAL UNDERGRADUATES *	5185	6690	11875	*
1ST PROFESSIONAL STUDENTS				
DEGREE-FULL TIME	222	334	556	
DEGREE-PART TIME	0	0	0	
TOTAL 1ST PROFESSIONAL	222	334	556	
GRAND TOTAL *	6347	8715	15062	*

* OFF-CAMPUS STUDY AND NON-DEGREE/NON-CREDITSTUDENTS ARE NOT INCLUDED IN TOTAL UNDERGRADUATE AND GRAND TOTAL SUMMARIES.

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT, BY ENTRY STATUS, FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2006-07, AS OF OCTOBER 15, 2006.

	TOTAL UNIVERSITY				
	CONT	NEW	TRANS	TOTAL	
GRADUATE STUDENTS					
DEGREE-FULL TIME	601	348	0	949	
DEGREE-PART TIME	807	135	0	942	
DEGREE-CONTINUOUS REGISTRATION	34	0	0	34	
NON DEGREE-CONTINUING FULL TIME	21	12	0	33	
NON DEGREE-CONTINUING PART TIME	24	7	0	31	
POST BACCALAUREATE-TEMPORARY FULL TIME	9	16	0	25	
POST BACCALAUREATE-TEMPORARY PART TIME	283	334	0	617	
TOTAL GRADUATES	1779	852	0	2631	
UNDERGRADUATE STUDENTS					
DEGREE-FULL TIME	6897	2744	483	10124	
DEGREE-PART TIME	1239	45	134	1418	
DEGREE-OFF CAMPUS STUDY *	163	0	0	163	*
NON-DEGREE CREDIT	118	209	6	333	
NON-DEGREE NON-CREDIT *	8	66	0	74	*
TOTAL UNDERGRADUATES *	8254	2998	623	11875	*
1ST PROFESSIONAL STUDENTS					
DEGREE-FULL TIME	444	112	0	556	
DEGREE-PART TIME	0	0	0	0	
TOTAL 1ST PROFESSIONAL	444	112	0	556	
GRAND TOTAL *	10477	3962	623	15062	*

* OFF-CAMPUS STUDY AND NON-DEGREE/NON-CREDITSTUDENTS ARE NOT INCLUDED IN TOTAL UNDERGRADUATE AND GRAND TOTAL SUMMARIES.

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT, BY PLACE OF RESIDENCE, FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2006-07, AS OF OCTOBER 15, 2006.

	TOTAL UNIVERSITY				
	RESID	NON-RES	INTERNTL	REGION	TOTAL
GRADUATE STUDENTS					
DEGREE-FULL TIME	419	315	175	40	949
DEGREE-PART TIME	695	135	50	62	942
DEGREE-CONTINUOUS REGISTRATION	20	9	3	2	34
NON DEGREE-CONTINUING FULL TIME	30	3	0	0	33
NON DEGREE-CONTINUING PART TIME	31	0	0	0	31
POST BACCALAUREATE-TEMPORARY FULL TIME	23	2	0	0	25
POST BACCALAUREATE-TEMPORARY PART TIME	549	65	3	0	617
TOTAL GRADUATES	1767	529	231	104	2631
UNDERGRADUATE STUDENTS					
DEGREE-FULL TIME	5737	4052	45	290	10124
DEGREE-PART TIME	1281	122	0	15	1418
DEGREE-OFF CAMPUS STUDY *	80	76	0	7	163 *
NON-DEGREE CREDIT	264	34	35	0	333
NON-DEGREE NON-CREDIT *	74	0	0	0	74 *
TOTAL UNDERGRADUATES *	7282	4208	80	305	11875 *
1ST PROFESSIONAL STUDENTS					
DEGREE-FULL TIME	212	169	5	170	556
DEGREE-PART TIME	0	0	0	0	0
TOTAL 1ST PROFESSIONAL	212	169	5	170	556
GRAND TOTAL *	9261	4906	316	579	15062 *

* OFF-CAMPUS STUDY AND NON-DEGREE/NON-CREDITSTUDENTS ARE NOT INCLUDED IN TOTAL UNDERGRADUATE AND GRAND TOTAL SUMMARIES.

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT OF ALL DEGREE-SEEKING UNDERGRADUATE AND FIRST PROFESSIONAL STUDENTS BY ADMINISTRATIVE COLLEGE
FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2006-07, AS OF OCTOBER 15, 2006.

	FRESH	SOPH	JUNIOR	SENIOR+ *	TOTAL
ARTS & SCIENCES	8	135	633	774	1550
BUSINESS ADMINISTRATION	2	113	343	334	792
ENGINEERING	5	66	148	251	470
ENVIRONMENT & LIFE SCIENCES	65	272	361	381	1079
HUMAN SCIENCE & SERVICES	6	93	318	428	845
NURSING	11	60	148	200	419
PHARMACY *	0	0	85	269	354
UNIVERSITY COLLEGE	3793	1816	536	32	6177
CONTINUING EDUCATION	151	109	166	149	575
TOTAL	4041	2664	2738	2818	12261

UNIVERSITY COLLEGE ENROLLMENT PREFERENCES

ARTS & SCIENCES	1164	643	238	12	2057
BUSINESS ADMINISTRATION	407	209	24	0	640
ENGINEERING	312	119	47	4	482
ENVIRONMENT & LIFE SCIENCES	423	80	26	3	532
HUMAN SCIENCE & SERVICES	611	346	114	5	1076
NURSING	166	99	31	3	299
PHARMACY *	105	89	8	0	202
UNDECLARED, UC	605	231	48	5	889
TOTAL	3793	1816	536	32	6177

* SENIOR+ INCLUDES STUDENTS EXPECTED TO GRADUATE DURING THIS ACADEMIC YEAR AND 1ST PROFESSIONAL STUDENTS IN THE FIFTH AND SIXTH YEARS OF THE PHARMACY PMD FIRST PROFESSIONAL PROGRAM.
DATA INCLUDE STUDENTS WHO ARE STUDYING OFF CAMPUS THIS SEMESTER.

TABLE 5

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT OF DEGREE-SEEKING NEW FRESHMAN STUDENTS BY ADMINISTRATIVE COLLEGE
FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2006-07, AS OF OCTOBER 15, 2006.

	MALE	FEMALE	TOTAL
ARTS & SCIENCES	0	1	1
BUSINESS ADMINISTRATION	0	0	0
ENGINEERING	0	0	0
ENVIRONMENT & LIFE SCIENCES	0	0	0
HUMAN SCIENCE & SERVICES	0	0	0
NURSING	0	0	0
PHARMACY *	0	0	0
UNIVERSITY COLLEGE	1233	1638	2871
CONTINUING EDUCATION	7	22	29
TOTAL	1240	1661	2901

UNIVERSITY COLLEGE ENROLLMENT PREFERENCES

ARTS & SCIENCES	367	488	855
BUSINESS ADMINISTRATION	199	116	315
ENGINEERING	208	34	242
ENVIRONMENT & LIFE SCIENCES	141	214	355
HUMAN SCIENCE & SERVICES	90	356	446
NURSING	8	120	128
PHARMACY *	54	58	112
UNDECLARED, UC	166	252	418
TOTAL	1233	1638	2871

* SENIOR+ INCLUDES STUDENTS EXPECTED TO GRADUATE DURING THIS ACADEMIC YEAR AND 1ST PROFESSIONAL STUDENTS IN THE FIFTH AND SIXTH YEARS OF THE PHARMACY PMD FIRST PROFESSIONAL PROGRAM.

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT OF DEGREE-SEEKING TRANSFER STUDENTS BY ADMINISTRATIVE COLLEGE
FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2006-07, AS OF OCTOBER 15, 2006.

	FRESH		SOPH		JUNIOR		SENIOR+ *		TOTAL	
	M	F	M	F	M	F	M	F	M	F
ARTS & SCIENCES	0	0	5	2	5	4	2	3	12	9
BUSINESS ADMINISTRATION	0	0	1	0	5	4	0	0	6	4
ENGINEERING	0	0	1	0	0	0	1	0	2	0
ENVIRONMENT & LIFE SCIENCES	1	2	4	7	2	8	0	2	7	19
HUMAN SCIENCE & SERVICES	0	1	1	9	2	8	0	1	3	19
NURSING	1	5	3	2	2	19	0	0	6	26
PHARMACY *	0	0	0	0	0	0	0	0	0	0
UNIVERSITY COLLEGE	69	89	98	101	30	39	1	1	198	230
CONTINUING EDUCATION	23	15	7	14	3	11	1	2	34	42
TOTAL	94	112	120	135	49	93	5	9	268	349

UNIVERSITY COLLEGE ENROLLMENT PREFERENCES

ARTS & SCIENCES	30	26	46	39	14	23	0	1	90	89
BUSINESS ADMINISTRATION	4	3	11	4	4	4	0	0	19	11
ENGINEERING	8	2	7	2	6	0	1	0	22	4
ENVIRONMENT & LIFE SCIENCES	10	12	12	15	4	5	0	0	26	32
HUMAN SCIENCE & SERVICES	2	21	12	21	1	7	0	0	15	49
NURSING	2	11	1	9	0	0	0	0	3	20
PHARMACY *	0	0	0	0	0	0	0	0	0	0
UNDECLARED, UC	13	14	9	11	1	0	0	0	23	25
TOTAL	69	89	98	101	30	39	1	1	198	230

* SENIOR+ INCLUDES STUDENTS EXPECTED TO GRADUATE DURING THIS ACADEMIC YEAR AND 1ST PROFESSIONAL STUDENTS IN THE FIFTH AND SIXTH YEARS OF THE PHARMACY PMD PROGRAM.

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT, BY SEX, OF NEW STUDENTS ADMITTED FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2006-07, AS OF OCTOBER 15, 2006.

	TOTAL UNIVERSITY			
	MALE	FEMALE	TOTAL	
GRADUATE STUDENTS				
DEGREE-FULL TIME	134	214	348	
DEGREE-PART TIME	41	94	135	
DEGREE-CONTINUOUS REGISTRATION	0	0	0	
NON DEGREE-CONTINUING FULL TIME	1	11	12	
NON DEGREE-CONTINUING PART TIME	0	7	7	
POST BACCALAUREATE-TEMPORARY FULL TIME	9	7	16	
POST BACCALAUREATE-TEMPORARY PART TIME	105	229	334	
TOTAL GRADUATES	290	562	852	
UNDERGRADUATE STUDENTS				
DEGREE-FULL TIME	1172	1572	2744	
DEGREE-PART TIME	14	31	45	
DEGREE-OFF CAMPUS STUDY *	0	0	0	*
NON-DEGREE CREDIT	89	120	209	
NON-DEGREE NON-CREDIT *	12	54	66	*
TOTAL UNDERGRADUATES *	1275	1723	2998	*
1ST PROFESSIONAL STUDENTS				
DEGREE-FULL TIME	54	58	112	
DEGREE-PART TIME	0	0	0	
TOTAL 1ST PROFESSIONAL	54	58	112	
GRAND TOTAL *	1619	2343	3962	*

* OFF-CAMPUS STUDY AND NON-DEGREE/NON-CREDITSTUDENTS ARE NOT INCLUDED IN TOTAL UNDERGRADUATE AND GRAND TOTAL SUMMARIES.

UNIVERSITY OF RHODE ISLAND

FINAL ENROLLMENT REPORT

TOTAL HEADCOUNT, BY SEX, OF TRANSFER STUDENTS ADMITTED FOR THE FALL SEMESTER OF THE ACADEMIC YEAR 2006-07, AS OF OCTOBER 15, 2006.

	TOTAL UNIVERSITY		
	MALE	FEMALE	TOTAL
GRADUATE STUDENTS			
DEGREE-FULL TIME	0	0	0
DEGREE-PART TIME	0	0	0
DEGREE-CONTINUOUS REGISTRATION	0	0	0
NON DEGREE-CONTINUING FULL TIME	0	0	0
NON DEGREE-CONTINUING PART TIME	0	0	0
POST BACCALAUREATE-TEMPORARY FULL TIME	0	0	0
POST BACCALAUREATE-TEMPORARY PART TIME	0	0	0
TOTAL GRADUATES	0	0	0
UNDERGRADUATE STUDENTS			
DEGREE-FULL TIME	231	252	483
DEGREE-PART TIME	37	97	134
DEGREE-OFF CAMPUS STUDY *	0	0	0 *
NON-DEGREE CREDIT	2	4	6
NON-DEGREE NON-CREDIT *	0	0	0 *
TOTAL UNDERGRADUATES *	270	353	623 *
1ST PROFESSIONAL STUDENTS			
DEGREE-FULL TIME	0	0	0
DEGREE-PART TIME	0	0	0
TOTAL 1ST PROFESSIONAL	0	0	0
GRAND TOTAL *	270	353	623 *

* OFF-CAMPUS STUDY AND NON-DEGREE/NON-CREDITSTUDENTS ARE NOT INCLUDED IN TOTAL UNDERGRADUATE AND GRAND TOTAL SUMMARIES.

ADMISSION REPORT FOR UNDERGRADUATE STUDENTS

AT THE KINGSTON CAMPUS

FALL 2002 TO FALL 2006

PREPARED FOR

THE BOARD OF GOVERNORS FOR HIGHER EDUCATION

PART I

ADMISSION DATA

THE UNIVERSITY OF RHODE ISLAND

FALL 2006

ADMISSION DATA

TABLE OF CONTENTS

A REPORT OF APPLICATION TRENDS AND STUDENT ENROLLMENT DATA
FOR THE FALL SEMESTERS OF 2002, 2003, 2004, 2005 and 2006

PAGE

TOTAL 2006 FALL ENROLLMENT 1

SUMMARY HIGHLIGHTS: 2005 - 2006 2
TABLE A: ACCEPTANCE RATES 3
TABLE B: YIELD RATES 4
TABLE C: ENROLLMENT AS OF 10/15/06 5

TABLE 1: TOTAL APPLICATIONS, ACCEPTANCES, ENROLLMENTS, FALL 2002 TO FALL 2006 6

TABLE 2: IN-STATE STUDENT APPLICATIONS, ACCEPTANCES, ENROLLMENTS, FALL 2002 TO FALL 2006 7

TABLE 3: OUT-OF-STATE APPLICATIONS, ACCEPTANCES, ENROLLMENTS, FALL 2002 TO FALL 2006 8

TABLE 4: PERCENT CHANGE IN APPLICATIONS, ACCEPTANCES, ADMISSIONS, ENROLLEES, FALL 2005 and 2006 AND PEAK YEAR AND FALL 2006 9

TABLE 5: REGION/STATE OF ORIGIN OF OUT-OF-STATE FRESHMEN, FALL 2002 TO FALL 2006 10

FIVE-YEAR TRENDS 11

SUMMARIES: ADMISSION DATA/APTITUDE INDICATORS 12

UNIVERSITY OF RHODE ISLAND

October 1, 2006
TOTAL 2006 FALL ENROLLMENT
(Inclusions or Exclusions Consistent with Projections)

Number					Percent Change		
Peak* Year	Peak* Year	Actual 2005	Projected 2005	Actual 2006	Peak to Actual 2006	2005 to Actual 2006	Projected 2005 to Actual 2005
1989	16254	15095	n/a	15062	- 7.3 %	-0.2 %	n/a

*If the current year is the peak year, please report the previous peak.

THE UNIVERSITY OF RHODE ISLAND

ANNUAL ADMISSION DATA

Summary Highlights

2005 and 2006

APPLICATIONS

- Total Applications (Freshmen and Transfer Students)

    1. The number of new-student applications from Rhode Island increased by 253 (+6%) versus fall 2005. *(See Table 2, p. 7)*

    2. Out-of-state applications increased by 21, a +.2% change from 2005. *(See Table 3, p. 8)*

- Freshman Applications

    1. Freshman applications increased by 142 from fall 2005 (+1%).

    2. Applications from out-of-state students decreased by 27 (-.31%).

    3. Applications from Rhode Island students increased by 168 (+5%).

- Transfer Applications

    1. Transfer applications increased by 132 from fall 2005 (+10%).

    2. Applications from out-of-state students increased by 48 (+8%).

    3. Applications from Rhode Island students increased by 85 (+11%).

Note: All out-of-state numbers include regional and international applications

ACCEPTANCE AND YIELD RATES

- The following tables present a summary of application and yield information.

ACCEPTANCE RATES

TABLE A

CATEGORY	% of Applicants Offered Admission	
YEAR	2005	2006
All Students (freshmen & transfer)	75%	74%
Rhode Island Freshmen	76%	72%
Out-of-State Freshmen	76%	77%
Rhode Island Transfers	68%	65%
Out-of-State Transfers	57%	48%

YIELD RATES

TABLE B

Category	% of Admitted Students Who Enroll	
Year	2005	2006
All Students	27%	31%
Rhode Island Freshmen	47%	54%
Out-of-State Freshmen	16%	19%
Rhode Island Transfers	77%	83%
Out-of-State Transfers	38%	40%

FRESHMAN CLASS

(As of October 15)

TABLE C

CATEGORY	2005		2006	
	Number	Percent	Number	Percent
R.I. Students	1263	51%	1441	50%
Out-of-State Students	1205	49%	1456	50%
Total	2468	100%	2897	100%

STATE OF ORIGIN OF OUT-OF-STATE FRESHMEN

- The University continues to attract a majority of its new undergraduate students from New England states, from Middle Atlantic States and from other regions and countries. (See Table 5, p.10)

NOTE:

These data reflect only undergraduate admission on the Kingston Campus. They do not include graduate admission data or enrollment data from the College of Continuing Education at the Feinstein Providence Campus.

THE UNIVERSITY OF RHODE ISLAND

ADMISSION REPORT FOR UNDERGRADUATE STUDENTS
FALL 2002 TO FALL 2006

TABLE 1: TOTAL APPLICATIONS, ACCEPTANCES, and ENROLLMENTS

YEAR	APPS (1)	ACCS (2)	(2) / (1) %	NET PAID ADM* (3)	RATE (3) / (2) %	ENROLL** (4)	YIELD (4) / (2) %
A. ALL STUDENTS							
2002	12475	8473	68%	2968	35%	2890	34%
2003	14453	9978	69%	3228	32%	3165	32%
2004	14659	10118	69%	3344	33%	3188	31%
2005	14759	10997	75%	2991	27%	2947	27%
2006	15033	11052	74%	3464	31%	3452	31%
B. FRESHMEN							
2002	11073	7652	69%	2421	32%	2383	31%
2003	12965	9057	70%	2682	30%	2656	29%
2004	13110	9113	70%	2705	30%	2624	29%
2005	13403	10144	76%	2468	24%	2435	24%
2006	13545	10198	75%	2897	28%	2823	28%
C. TRANSFERS							
2002	1402	821	59%	547	67%	507	62%
2003	1488	921	62%	546	59%	509	55%
2004	1549	1005	65%	639	64%	564	56%
2005	1356	853	63%	523	61%	512	38%
2006	1488	854	57%	567	66%	559	65%

*This figure represents the number of students who paid an admission deposit and had not notified the University to withdraw as of October 1.

**This figure represents the number of students who were registered for classes as of October 15. (October 15 is the date for final enrollment reports for the state, the region and the nation.)

THE UNIVERSITY OF RHODE ISLAND

ADMISSION REPORT FOR UNDERGRADUATE STUDENTS
FALL 2002 TO FALL 2006

TABLE 2: IN-STATE STUDENTS APPLICATIONS, ACCEPTANCES, ENROLLMENTS

YEAR	APPS (1)	ACCS (2)	(2) / (1) %	NET PAID ADM* (3)	RATE (3) / (2) %	ENROLL** (4)	YIELD (4) / (2) %
A. ALL STUDENTS							
2002	4065	2798	69%	1544	55%	1499	54%
2003	4184	2879	69%	1615	56%	1590	55%
2004	4132	2931	71%	1690	58%	1598	55%
2005	4322	3206	74%	1656	52%	1622	51%
2006	4575	3229	71%	1869	58%	1848	57%
B. FRESHMEN							
2002	3355	2341	70%	1160	50%	1145	49%
2003	3454	2377	69%	1229	52%	1231	52%
2004	3353	2344	70%	1219	52%	1173	50%
2005	3570	2696	76%	1263	47%	1241	46%
2006	3738	2688	72%	1441	54%	1439	54%
C. TRANSFERS							
2002	710	457	64%	384	84%	354	77%
2003	730	502	69%	386	77%	359	72%
2004	779	587	75%	471	80%	425	72%
2005	752	510	68%	393	77%	381	75%
2006	837	541	65%	428	79%	421	78%

*This figure represents the number of students who paid an admission deposit and had not notified the University to withdraw as of October 1.

**This figure represents the number of students who were registered for classes as of October 15. (October 15 is the date for final enrollment reports for the state, the region and the nation.)

THE UNIVERSITY OF RHODE ISLAND

ADMISSION REPORT FOR UNDERGRADUATE STUDENTS
FALL 2002 TO FALL 2006

TABLE 3: OUT-OF-STATE STUDENTS APPLICATIONS, ACCEPTANCES, ENROLLMENTS

YEAR	APPS (1)	ACCS (2)	(2) / (1) %	NET PAID ADM* (3)	RATE (3) / (2) %	ENROLL** (4)	YIELD (4) / (2) %
A. ALL STUDENTS							
2002	8410	5675	68%	1424	25%	1391	25%
2003	10269	7099	69%	1613	23%	1575	22%
2004	10527	7187	68%	1654	23%	1590	22%
2005	10436	7790	75%	1335	17%	1325	17%
2006	10457	7823	75%	1595	20%	1566	20%
B. FRESHMEN							
2002	7718	5311	69%	1261	24%	1238	23%
2003	9511	6680	70%	1453	22%	1425	21%
2004	9757	6769	69%	1486	22%	1451	21%
2005	9833	7448	76%	1205	16%	1194	16%
2006	9806	7510	77%	1456	19%	1440	19%
C. TRANSFERS							
2002	692	364	53%	163	45%	153	42%
2003	758	419	55%	160	38%	150	36%
2004	770	418	54%	168	40%	139	33%
2005	603	342	57%	130	38%	129	38%
2006	651	313	48%	139	44%	126	40%

---

*This figure represents the number of students who paid an admission deposit and had not notified the University to withdraw as of October 1.

**This figure represents the number of students who were registered for classes as of October 15. (October 15 is the date for final enrollment reports for the state, the region and the nation.)

THE UNIVERSITY OF RHODE ISLAND

ADMISSION REPORT FOR UNDERGRADUATE STUDENTS
FALL 2005 and FALL 2006
PEAK YEAR AND FALL 2006

TABLE 4: PERCENT CHANGE IN APPLICATIONS, ACCEPTANCES, NET PAIDS AND ENROLLEES

CATEGORY	NUMBER**			PERCENT CHANGE*	
	PEAK YEAR	2005	2006	PEAK TO 2006	2005 TO 2006
APPLICATIONS	(2006)	14759	15033	New Peak	2%
ACCEPTANCES	(2005)	10997	11052		-1%
NET PAIDS*	(2006)	2991	3464	New	7%
ENROLLEES**	(2006)	2947	3452	New	18%

*This figure represents the number of students who paid an admission deposit and had not notified the University to withdraw as of October 1.

**This figure represents the number of students who were registered for classes as of October 15. (October 15 is the date for final enrollment reports for the state, the region, and the nation.)

THE UNIVERSITY OF RHODE ISLAND

ADMISSION REPORT FOR UNDERGRADUATE STUDENTS
FALL 2002 TO FALL 2006

*TABLE 5: REGION/STATE OF ORIGIN OF OUT-OF-STATE FRESHMEN

YEAR	NEW ENGLAND						MIDDLE ATLANTIC	OTHER REGIONS	Foreign Students	GRAND TOTAL
	CT	ME	MA	NH	VT	TOTAL				
A. NUMBER										
2002	238	36	283	43	19	619	565	73	5	1262
2003	253	36	345	48	23	705	681	59	8	1453
2004	254	28	351	68	11	712	717	42	15	1486
2005	211	36	282	42	5	576	561**	72	15	1226
2006	263	31	369	73	14	750	619	68	3	1440
B. PERCENT										
2002	19	3	23	3	1	49	45	5	1	100%
2003	18	3	24	3	1	49	47	3	1	100%
2004	17	2	24	5	1	48	48	3	1	100%
2005	17	3	23	3	.04	47	46	6	1	100%
2006	18	2	26	5	.10	52	43	5	-1	100%

MIDDLE ATLANTIC: New Jersey, New York, Pennsylvania.

*These data represent the number of students who paid an admission deposit and had not notified the University to withdraw as of October 1.

**Decline in Middle Atlantic region due to increasingly competitive recruiting environment and limited marketing outreach.

ADMISSION DATA

FIVE-YEAR TRENDS

From September 2002 through September 2006, applications for admission increased by 2558, (21%). Rhode Island applications increased by 510, (13%), and out-of-state applications by 2047, (24%).

Enrolled students increased by 585, (20%). Rhode Island enrolled numbers increased by 410, (27%) and out-of-state numbers increased by 175, (13%).

Enrolled students from New England states increased by 131, (21%) and Middle Atlantic States increased by 54, (10%).

(See chart)

5-YEAR TREND FROM SEPTEMBER 2002 THROUGH SEPTEMBER 2006		
Increased Number of Applications		
Total Increase in Applications	2558	+21%
RI Increase in Applications	510	+10%
Out-of-State increase in Applications	2047	+24%
Increased Number of Enrolled Students		
Total Increase of Enrolled	585	+20%
RI Increase of Enrolled	410	+27%
Out-of-state Increase of Enrolled	175	+13%
New England - Middle Atlantic and Other Regions - Increase/Decrease of Enrolled Students		
New England Increase of Enrolled Students	131	+21%
Middle Atlantic Increase of Enrolled Students	54	+10%

UNIVERSITY OF RHODE ISLAND

ADMISSION DATA

QUANTITATIVE:

- Freshmen applications increased by +142 (versus fall 2005).
- Transfer applications increased by +132 (versus fall 2005).
- 72% of Rhode Island freshmen applicants were offered admission.
- 77% of out-of-state freshmen were offered admission.
- 65% of Rhode Island transfers were offered admission.
- 48% of out-of-state transfers were offered admission.

APTITUDE INDICATORS

QUALITATIVE:

- Average SAT scores decreased 20 points (versus fall 2005).
- Average SAT Verbal score decreased 11 points (versus fall 2005).
- Average SAT Mathematics score deceased 9 points (versus fall 2005).
- 41% of enrolled freshmen came from schools that do not report class rank.
- Freshmen with class ranks within the top quintile decreased by .05% (versus fall 2005).
- Freshmen with class ranks within the third quintile decreased -.09% (versus fall 2005).

URI CAREER SERVICES
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career.uri.edu

University of Rhode Island
Career Services
Fall 2001 Overview

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EXECUTIVE SUMMARY
UNIVERSITY OF RHODE ISLAND
CAREER SERVICES
FALL 2001 OVERVIEW

This *Career Services Fall 2001 Overview* provides data and qualitative information regarding Fall 2001 operations of Career Services at the University of Rhode Island.

In addition to a numerical summary of programs, employers and student participation, it describes Recruiting Operations; Job Fairs and Graduate School Expo; On-campus Recruitment and Resume Drops; Participating Employers and Evaluations of services; BEACON and other technologies used by Career Services; Career Counseling; Diversity Efforts; Internships; Alumni Career Services; and the Career Services Advisory Council.

Fall 2001 Highlights

- 4594 student contacts
- 2000 additional students at September Monster BEACON Beach Party on Quad
- 3813 job opportunities posted to URI on BEACON from nearly 1500 companies
- 1001 students and alumni registered on BEACON
- 228 employing organizations at URI for on-campus interviews and job fair recruitment
- 488 students received career counseling through walk-in visits and private appointments
- 85 programs and events delivered by Career Services

Fall 2001 brought numerous and unexpected challenges due to the September 11 attacks and the general slide in the economy. Career Staff was continuously challenged to be flexible in working with distressed and concerned students and employers facing tremendous business uncertainties. Despite the difficult semester, employer evaluations of Career Services operations indicated a high level of satisfaction with staff interactions and communications. They were also highly pleased with the quality of and number of students using Career Services: employers indicated a high level of satisfaction with URI student qualifications for positions offered, with their preparation, and with numbers of job fair attendees.

Career Staff implemented two new management systems, BEACON newly powered by MonsterTRAK and a Student Participation Tracker Database. Staff revised Alumni Career policies and redesigned the Career Library to become the Career Resource Center, reflecting greater use of technology for job seekers. During the semester, increased levels of collaboration concerning internships resulted in agreement to centralize intern postings on BEACON.

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CONTENTS

Topic	Page
Career Services Staff and Contact Information	4
Introduction	5
Overview of Career Services Activity by #'s	6
Recruiting Operations	7
Job Fairs and Grad School Expo	8
List of Job Fair Employers	10
On-Campus Recruitment, Resume Drops, Employer List	11
Internships	12
BEACON	13
Career Counseling	15
Diversity Efforts	16
Technology	19
Alumni Career Services	20
Career Services Advisory Council	20
Summary and Spring 2002	21

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Student Employees: Jamie Sirois, Leslie Tavares, Ricardo Elien, Steve Hettenbach, Carey Greenway, Kelly Dodge, Bethany Calitri (intern), Christine Whelan, Angela DeChiaro

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INTRODUCTION

This report details selected University of Rhode Island Career Services activity during Fall semester, 2001. Because of new systems put into place during that semester, detailed comparative data to other years is not available. In general, due to economic factors resulting from slowdown and effects of September 11, employer recruitment was down approximately 30% in the areas of on-campus recruitment and attendance at selected job fairs (Engineering & Technology, Internship). Broad, continued and persistent outreach and personal contact to ongoing and new employers ensured that opportunities would remain plentiful and available to URI students. In addition, persistent outreach to students assured employers excellent intern and job candidates.

Fall 2001 was a challenging semester. The first career event of the semester, Career Services traditional kick-off for Fall recruiting, the "BEACON BEACH PARTY" , was held on September 12, the day after the terrorist attacks on the World Trade Center and the Pentagon. Career Staff decided not to cancel the event as the University President encouraged us all to proceed with normal activities as much as possible.

This year's Monster BEACON Beach Party introduced Career Services' new partnership with MonsterTRAK.com. Through that activity, staff and several recruiters welcomed an estimated 2000 students back to campus. Sponsors included MonsterTRAK, Cintas Corporation, US Army Recruiting, and SunLife Financial. Information about Career Services Fall programs and events and how to log onto BEACON was distributed to students stopping by the Career Tent on the Quad.

Fall 2001 held several additional challenges for the Career Staff:

- The economy had already begun to take a nosedive and slid after the attacks
- Employers who had planned scheduled interviews were uncertain about travel and budget; on-campus interview plans were changed on a daily basis resulting in additional stress for Career staff and student interviewees
- Career Staff had just transitioned to a new system, MonsterTRAK, to power its web-based recruitment system.
- Career Staff was training on a new database management system to track counseling appointments and event attendance
- Student stress concerning a troubled future and perception of fewer job opportunities increased demand for services. Over four thousand five hundred students (not including 2000 at the Monster BEACON Beach Party) had direct contact with Career Services during Fall of 2001 through workshops, class presentations, events, job fairs, interviews, and BEACON. In addition, email and webmail traffic continued to grow.

The challenge and pathos of the semester was evidenced by a comment a senior made shortly after the September 11 attacks: "I wanted to work at an investment firm whose main offices were in the Towers. I was about to send my resume. What do I do now?"

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OVERVIEW OF CAREER SERVICES ACTIVITY

The following provides an overview of Fall 2001 University of Rhode Island Career Services activity.

Programs & Events	
#In Class Presentations: Recruiting	48
# Skills Workshops (Resume, Interview, Job Fair, etc.)	22
#Other Presentations	10
#Job Fairs & Graduate School Fair	4
#Major Event (Beacon Beach Party)	1
Total # Programs & events	85

Job Fairs & Grad School Expo	
#Companies, Organizations or Grad Schools	188
#URI Student Attending	858
#Others Attending (alumni, other universities, public)	168
#Career Counseling Private Appointments	188

BEACON InterviewTRAK	
#Companies: On-campus interviews	43
#Companies Cancelled on-campus interviews	13
#Companies Resume Drops	11
#Resumes Forwarded to Companies	193
#Students Preselected for Interviews	143
#Interviews	116
#Information Sessions	11
#Information Sessions Cancelled	7
#Seniors Registered on BEACON	347
#Seniors Participating in On-campus Interviews	65

BEACON Recruitment: MonsterTRAK Job Postings to URI	
#Full Time Postings to URI	1835
#Internship Postings to URI	1117
#Co-op Postings to URI	17
#Volunteer Postings to URI	101
#Summer Job Postings to URI	12
#Part-time Postings to URI	304
Total # Fall 01 Job Postings to URI on BEACON	3813
Total #Unique Companies	1486

Student Contacts (could be multiple contacts per student)	
#Students and Alums Registered on BEACON	1001
#Student Attendance Job Fairs	1214
#Total Student Career Counseling Contacts	488
#Students in Workshops & Class Presentations	1139
#Career Resource Center Visits for Career Research est.	420
#Tests: Focus, Myers-Briggs, Strong	332

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Total Student Contacts, Fall 2001	4594

RECRUITING OPERATIONS

Employers seeking to recruit potential interns and job candidates through the University of Rhode Island are screened and oriented by a two person recruitment team consisting of the Assistant Director and the Recruitment Coordinator.

Through URI Career Services, local, regional, national and international firms recruit URI interns and full-time job candidates. Employers contacting the Career Services office or contacted by the office are offered participation where appropriate in numerous recruiting activities. These include:

- On-campus Interviews
- Resume Drops
- Job Postings, including Internships, Summer Jobs, Part-time Jobs and Co-ops
- Job Fairs
- Networking Events
- Major-specific Programs & Presentations

All employer activity is tracked on an internal database of well over 2000 employers. Employers previously recruiting on campus receive mailings concerning recruiting timetables and events. New employers contacting Career Services or contacted by Career Services are oriented by the recruiting team and sent follow-up materials dependant on their recruiting interests.

The recruiting team ensures the maintenance of strong relationships with ongoing recruiters and outreach to new recruiters in potentially "hot fields" for URI students. In addition, they facilitate connections among employing companies, faculty, and various administrative departments. By so doing, they enhance the efforts of faculty conducting research as well as development officers seeking long range partnerships with the University. The Recruiting team accomplishes its goals through:

- *Travel to recruiting events*. Examples include Careers 2001 in New York, Rutgers Job Fair in New Jersey, Northeastern Job Fair in Boston and other job fairs around the MidAtlantic and Eastern region.
- *Representation at Rhode Island business events*. The Recruiting team attends many of the Chamber of Commerce meetings and helps represent URI at the RI Business Expo each spring.
- *Attendance at recruiting forums*. The Recruiting Team keeps abreast of national and international economic developments through attendance at forums and presentations on various sectors of the economy. This may include, for example, a federal government two-day program on jobs in federal government, a New England Recruiters Conference, and NACE audio/web presentations.
- *Participation in professional associations*. The Recruiting team and other professional staff take an active role in EACE, NACE, and NEACEFE. These are described in other sections of the report.

Several factors concerning the Recruitment Program ensure that URI students benefit from maximum career opportunities:

- A high level of personal and timely customer service
- Outreach to specifically targeted employers at recruiting meetings, national job fairs, by direct mailing, and website marketing.
- Immediate follow-up of leads from students, faculty members, development officers, alumni, and as a result of intensive research
- Timely response and/or interventions when recruiter or student candidate concerns arise
- Insistence on employer adherence to federal, state, and local employment laws, EEO and Affirmative Action regulations
- Longstanding and active membership of the University of Rhode Island through Career Services in NACE, the National Association of Colleges and Employers. Career Services adheres to NACE's statement of Ethical Principles and Conduct which may be accessed at www.naceweb.org. These principles direct that all qualified students have access to job opportunities and are not subject to discriminatory practices.
- Career Services acts as a clearinghouse for all job and intern postings by managing and maintaining BEACON, a web-based recruitment system. Through Career Services job postings are available to all current students and, upon request, to alumni.

JOB FAIRS AND GRAD SCHOOL EXPO

Three major job fairs and a Graduate School Expo held in job fair format were held during Fall Semester 2001. Marketing to employers and students, registration, set-up, staffing and follow up were completed exclusively by Career Services Staff. On the days of job fairs, appointment schedules and walk-in hours were cancelled to allow Career Staff to complete arrangements for the events. Additional preparatory workshops were held in advance of job fairs to assist students to work the fairs successfully. Job Fairs and Grad Expo included:

Engineering & Technology Job Fair	October 4	38 companies
Graduate School Expo	October 30	55 schools
Internship & Co-op Job Fair	October 31	40 companies
Nursing Job Fair	November 16	55 hospitals and organizations

The Engineering and Technology Job was negatively impacted by events in the economy. This event normally sells out with a waiting list. While the venue can accommodate 55 employers, only 38 registered for the fair.

The Nursing Job Fair was a successful collaboration between Career Services and the College of Nursing. Career Services managed employer communication, registration, orientation, logistics, and set-up; the College of Nursing managed student marketing.

Job Fair and Grad School Expo Evaluations by Employers

Evaluations were distributed with additional information to employers at job fairs and at the Graduate School Expo. 56% returned the surveys. They were asked to rate: Location, Date/Time, Student Qualifications, Prior Notice, Expo Attendance (satisfaction with numbers of students), Expo Date, and Job Fair Notification Process.

Summary Table of Employer Evaluations of Job Fairs Fall 2001

	Excellent	Very Good	Average	Below Average
*Location	45%	48%	2%	
Date/Time	94%	3%	….	….
Student Qualifications	87%	3%	12%	2%
Attendance (student numbers)	57%	2%	11%	….
Advance Notification	62%	3.%	13%	1%

**All job fairs except the Nursing Job Fair were held in the Memorial Union Ballroom. The Nursing Job Fair was held in White Hall.*

Discussion: for all job fairs, the location, timing, notification about the fair, and student qualifications were rated "excellent."

57% of employers felt that the student attendance was "excellent ." Many compared the URI job fairs much more favorably than other college job fairs attended, indicating that they were professionally run and managed and well-marketed. Employers were very satisfied as well with the shuttle service provided on a complementary basis by Enterprise Rent-A-Car.

Job Fair Employers

Job Fairs are marketed to students through posters, email, class presentations, ads in the student newspaper, and the URI website.

The following organizations sent representatives to campus during Fall 2001 for campus recruiting at Job Fairs:

Advanced Medical Recruiters
Albany Law School
Alternative Care Medical Services
Anteon Corporation
Applied Science Associates Inc.
Assumption College
Ayoub
Backus Hospital
BAE SYSTEMS
Bayada Nurses
Bentley College
Beth Israel Deaconess Medical Ce
Biogen
Blue Cross, Blue Shield of RI
Boston College
Boston U College of Communicati
Boston U School of Social Work
Brandeis - Heller Social Policy
Bridges, Inc.
Bright Horizons
Bristol Hospital
Bristol-Myers Squibb
Brookside Villa Nursing Facility
Brown and Caldwell
Bryant College Graduate School
Butler Hospital
Camp Dresser McKee
Carelink Staffing Resources
Cathleen Naughton Associates
Chase Machine & Engineering, Inc
Child and Family Service Newport
Childhood Lead Action Project
City Year
Clariant Corporation
Community Care Services
CORE Business Technologies
Cranston ARC
Day Kimball Hospital
DeWolfe Companies, Inc.
E G & G Services
EDS (Electronic Data Systems)
Edwards & Kelsey
Electric Boat Corp, HR
Eli Lilly & Company

US Air Force, RI
US Army Healthcare Recruiting
US Marine Corps

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ON-CAMPUS RECRUITMENT AND RESUME DROPS

The following companies sent representatives to campus during Fall 2001 for the purpose of conducting on-campus interviews.

** indicates companies participating in resume drops for possible future on-campus interviewing.*

AYOUB *
BAE SYSTEMS
BAE SYSTEMS INFORMATION/ELECTRONIC WARFARE
BLUE CROSS, BLUE SHIELD OF RI
CINTAS CORPORATION
CORE BUSINESS TECHNOLOGIES
ELECTRIC BOAT CORP, HR
EQUIVA
ERNST & YOUNG LLP
FLEETBOSTON FINANCIAL
JC PENNEY CO.
KIEWIT CONSTRUCTION*
KPMG LLP
LEFKOWITZ, GARFINKEL, CHAMPI & DERIENZO PC
LIVINGSTON & HAYNES, P.C.
NAVAL UNDERSEA WARFARE CENTER
NORTHRUP GRUMMAN INFORMATION TECHNOLOGY*
NORTHWESTERN MUTUAL FINANCIAL NETWORK
PEACE CORPS
PIONEER FINANCIAL GROUP
PORTSMOUTH NAVAL SHIPYARD
PRICEWATERHOUSE COOPERS
PRIEST, KORTICK, DEMERCHANT & BROUGH LTD*
ROONEY PLOTKIN & WILLEY
SANSIVERI, KIMBALL & MCNAMEE, L.L.P.
THE HARTFORD FINANCIAL SERVICES GROUP*
THE LAWN COMPANY
THE NEW ENGLAND CENTER FOR CHILDREN*
UBS WARBURG
WALGREENS

Employers Participating in On-Campus Recruitment and Resume Drops were provided surveys on the day of recruitment which asked them to rate Student performance and Office Performance and intended participation in Future Recruitment at URI. Nearly 50% of employers participating in campus interviews completed the survey.

Employer Evaluation of On-Campus Recruitment:

Almost all of the employers recruiting at URI and responding to the survey indicated that they planned to recruit through URI Career Services in the future.

Student Preparation:

- 100% of employers thought that the students' resume preparation was average or above average. (14% rated student resumes as "above average.")

- 86% of employers felt that students interview preparation was average or above average. (29% rated student interview preparation as "above average.")

In general, employers were satisfied with students participating in on-campus interviews. 93% thought their overall qualifications were average or above average. (36% rated students overall qualifications as "above average")

Office Performance

Employers were very satisfied with Career Services office performance.

- 64% employers responding to surveys indicated that Career Services provided Above average communication and orientation to employers participating in On-Campus Recruitment.

- 50% indicated that communication with the Career Services office was above average; 79% indicated that orientation by Career Staff was above average.

Discussion:

Employers expressed a high degree of satisfaction with the operation of the On-Campus Recruitment Program and with the qualifications of students participating in that program. Students are very likely to receive an interview if they submit their resumes, as 75% of students who submitted resumes were pre-selected.

However, student participation rates in the program are dramatically low. Only 65 seniors of the 347 registered on BEACON actually submitted resumes. Looked at from the standpoint of the entire senior class eligible to use the BEACON program and participate in campus interviews, less than 4% participated in Fall campus interviews. Historically, fall interviews are lower in numbers and participation than Spring; in addition, the fall recruitment season was certainly affected by September 11. Nevertheless, there were slots left open and students who might have benefited with nearly all the schedules. That is an issue that must be addressed.

As the economic outlook continues to look less than rosy, students must be encouraged to begin their job searches as early as possible in all disciplines. In addition to "knowing about" BEACON, they would benefit from more encouragement to post resumes and apply for interviews beginning the fall semester of senior year.

INTERNSHIPS

Career Services uses the word "internship" to include a broad range of experiential education and to include credit-bearing and paid experiences. Its objective is to provide a clearinghouse for POSTING internship opportunities. Career Services does not grant credit and is not part of an academic department. It therefore partners with those overseeing the academic process involved with experiential education. These include academic departments, the Leadership Program, and the University College Office of Internships. Experience may come under several umbrella terms: Internship, Summer Job, Part-time Job,

Fellowship, Student Teaching. Often employers use various terms to describe internships. At Woods Hole Oceanographic Institute, for example, an unpaid intern is called a "Guest Student."

The Career Advisor assigned as Internship Coordinator works hand-in-hand with the Recruitment Team. The Internship Coordinator is responsible for collaborating with faculty and other offices involved in internship efforts. New employers are solicited to increase the variety of companies and industries. Included as well are screening, orienting and follow-up with employers seeking to post intern, summer, part-time, stipend, or fellowship opportunities. Follow-up may include assistance with posting on BEACON, referral to the Office of Internships if a credit-bearing internship, notification through BEACON email to interested and qualified students, marketing to faculty.

Career Services has as one of its major objectives to serve as a clearinghouse for all intern postings in order to ensure appropriate and legal access of intern postings to all qualified candidates. To that end, it initiated a series of steps designed to bring parties involved in the internship process together to look at more efficient and effective customer service to students, faculty and employers involved in internships and all other forms of experiential education.

Career Services accomplishments in the area of internships during Fall 2001 include the following.

- 1117 Internships were posted to URI students through BEACON.
- As a result of the July 2001 URI Common Agenda, an Internship task force was convened to address improvements in customer service to students seeking internships and employers recruiting intern candidates. Ongoing collaboration was enhanced among faculty, Office of Internships, and Career Services to continue to establish BEACON as a clearinghouse for all intern postings at UI.
- Workshops on Internships were developed, promoted and presented by Career staff.
- All job fairs, but particularly the Internship and Co-op Job Fair, provided students with opportunities to speak directly to employers regarding internships, including post-graduate internships.
- Intern recruiters were afforded the opportunity to use the InterviewTRAK system and Resume drops to identify potential intern and in some cases to interview them on-campus.
- Outreach was done to increase the number, breadth and quality of internships
- Staff members took a leadership role in the combined conference of NEACEFE, the New England Association for Co-op Education and Field Experience and NYSCEAA, the New York State Cooperative and Experiential Education Association in November 2001
- Two Career Staff members were recognized at that conference for past presidential leadership in NEACEFE; two staff members were elected to governance roles in those organizations.

Through BEACON, students reported being placed in internships at companies such as GTech, AstroMed, RI Department of Children Youth & Families, Sonalysts, Hasbro, and Morgan Stanley Dean Witter.

BEACON

In August of 2001, Career Services rolled out its new and improved BEACON program. From September of 1999 through July of 2001, BEACON had been powered by eRecruiting, a product of Experience.com. In July 2001, Career Services ended its contract with Experience.com and contracted with MonsterTRAK to provide its web-based recruitment services.

MonsterTRAK is the College-specific recruitment site of Monster.com, the world's largest online recruitment site. Employers posting jobs specifically target the University of Rhode Island and students have easy access through MonsterTRAK to employers interested in URI. MonsterTRAK at URI is branded as BEACON, which has been the URI Career Services name of its recruiting tool since September 1999.

The Career Services website was completely updated to provide seamless web integration between MonsterTRAK and URI Career Services. Policies and procedures concerning access of BEACON for students and alumni were developed in conjunction with Alumni Relations and placed on the Career Website.

Students and alums accessing BEACON have easy access to BEACON through the URI Career Services website by visiting http://career.uri.edu. They click on the BEACON logo, and enter their network id in capital letters. After a 5 minute registration process, users choose their own userID and passcode for the system. By indicating their interests and career goals, they provide information to the career staff which is used to alert them to opportunities that would be appropriate. Career staff regularly emails opportunities and notices to BEACON registrants using this system.

One example of how well this system works was an opportunity publicized to female registrants interested in science. Students were invited to attend a seminar at Pfizer on Drug Delivery systems. Nine URI students, mostly freshmen and sophomores, and one of our staff, attended.

Through BEACON, students may search jobs and internships, download resumes, cover letters and transcripts, apply for jobs and internships, participate in campus interviews, contact alumni mentors, receive job search tips, access the Career Services event calendar and access the Career Services homepage with services and links outlined in detail.

Employers wishing to post a job on BEACON contact either the Career Services office or MonsterTRAK directly, indicating their interest in posting a job to URI. Employers participating in Interviews or

Resume Drops contact the Career Services office and are set up with schedules and complementary passcodes to use the system. If not participating in campus interviews or resume drops, employers are charged a small fee to post current jobs and internships with the following exceptions: all first listings are free; all education postings are free; all education and non-profit internships are posted for free. URI Career Services applies its share of revenue to the cost of the system and anticipates fully paying for it in that way.

MonsterTRAK (formerly JobTRAK) provides students with access to a menu including:

- Jobs and Internships
- BEACON InterviewTRAK and Resume Drops
- My URI Resume
- URI Student Registration
- BEACON Alumni Mentors
- Employer Showcase
- Job Search Tips
- URI Career Services Calendar of Events
- URI Home Page

The transition to MonsterTRAK has been extremely effective:

- Since September 2001, approximately 5,000 students and alumni visited the BEACON/MonsterTRAK.com website.

- Over 1000 students and alumni are now registered on the site.

- Between May 2001 and September 2001 8,395 Jobs and Internships were posted at URI. Of these, 1,326 were in the Tri-state area.

A faultless switchover was accomplished with Career Staff and Alumni staff completing training during the summer.

Highlights of MonsterTRAK:

Registered students can report their jobs and internships
Site is much more user friendly than previous
Site is part of Monster.com which has high user recognition
Employers and Career Staff enjoy excellent back office support
Revenue sharing system from job postings will pay for the system
Ongoing marketing, technical, and training support
Students may report job and intern placement on the site for administrators to report out

CAREER COUNSELING

Career Counselors at the Office of Career Services are highly trained specialists providing confidential, one-to-one career guidance and testing to URI students and recent alumni. During Fall of 2001, Career Counseling staff included two full-time professionals and one part-time (10 hours per week) career counselor.

Career Advisors provide private consultations with students and recent alumni generally on an appointment basis but in some cases on a walk-in basis. These appointments are protected by confidentiality, similar to those carried out through personal counselors in the Counseling Center.

Career Counselors are trained in administering and evaluating the Myers-Briggs Personality Indicator and the Strong Interest Inventory.

Career Advisors provide guidance in numerous career areas which include but are not limited to: choosing a major, learning about how a major might fit into a desired industry, seeking an internship, applying for a fellowship, choosing whether to go to graduate school, finding a full-time job after graduation, self-assessment, interviewing and resume preparation. Also included are "reality" topics: how to balance school work and internship experience; how to relocate; how to balance financial pressures; how to turn part-time work into beneficial career experience.

Other issues that are discussed during the career counseling appointment might include career guidance for a physically challenged student, diversity outreach efforts and internships of specific employers, how international students find practical training, how to handle potential discrimination in the job process.

The experience and experitise level of the individuals providing career counseling at the University of Rhode Island often goes unnoticed. Career counseling is a specialized profession and at the University of Rhode Island certain qualifications are necessary to be hired as a Career Advisor. These include:

- Masters Degree in College Student Personnel, Higher Education, Counseling or Psychology
- Internship in Higher Education, preferably in a College Career Center
- Experience in career counseling for diverse populations

Unfortunately, URI is the least well staffed of all New England State Universities in the area of Career Services and specifically in the area of career counseling. During the height of the recruitment season, students often had to wait two to three weeks for a career counseling appointment.

The importance of good career advice cannot be underestimated. One parent told the Director that one of our career counselors had "saved her daughter's life." The student was so disheartened by a disconnect with her chosen major that she was about to drop out of school. The Career Counselor helped her "turn that around."

Students who meet personally with Career Counselors at URI often comment on how helpful the service was, how meaningful the encounter with the counselor, and how much "better they feel" about the job search or internship search effort.

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DIVERSITY EFFORTS

The University of Rhode Island is a member of NACE, the National Association of Colleges and Employers. NACE specifically outlines responsibilities of Career Services professionals through its "Principles of Professional Conduct":

> Career services professionals will maintain EEO compliance and follow affirmative action principles in career services activities in a manner that includes the following:
>
> a) Referring all interested students for employment opportunities without regard to race, color, national origin, religion, age, gender, sexual orientation, or disability, and providing reasonable accommodations upon request;
>
> b) Notifying employing organizations of any selection procedures that appear to have an adverse impact based upon the student's race, color, national origin, religion, age, gender, sexual orientation, or disability;
>
> c) Assisting recruiters in accessing certain groups on campus to provide a more inclusive applicant pool;
>
> d) Informing all students about employment opportunities, with particular emphasis on those employment opportunities in occupational areas where certain groups of students are underrepresented;
>
> e) Developing awareness of, and sensitivity to, cultural differences and the diversity of students, and providing responsive services;
>
> f) Responding to complaints of EEO noncompliance, working to resolve such complaints with the recruiter or employing organization, and, if necessary, referring such complaints to the appropriate campus department or agency.

These principles are fully supported by and adhered to by the Career Staff. In order to increase participation of underrepresented students, Career Services fully participates in Diversity efforts through outreach to student organizations, longstanding, participation in Diversity Week, and its own employment practices for student employees, interns and full-time staff. The Director is one of the first Student Affairs Directors to participate in the year-long Multicultural Faculty Fellows program coordinated through the Multicultural Center.

Usage of the Career Services office indicates that Career Staff attracts and does outreach to diverse students. The office regularly distributes Diversity Career Publications to offices and groups at the University. These publications include information for general audiences as well as for specific majors.

Of BEACON registrants, 15% self-identify as non-Caucasian. The following indicates numbers of BEACON registrants by self-disclosed ethnicity

African American / Black 27
Asian or Pacific Islander 79
Canadian Aboriginal 0
Caucasian, Non-Hispanic 716
Do Not Wish To Provide 112
Hispanic / Latino 24
Multi Cultural 8
Native American or Alaskan Native 2
Other 33
Total 1001

Career Services has among its recruiting employers half of those companies and organizations cited by *Fortune Diversity Career Guide Fall 2001* magazine as favorable to diversity efforts including national organizations such as City Year and INROADS. Seven of those companies were recruited by direct outreach of the Career Services Recruiting team at various job fairs, particularly the Rutgers Job Fair. The benefits of supporting travel to various events for employer recruitment purposes is dramatically underscored by these facts.

Of America's 50 best companies for minorities cited by *Fortune* Career Services has enjoyed some kind of recruiting activity with 24 of the 50: job posting, job fair attendance, intern posting or on-campus recruiting. Ten of these 24 were directly contacted and subsequently participated in URI's recruiting program. Examples included: Nordstrom's, Consolidated Edison, Abbott Laboratories, and Colgate-Palmolive.

Of 50 "most coveted employers" indicated for MBA students, Career Services has activity with 26 out of the 50 cited. Most are major companies that Career Services has had activity with for some period of time, including Booz, Allen & Hamilton, Boston Consulting Group, Salomon Smith Barney and Johnson & Johnson.

Career Services has participated fully in all Diversity Week activities. This year, a special program was presented by the Recruiting team on *Opportunities for Multicultural Students in the Federal Government.* This program was made possible by travel to several day conference in Baltimore highlighting Federal agency recruitment. Career Services also co-sponsored the Women's Leadership Program.

One dramatic example of the benefit of travel by the recruiting team to this type of conference was to facilitate the Workforce Recruitment Program to be on campus recruiting in February 2002. This is a special program targeting physically challenged students for positions with nationwide federal agencies. Our office is collaborating with the Office of Disability Services to market this event.

As federal agencies are one of the few sectors of the economy planning increases in college hiring (up over 20% this year), the payoff of staff travel to meet recruiters in person is obvious.

TECHNOLOGY

Career Services advanced significantly in its usage and availability of technology during Fall 2001.

Career Resource Center

To improve customer service, the Career Library at 221 Roosevelt was renamed and revamped to become the Career Resource Center. The Career Resource Center is comprised of two rooms, a large classroom space and a smaller anteroom. Previously, the large space held bookshelves with binders of job postings, directories, books and employer literature

With the increasing usage of web-based and non-print resources, one of the Career Advisors who manages the Career Resource Center planned a transformation in order to increase user-friendliness and attractiveness of the space, accommodate more computers and set up a space for in-house Powerpoint and internet instruction to students in the Center. This change allowed more users onto Focus II, a popular self-assessment instrument housed at Career Services. A permanent screen was purchased and mounted in the Career Resource Center to accommodate presentations.

An Intern Corner was set up in the Career Resource Center. On one of the Career Computers, students are able to easily access bookmarked intern sites, including those that would require them outside the Career Center to enter a passcode. Directories and other intern-related materials, including hard-copy internship postings arranged by field, are easily accessed in the Intern Corner.

Website

Career Website: http://career.uri.edu

The Career website at http://career.uri.edu was dramatically changed in both style and user-friendliness. It was also changed to accommodate two major technical improvements:

- Switchover of BEACON to MonsterTRAK.com. Log-in screens at the career website were created to allow students and alumni to easily access job postings using their network id's or special access id's provided to alumni. Switchover to this system has enabled staff to cut down significantly on the amount of time required to assist students on BEACON, set up campus interviews, orient employers, and report out recruiting information.

- New Employer Job Fair Registration Process. At the end of Fall 2001, the new online Employer Job Fair Registration process went live. Career Services contracted with HotU (formerly Scholastic Recruits) to provide automated online customized job fair registration, information, payment, and follow-up for employers through its UConfirm product. This product will save staff time and printing costs as it automates the entire job fair registration process and enables staff to create publications, name badges and reports in conjunction with job fairs.

Other website improvements:

- The Career Services list of weblinks was updated and the career links reorganized.
- A new monthly column for students from the National Association of Colleges and Employers was added to the "student" link on the career website.
- Alumni Services were added to the website with links to the Alumni Relations office.
- A Career Calendar of Events was added to enable students to see and print out career events at URI and elsewhere.

Other Technology Improvements

As a member of the University wide Web Advisory Committee, the Director has been able to establish working relationships with the University webmaster and others in decision-making roles regarding University web policies.

Telephone Message Attendant: The telephone message menu system was evaluated and changed during Fall 2001 for improved effectiveness and customer service.

Parent and Student Chats. Through contract with HotU, Career Services will run three monitored chats during spring 2002. Plans for the chats and marketing of the chats was begun during Fall 2001. Two of the hour-long chats will be limited to parents of students; one will be directed to undecided students.

Videotape. During Fall 2001 Career Services presented an overview to the Directors of Communications and News Bureau of the marketability of Career Services events and accomplishments to enhance student admissions, particularly out-of-state. It is anticipated that footage already taken by Career Staff on a digital SONY camcorder as well as other intended footage to be determined, will be part of a video produced through the Communications Division.

ALUMNI CAREER SERVICES

With the advent of a new BEACON system and the increase in alumni demand for Career Services, staff evaluated policy, procedures, and alumni career services in order. As a result, and in conjunction with the Advancement Division and office of Alumni Relations, new policies and procedures were established for alumni Career Services at URI.

Due to lack of counseling staff, Career Counseling was restricted to recent alumni (those within 6 months of graduation date). This reflected the reality of severe staff shortages in the area of career counseling.

Access to BEACON was provided free of charge to recent alumni. However, to reflect trends at other schools, and due to lack of financial support for alumni career services, the office reluctantly decided to charge advanced alumni $50 for access to a 6 month passcode to BEACON. Results at this time are uncertain; however, it appears that the most important item to advanced alumni is not job postings, but one-to-one career counseling. This again reflects the necessity of increasing the career counseling staff.

URI CAREER SERVICES
Providing Directional Career Resources

URI Career Services provides service to the following:

- Job Seeking or Career Changing URI alumni
- URI Alumni who wish to Mentor URI students or other Alumni
- URI Alumni Employers interested in Posting Jobs or attending Recruiting Events at URI

All job seeking URI alumni, regardless of graduation date, are offered the following services:

- Complementary attendance at job fairs
- Complementary attendance at programs, workshops and networking events
- Complementary and unlimited use of Career Resource Center and Self-help Computer Mini-Lab (for career related work only) at 228 Roosevelt Hall in Kingston.
- Access to BEACON, a web-based job posting, resume referral and alumni contact network: complementary for recent alumni for a six month period. OTHER URI alums: $50 for a six month period.

Additional Services for Job-Seeking Recent Alumni

- Complementary Career Counseling (by appointment only)
- Career Testing (Strong & Myers – Briggs, $15 fee per test)
- Complementary Walk in Quick Questions for Resume Critiques (during academic year)

Alumni wishing to become mentors log directly onto MonsterTRAK.com and click on the Career Contact and Alumni Network

ALUMNI EMPLOYERS: JOB POSTINGS, JOB FAIRS, INTERNS

Alumni employers are welcome to Career Services for posting a job or internship at URI, interviewing on campus, attending a job fair, or attending a career networking event. Career Services makes special efforts to identify and recognize URI alumni employers and to connect them with students through presentations and the Career Contact and Alumni Network on BEACON.

Over one hundred URI alumni requested and received information regarding URI Alumni Career Services. Plans are underway to secure funding for a brochure outlining alumni career services at the University of Rhode Island. This would be distributed at alumni events, homecoming, to alums inquiring about services, and made available at the Alumni Relations office.

Fifty alumni were issued passcodes to BEACON. Of these, only one paid $50 for an access charge, 46 were recent Alums and received complementary passcodes, 3 were alumni/URI staff members provided access to the system.

CAREER SERVICES ADVISORY COUNCIL

The Career Services Advisory Council was established in Fall of 2000. The purpose of the council is to assemble important shareholders and solicit feedback and advice for long-range planning. In addition, the Council provides a forum where administrators, deans, parents, students, and employers may come together and focus on career issues.

Current member organizations of the Council are:

American Power Conversion
Bayada Nurses
Bright Horizons
CSC Computer Sciences Corp. Technical Mgt Group
CVS/Pharmacy, Corporate
Defense Contract Audit Agency
Disney World College Program
Eli Lilly and Company
EMC CLARiiON
FleetBoston Financial
GZA Geo Environmental, Inc.
Internal Revenue Service
MonsterTRAK
Peace Corps
Raytheon
Thielsch Engineering

The Fall 2001 meeting of the Advisory Council focused on Recruiting Trends and provided an overview and discussion of recruiting in light of September 11.

The following items have been cited during the two years of operation as critical by the Career Services Advisory Council.

- Criticality of Accurate Placement Data.
- Educating students and employers about internships and centralizing information.
- Availability of an alumni database searchable by major, location, industry and company.
- Marketing to Faculty and Increased Relationships with Faculty
- Additional Career Services staff to counsel and assist students
- Additional Marketing of the Importance of ongoing Career Counseling

Career Staff continues to meet with and communicate with members of the advisory council for assistance, feedback, advice and as a sounding board for the future.

URI CAREER SERVICES
Providing Directional Career Resources

SUMMARY AND SPRING 2002

Fall of 2001 has been an enormously active and challenging semester. A year ago, Career Staff were counseling students who were trying to sort out multiple job offers, signing bonuses, and apparently unlimited intern and full-time job opportunities. This year, Career Staff is counseling students that another turnaround will not occur until Summer of 2002.

The staff has revised Spring 2002 plans to focus more specifically on better preparation for students interviewing for internships and full-time jobs in order to better the competition in the market.

In addition, it has scheduled five job fairs, a busy on-campus recruitment season and has invited faculty to request in-class presentations. Nearly 30 programs are already scheduled; 70 to 80 additional programs are anticipated for Spring 2002.

In December, A 4 page brochure highlighting Career Services for Spring 2002 was mailed to all seniors at their home addresses during the mid-semester break and will be sent to all departments, to graduate students, and distributed to undergraduates.

In addition, all programs for Spring 2002 are indicated on the URI Calendar of Events under Student Activities and at the Career Calendar of Events found on the Career Website: http://career.uri.edu. Services for students and alumni are also indicated at that site.

Career Services has as its goal for Spring 2002 to get as many students as possible registered and using the BEACON system. By so doing, opportunities for students will be visible, timely and easy to apply for. Students will be able to tell Career about their job placement. This will have effect on development, admissions, and employer recruitment.

A Great Year!!!

URI Career Services

Overview

June 30, 2004

Service to Students Increased!

Up 61% Job Fair attendance
2,356 attendees

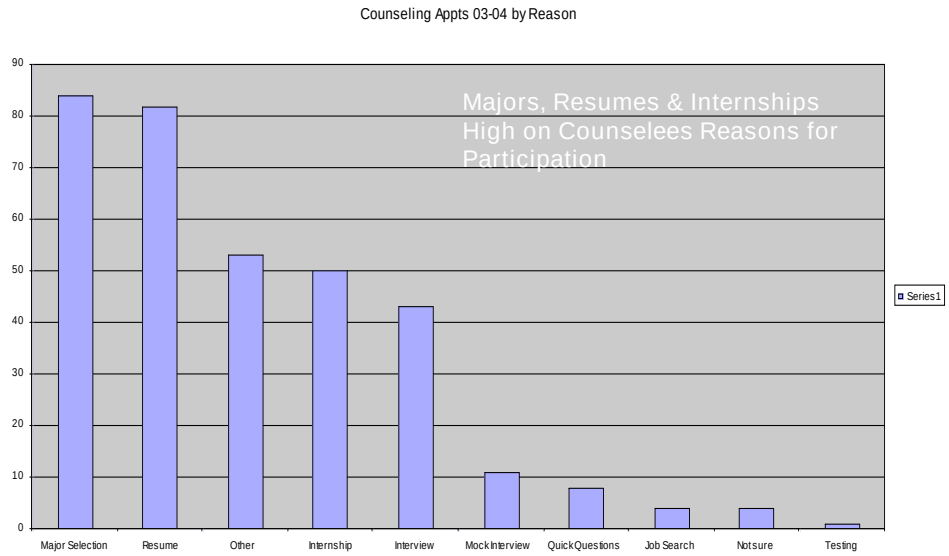
Up 28% Quick question hours
totaling 765

Up 38% On-campus Interviewing
Companies totaling 83

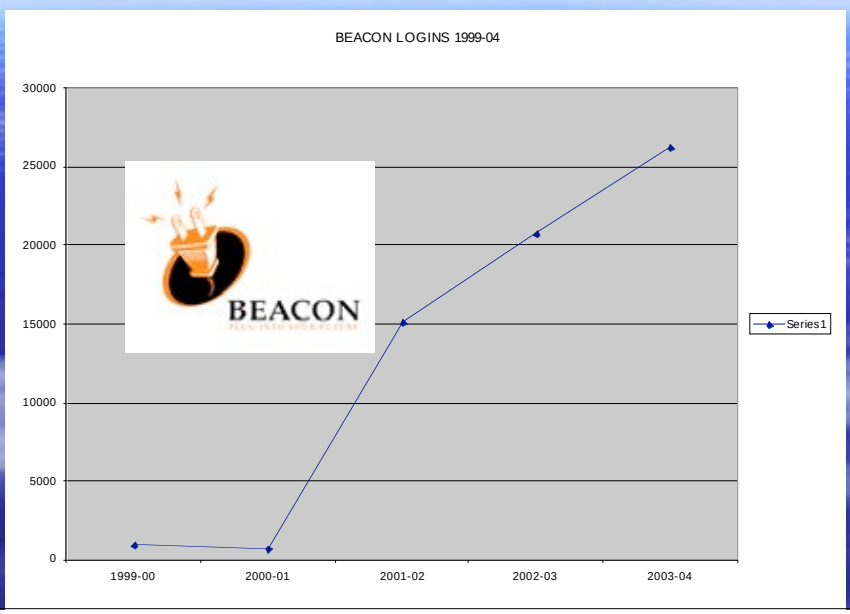
Up 25% Resumes submitted for
OCR totaling 697

Up 9% Career Counseling
appointments totaling 504

More Students Request Career Counseling



More Students & Alums on BEACON!!!



Up 110% in registrants totaling 5067

Up 15% in job postings on totaling 8008

Up 15% increase in intern postings totaling 3424

Up 200% in logins over 2001 totaling 28,000

URI students second in nation in participation in MonsterTRAK Diversity & Inclusion eFair

15% increase in BEACON Job Postings! (as of 5/18/04)

	2002-03	2003-04
FT Entry-level	2062	2242
FT mid-career	11	65
FT Experienced	929	681
PT	429	841
Intern	2972	3424
Summer	185	139
Co-op	17	20
Volunteer	321	514
Fellowship	21	82
Total	6947	8008

Registrants are Ethnically Diverse

African American/Black	145
Asian or Pacific Islander	275
Caucasian, Non-Hispanic	3723
Hispanic/Latino	179
Multi Cultural	61
Native American or Alaskan Native	15
Other	156
Do not Wish to Provide	487
Total	5041
Non Caucasian % of Total Reported	18% (all URI students 13.9%

New initiatives succeeded!

222 interactions at College of Business satellite office established September 03

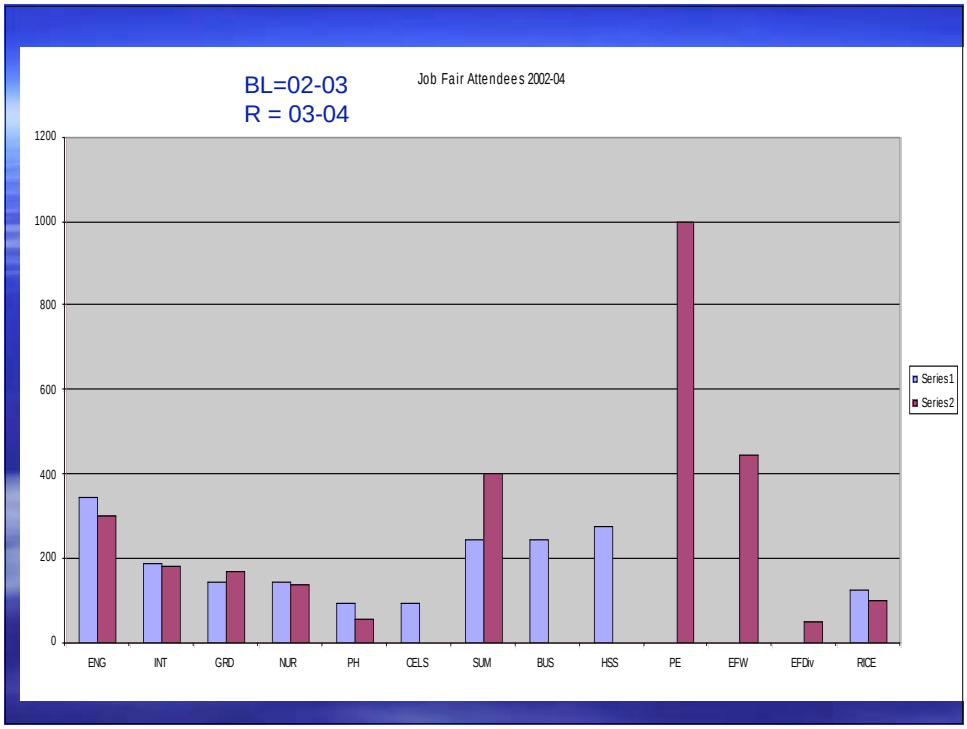
325 attendees at Alumni presentations on Psychology & Communications careers

81 URI departments posted 265 opportunities for on-campus work-study & non work-study jobs on BEACON

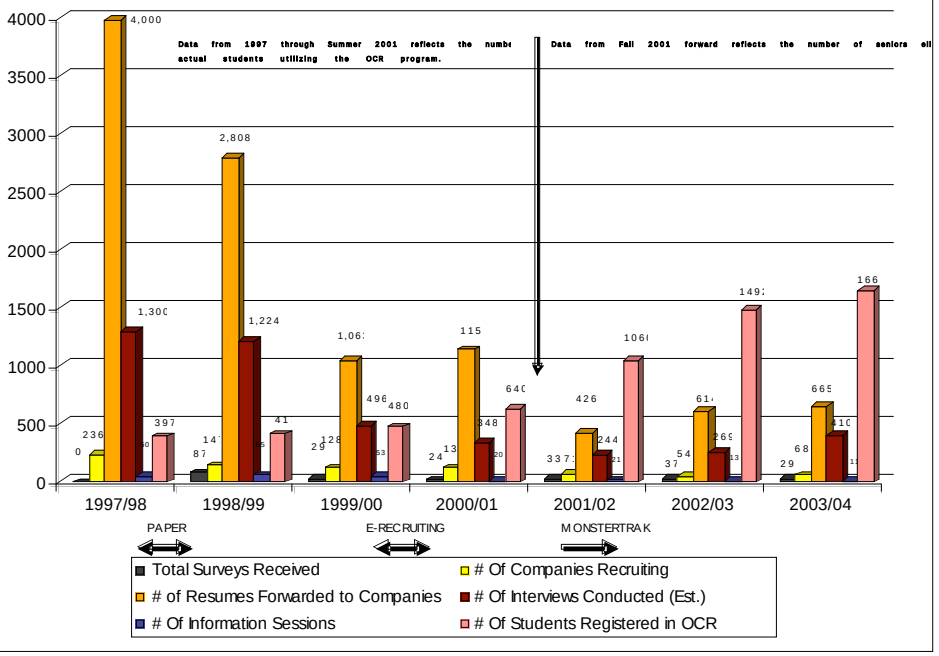
749 Freshman registered on BEACON from a handful in previous years

Culminating Event of the Year: URI's largest job fair ever!

- Passport to Employment Job Fair, Saturday, April 24, 2004 Ryan Center
- 1000 Attendees
- 82 Companies & Organization with 175 Company representatives
- Outstanding Evaluations from students & Employers
- Capstone of themed semester using Career Passport to increase student preparedness



OCR Overview 1997-04



Top 5 Growth RI Public Employers

Red Indicates URI Recruiter

Rank	Company	2003	2002	Pct. change
1	Home Depot World's largest home improvement retailer	1,925	900	+113.9%
2	Tyco International diversified manufacturing and service company that offers key products and services in the electronics, fire and security, healthcare	525	295	+78.0%
3	Lowe's Cos. Inc. fastest growing home improvement warehouse in the country	580	375	+54.7%
4.	Amgen world's largest independent biotechnology company	1200	786	+52.7%
5.	KVH Industries international leader in developing and manufacturing innovative, mobile, high-bandwidth satellite communications systems, navigation products, and fiber optic sensors	250	180	+38.9%

Source: Providence Journal 5/25/04

Other Public RI companies (ranked regionally) recruit here

Rank	Company	2003 RI #'s	2002 RI #'s
1	CVS Retail Chain	5160	5114
5.	Raytheon Commercial defense technologies	1600	1600
6	Hasbro Toy & Game Maker	1300	1300
7	American Power Conversion Power Supplies & Surge Protection Products	1220	1200
11.	GTech Lottery & Gaming	1025	808
16	Textron Multi-industry: aircraft, financial	750	733

Programs attracted students to Career Services

- Careers in Psychology 160
- Careers in Communication Studies 150
- Business Networking Night
- Public Accounting Night
- SPAC
- How to Network
- Resume Workshops (10)
- Resumania (2)
- Internships (3)
- Interview Workshops (9)
- How to Work a Job Fair (6)
- What is an Efair (4)
- Fear Factor (2)
- Passport to Career Choices (2)
- Preparing for Graduate School
- RICE Workshop (2)
- Classroom Workshops – Counselors (12)
- Classroom Presentations – Recruiting

Classroom Presentations linked academics to Career Services

Presentation Types	Student #'s
Exercise Science Class (2)	36
Communication 210	28
OIEE classes (3)	103
Secondary Ed.	65
Phys. Ed	18
Animal/Vet. Science	25
Fraternities	35
Recruitment (72)	2091
OIEE, Teacher & other (15)	355
Total 87	2446

ALUMNI REPRESENT NEARLY 1/3 OF ALL BEACON REGISTRANTS

1964-98	107
1999-2003	1536
2004	1163
2005	844
2006	551
2007	770
2008	32
2009	34
Other	4
Total	5041

ALUMNI: Most Frequent Majors Requesting Service

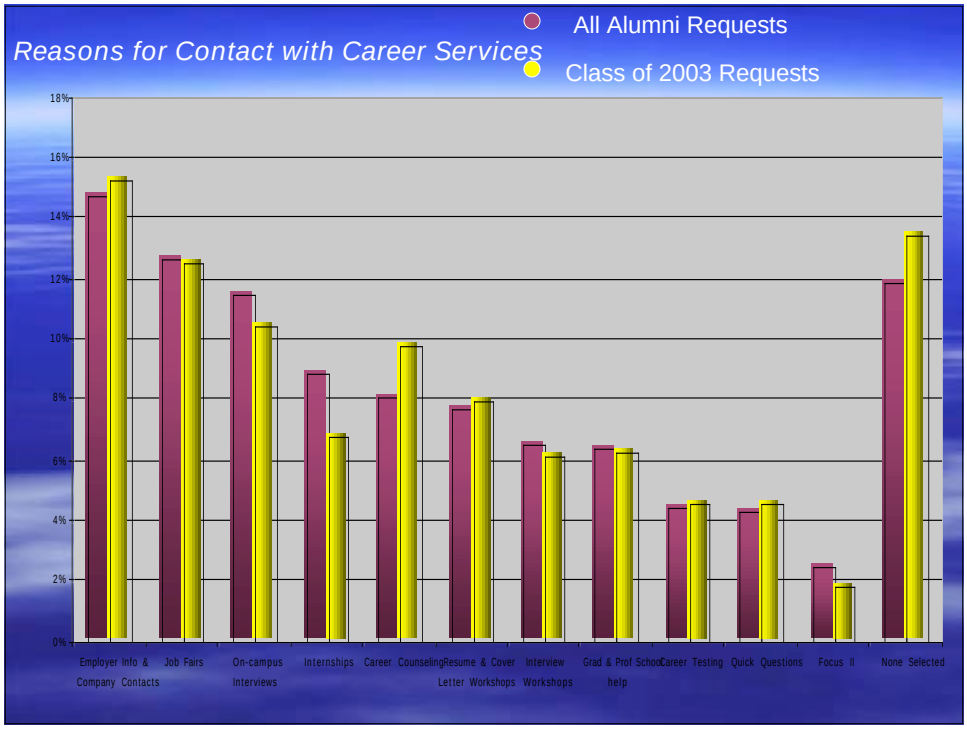
College of Arts & Sciences
Communication, Art, English, Political Science, Psychology, Women's Studies

College of Business Administration
Marketing, Management Information Systems, MBA

College of Environmental & Life Sciences
Marine & Natural Resources

College of Engineering
Mechanical & Electrical

College of Human Science & Services
Human Development & Family Studies, Textiles Marketing & Design, Elementary Education



Highlights

	02-03	03-04	
Career Counseling & Walk-ins	1,063	1,269	↑ 19%
Employing Cos.	448	608	↑ 36%
BEACON jobs	6,947	8,008	↑ 15%
Student/Alum contacts	10,006	16,037	↑ 60%
Submitted Resumes	559	1,206	↑ 115%

Budget 05

Personnel:	$361,266 + fringes (Medical: $45,323)
Student Help	$14,185
Internal	$35,062
Operating	$51,571
Total	$408,908 + fringes

Postage	$6,055
Phone & Data Service	$9,072
Ofc Expense (no maintenance)	$1,437
Dues, Subs, memberships	$1,469
Insurance	$0
Phone: Long Distance	$1,721
Auto printing services	$0
Bnd/Emboss/Photo/Printing	$6,784
Advertising	$1,729
Other repairs& serv contracts	$856
Rental/Equipment	$279
Fuel Oil	$0
Items for Educational Purpose	$4,065
Bldg maint. small Eg light bulbs	$62
Computers & Supplies<5000	$1,025
Computer Software<5000	$456
Fac & Ops Physical Plant	$61
Operating: all other	$13,906
Ofc Supplies on RAM card	$1,424
Mileage reimbursement	$0
Out of state travel	$1,170
Other travel - in state	$0
Lease purchases	$3,929

Career Services supports Divisional Strategic Plan

- "Increase support for student learning services and learning communities"
- *In conjunction with Office of Experiential Education and academic departments, assess and evaluate existing opportunities for students to learn about experiential opportunities. Expand relationships and programming concerning experiential education. Consider possibility of 1 credit pre-internship course to teach students how to locate, evaluate, apply for and gain skills during their internship experiences.*
- *Improve and build "What to Do with a Major in…website"*
- "Track students as they graduate, transfer or drop out to inform recruiting and retention strategies"
- *Develop an online graduating student survey with options for individual college questions*
- "Provide more web-based and 24-7 student services"
- *Enhance career website with Typo 3 management services enabling immediate updates; continue use of MonsterTRAK which is enhancing features in the coming year for additional student and employer 24/7 service*

Our team, Fall 04

Maria, Grad Student Employee 10-12 hours
Bryna, Grad Student Employee 10-12 hours
Student Employee, Technical Assistant 5 hrs in fall
Brian 8 – 10 hrs.
? Career Advisor
Vicki, Dan and Lisa (after Nov. 18) 3 days/week
Amy, 1 – 2 days per week
Carolyn
Audrey
Steve
Joan
Bobbi
And serving in her new role, Peg as CBA Liaison to Career Services

Agenda items

- Calendar of Major Events
- Walk-ins, Counseling, CBA
- Use of Technology
- Roles and Responsibilities
- Other:
  - Data Collection
  - Marketing
  - Advisory Council
  - Internal Communications: Meetings, Calendaring, etc.

Career Services
228 Roosevelt Hall
Director: Bobbi Koppel, Ph.D.
Bkoppel@uri.edu
401 874-5177
http://career.uri.edu

Overview:

Students attend the University expecting significant opportunities for employment both during and after their academic tenure here. Career Services has as its goal the career education of students and the facilitation of student contact with employers. Career Services is a clearinghouse for recruitment opportunities, career resources and career events at the University of Rhode Island. Its shareholders include students, faculty, parents, employers, alumni and the public. Career Services supports the important initiatives of retention and persistence efforts in two ways: first, by providing student with supplemental employment opportunities during the academic year to offset tuition costs and second by providing valuable outcome information in order educate the student and family on appropriate financial returns on their educational investment.

The following services are key components in providing Career Services:

- Providing professional and confidential career counseling and career testing and assessment to undergraduates, seniors, graduate students and recent alumni. This includes confidential meetings with counselees, career and interest testing, job search assistance, and follow-up.

- Preparing students for the workforce and increasing the opportunities for work experience, including paid and for-credit internships, summer jobs and part-time employment.

- Providing specific skills training to enable students to obtain appropriate employment: resume and cover letter services, interview workshops, preparation for professional and graduate school

- Providing state of the art technology to provide 24/7 access to career information and job postings and interview sign-ups.

- Connecting students to alumni and potential alumni employers through Career services Career Contact and Alumni mentor program.

- Managing and facilitating access to thousands of employers recruiting URI candidates through job fairs, on-campus interviews, job postings and networking events. This also includes the on-campus student employment job fair to provide undergraduates with an easy way to contact URI departments seeking student workers.

- Ensuring all appropriate candidates, regardless of gender, ethnicity, ability or sexual orientation have equal access to job and internship opportunities. Through URI's BEACON program, powered by MonsterTRAK, students and alumni can access a centralized job and internship posting site.

Highlights of 2004-05

a. This academic year presented challenges due to significant staff and organizational change. Highlights included a 200% increase in student activity to the Career Website; an increase in classroom service presentations; an increase in the number of career counseling appointments; technology upgrades; the posting and dissemination of nearly 12,000 internship, summer, part-time and full-time job opportunities for URI students; and continuation of a heavy schedule of major events, workshops, and programs.

A significant highlight of the year included being chosen one of only 7 schools in the country to participate in MonsterTRAK's Beta test of free job postings for employers. This has now become industry standard: URI's Career team provided significant feedback and consultation and continues to do so to MonsterTRAK.

Career Services team worked with University College to enable freshmen for the first time to register on the Career Services BEACON program during Orientation. Approximately 800 parents attended the Career Services Parent Orientation seminar. The seminar was so popular that there was standing room only at most of the presentations.

Career Services worked closely with the Office of Internships to ensure seamless service to students seeking internships both paid and for credit. Opportunities continue to be posted centrally on the BEACON system.

b. Challenges and problems
Staffing: For the second year in a row, Career Services staffed Roosevelt Hall operations—including walk-in availability and career counseling and testing, a satellite office in Ballentine Hall, and all major events, despite staff shortages. Four members of staff were temporary employees, one did not return from maternity leave until November, and 5 were part-time. Since URI Career Services is significantly behind peer institutions in staffing, providing enough career counseling availability and educational programming for the demand and need continues to be the greatest challenge. Staff members not only provide direct career support but also act as administrators both technical and programmatic.

Services: Career Services, with its present staffing, is unable to provide staffing for URI 101 classes, for alumni career counseling (with the exception of recent alumni), for outreach counseling for prospective students/community members. The office was stretched to capacity with the benefit and challenge of a satellite facility and extensive job fair and network programs—each took staff members out of the office and posed shortages while other events were covered.

Facilities: Roosevelt Hall as a facility offers numerous challenges. Power outages, steam problems, insufficient heat (or too much), no central air conditioning, an elevator that frequently does not operate, men's and women's bathroom facilities in deplorable condition, ladybugs, bees, and cockroaches, and windows that all need to be replaced, make this a really challenging working environment.

In addition, the "long hall" of the facility makes it difficult to attract as well as to interact with visitors. They can enter anywhere: there is a reception office but visitors have trouble finding it. The offices were originally dorm rooms and bathrooms. It is to be noted that during recent renovation processes to Roosevelt Hall--when Enrollment Services vacated Roosevelt Hall and University College was enhanced, the first, third and fourth floor of Roosevelt were renovated. Unfortunately, the second floor, home to Career Services and the Counseling Center, were left "as is."

The Career Staff proposed a new facility in November of 2003 and it hoping to be able to vacate the premises in the not too distant future.

Visibility: Signage continues to perplex the staff. The only sign in front of Roosevelt Hall says "Roosevelt Hall." There is no way that students or visitors (such as interviewing employers) can identify the facility as housing the Career Services suite.

Parking: Parking for on-campus recruiters and job fair employers continues to be impossible. We are told by administrators at Parking Services that with the arrival of "gates" it will be "even worse." Career Services has failed to convince Parking Services that on-campus employers conducting interviews and job fair employers should have convenient and dedicated parking.

Services for Alumni: The demand for career services provided to Alumni continues to grow. Without adequate career counseling staff we are unable to meet that demand.

Outreach: Increasing demand on the part of employers and the more complex nature of how to educate and reach potential student candidates necessitates more people resources in the recruitment area and in the career counseling area. Outreach, customer service, technical management, record-keeping and marketing must be at an exceptional level to ensure customer satisfaction and to appropriately connect students to employers.

Marketing: The level of sophistication and need for enhanced marketing materials for all of our constituencies carries cost with it. The design and planning of marketing materials, mailings, advertisements in the student newspaper, the Providence Business News and other venues are costly. As the University Publications office has not been able to provide marketing support, it has fallen on the career staff to become Advertising, marketing and promotional material specialists. This puts a time and cost strain on the small office.

Fellowships, Scholarships and Graduate Assistantships. Career Services receives not only job postings but also opportunities for scholarships, post-graduate fellowships, and awards. The University does not maintain a central database of fellowship and scholarship opportunities or a central database for graduate assistantship positions. The Career Services office does receive

many such opportunities and attempts to disseminate those opportunities. However, the process for potential graduate assistants or awardees is hit or miss. That represents a challenge.

Relationship with the Feinstein Providence Campus Career Office. Career Services currently manages and finances the BEACON program and TypeFOCUS, an online self-assessment instrument used by the Providence campus. These programs combined cost nearly $5000; however, no funding is provided by the Providence Campus. As Career Services expands its repertoire of assessment tools, the costs will increase.

Career Services staffs at both campuses are professionally collegial, and collaborate on some programs and services. However, as costs increase for the Kingston office, the budgeting for services provided at Providence should be looked at.

2. General summary narrative on staffing and organizational issues.

a. Staffing levels and vacancies:

As of 7/20/05
Permanent Full-time Staff
Director
Assistant Director
Manager of Employer Services
Support:
Senior Clerk-Typist
Systems Support Technician I

Permanent Part-time Staff
Career Advisor .6FTE

Temporary Part-time Staff
Career Advisor .2FTE
Career Advisor .2FTE
Career Advisor .2FTE
Career Advisor .15 FTE

As of 8/21/05
Permanent Full-time Staff
Director
Assistant Director
Manager of Employer Services
Support:
Senior Clerk-Typist
Systems Support Technician I
1 Career Advisor
Permanent Part-time Staff
2 Career Advisors .6 FTE

1 Career Advisor .4 FTE

The Assistant Director resigned in August of 2004. As a result, one of our staff career advisors was promoted to Assistant Director; and the recruiting coordinator was promoted to Manager of Employer Services. Career Counseling programs were integrated more fully with Employer Services.

Two career counseling positions were changed to become one full-time and 2 part-time positions with an ensuing national search. As of 8/21/05 these permanent positions will replace monthly temporary positions.

There are no additional FTE's available at Career Services. Nor are there any lines or budget items for Graduate Assistants. In benchmarking, we find that our peers have exceptionally higher levels of staff and updated positions. For example, other Career Services offices, in addition to the above, have an Associate Director, Fiscal Officer/business Manager, Program Managers, Career Librarian, Recruitment Assistant; Administrative Assistant; Graduate Assistant.

Professional development:
We offer numerous in-house training sessions by inviting colleagues in to speak to staff. Staff members are offered staff a variety of web-based inhouse training sessions through NACE, the Human Capital Institute, and MonsterTRAK. Some of the in-house trainings have included International Student Services, the Office of Internships and Experiential Education; the Office of Disability Services. We also purchase professional development materials. All staff is encouraged to attend sessions through PDLot. Some members of staff are supported to attend professional meetings such as the EACE meeting, the Eastern Recruitment Meeting, NEACEFE, and the RI Career Counselors meetings.

The Director is a member of the Leadership Credentials Committee, which is working to increase leadership education for current URI staff and faculty.

b. Organization shifts in pursuit of effectiveness and efficiency

In addition to personnel reorganization described at 2a, numerous initiatives were planned to increase organizational efficiency.

1) Career Assessment. A team of Career Counselors completed in-depth research concerning best career assessment resources, and made recommendations for enhancements to the array of instruments provided to counselors for student career assessment. The paper and pencil general version of the Strong is phased out in favor of the online College version. A new Campbell (CISS) is currently being explored in order to more adequately address specific student needs. The Myers-Briggs instrument will be made available online. In addition, FocusII will be phased out in favor of the more extensive online self-assessment tool, TypeFocus, which is also more cost-efficient than the previous license.

2) Technology: To improve presentations, the office has ordered a ceiling mounted projector which is waiting for installation. New computers are replacing obsolete machinery in the Career Resource Center. The office is evaluating various vendors to manage job postings, student communications, the mentor program, and on-campus interviews. We continue to research technologies such as resume writing programs that will increase student learning.

The Career Services office will be part of a beta test of a new calendaring and intranet system being developed at the University. This will greatly enhance internal communications.

The Job Fair site now includes the ability of employers to register on-line and the ability of students to submit resumes to an electronic database.

The Director is a member of the University Web Committee as well as the University Task Force on E-Portfolios.

Career Services is monitoring the number of telephone calls to the main office number, 401 874-2311, which is menu-driven. Most calls go directly to individual staff members, as a decision was made early on to make individuals directly accessible. Therefore, we can assume that many of the calls to the main office are first callers inquiring about information. For the 2004-05 academic year, a total of 3,399 calls were completed to the main office number.

Of calls to the menu, the most frequent were: Current Student Services, Employer Services, Career Counseling Appointments.

2) Alumni. A detailed benchmark study was completed of Alumni Career Services at Peer Institutions and Career Services is working with the Alumni Career Services task force to market and enhance services. Alumni Career Services were revamped with a new website. Plans are underway to offer career counseling services to all alumni beginning September 2005. This would depend on the availability of a temporary position and support from the Alumni Association to do so. Outreach to alumni employers and job seekers was accomplished in two ways: links on the InAdvance site, particularly concerning job fairs; broadcast email to alumni inviting job seeker and employer participation, co-signed by the Director of Alumni Services; attendance at Job Fair of Alumni Services Director.

3) The entire Career Services website at http://career.uri.edu was redesigned to comply with URI's standard template, to more accurately reflect current service levels, and to ensure up-to-date information to all constituencies. Pages include Students, Graduate Student, alumni, Employers, Parents, Faculty, Staff & Administrators, Calendar of Events, Career Staff, Resources & Links. Easy on-line forms are available for faculty and staff wishing to have Career Services staff present information to classes, as well as those interested in posting on-campus positions for students. Additional & specialized information is provided for the current graduating class and freshmen and more pages are being developed.

In addition to the career mailbox, career@etal.uri.edu and the job posting mailbox, postjobs@etal.uri.edu the website now offers a convenient online "Contact Us" link on all web pages.

The Career Website receives an average of 250 hits per day, or over 1000 per week. Estimated email inquiries to Career Staff and various mailboxes are

4) Career Services is charged to offer an assessment plan in June of 2005. This plan has been is in process. It will include as one part a pilot placement study to indicate career outcomes. Three staff members, including the Director, have attended numerous workshops and sessions and have spent time presenting the first phase of assessment.

Diversity

The Director is a member of the Division's Diversity Committee, the ADVANCE Dual-Career Committee, and the newly formed WorkLife Committee and is on a committee investigating grant possibilities concerning students with disabilities and career education and programming. The office sponsored a speaker on Gay issues in the Workplace during Diversity Week and held an in-house professional seminar called Gay Lives: Straight Jobs.

The Director proposed to ADVANCE the funding of a position to provide career services to Adults in Transition. This would include partners of incoming faculty members and thus assist the University to attract and recruit female candidates.

In-house professional development seminars increased staff awareness of international students, GLBTT students, and physically challenged students.

Target Goals

As the office was involved in restructuring and several positions were unfilled at the beginning of the year, our goal was to continue to provide seamless and excellent customer service in our career counseling, recruitment and technology efforts. We met that goal.

Target Goals for 2005-06

- Develop Placement Report for the Class of 2005
- Enhance visibility of career assessment and counseling program with additional instruments available. Provide entirely free service for all testing.
- Improve counseling tracking and reporting system for one-to-one confidential visits and student participation.
- Enhance outreach efforts to employers, faculty and students through in-class presentations, corporate visitations, and creative student contact.
- Increase usage of on-campus interview program through highlighting and direct mail campaign
- Begin to create assessment instruments for student outcomes of programs and counseling
- Begin to develop career class to be offered on an experimental basis
- Enhance alumni career services
- Continue to dig deeper to educate students earlier concerning opportunities and career options; use various areas of marketing (brochures etc.) to emphasize importance of early career planning.

Critical indicators/data collection summary documents

Job Fairs and Major Career Events 2004-05
September 2004 BEACON Beach Party
Career Services awareness event attracting over 2000 students
Student Employment Fair: co-sponsored with Enrollment Management Services. Service offered to URI departments looking for work-study students.
October 2004
Engineering and Technology Job Fair
IEEE SPAC, Student Professional Conference (engineering)
Accounting Night
On-Campus Interviews (through December)
November 2004:
Graduate School Expo
October 2004
Internship Job Fair
November 2004
Nursing Job Fair
Pharmacy Interview Day
January 2005 (through March),
National non-Profit and Government E-fair
February 2005 (through April)
On-campus Interview Program
Passport to Business Careers Networking Event
March 2005
Summer & Internship Job Fair
April 2005
RICE Education Career Fair (consortium of RI colleges)
Passport to Employment Job Fair
Details available at http://career.uri.edu click on Job Seekers, Past events

Data Collection:

The Career Services office offers high-tech and high-touch service to it shareholders, who include students, alumni, employers, faculty, staff and administrators, and parents.

Data should be viewed with the following caveats:

- Career Services at URI is understaffed. The more staff, the more outreach, programming, career counseling appointments, walk-ins, employer development, and career education can take place. In addition, important administrative functions--such as public relations and marketing, statistical analysis, and grant-writing—are critical additions to the repertoire of responsibilities of Career Staff members.

- Although an extremely important indicator, the University of Rhode Island has no centralized placement report. Career Services recognizes the importance of information regarding what graduates do when they exit URI, and will be committing part of its small staff allocation to establish a baseline of graduate outcomes. An assessment pilot survey will be completed in 2005 concerning the Class of 2005.

- National trends: Students are waiting longer, many after they graduate, to engage in career job search. While college students rely on the internet for initial career, job and employer understanding; they expect to receive very specific "me-oriented", high-touch advisement and guidance. More faculty request programs designed specifically for their major or in some cases, their specific class.

- On-campus employer participation requires diligent and time-consuming relationship-building, both for on-campus interviews and for job fairs and other recruitment. On-campus job fair and recruitment participation follows employment trends. Hot industries, such as accounting, financial services, human services, education, graduate schools, engineering, pharmacy and nursing are well represented. These however, may not be the particular fields all students are interested in pursuing.

- The Career office is charged with career education of all students, all levels, and all majors. With only a few staff, it is difficult to allocate sufficient resources to provide and maintain adequate service to all.

Indicators:

Recruitment

BEACON. BEACON, "Become Employed at Career Online Network" is the primary web based communication tool of Career Services. It is URI's customized site offered through a licensing agreement with MonsterTRAK, the college-specific site of Monster.com the leading online global careers network. Through BEACON, Career Services is able to offer password protected and encrypted 24/7 job posting and other recruiting service to employers, students and alumni. It includes the following components

Online Alumni Network and Career Mentor Program
On-campus interview application and sign-up
On-campus job postings for work study and non-work study students
Current job postings from around the nation and Rhode Island
Centralized internship postings from Career Services and Office of Internships and Experiential Education
Protected links to additional sites, including Focus, an online self-assessment tool.
Salary and job search assistance, employer research, and virtual interviewing tools

BEACON logins have steadily increased since the program's inception in 1999. However, the most dramatic increase was shown this last year. Logins increased from 26,258 to 50,476.

Several factors are involved in the increase:
The increasing reliance of students and alumni on technology in researching job opportunities.

Increases in the number of students and alumni using BEACON and increases in the number of undergraduates using BEACON earlier
Continuing improvement in the economy; as more jobs are posted, more students are interested.
Ability of Career Services to offer free job postings to employers on BEACON
Additional features incorporated by MonsterTRAK
Posting on BEACON of on-campus job opportunities (formerly managed by the Office of Enrollment Services).

Career Counseling and Assessment:
739 private career counseling appointments were offered, up from 504 the previous year. The number of counseling appointments is limited only by the number of counselors available (see "challenges" section.

Career Counselors on staff this year were seasoned professionals with anywhere from 7– 25 years of experience.

Walk-in opportunities increased from 765 walk-ins the previous year to 1140 walk-ins.

Walk-ins and appointments were available as well in a satellite location in the College of Business Administration.

Data Highlights for 2004-05
11,232 job and internship postings
473 employing companies on-campus for job fairs, on-campus interviews and networking events
2500 student participants in workshops and class presentations
1600 counseling appointments and walk-ins
523 internships posted by the Office of Internships and Experiential Education
265 on-campus job postings
83 on-campus departments posting jobs
90 on-campus interviewing and resume drop opportunities

At the end of the 2004-05 *academic* year:

4690 current students were active on BEACON (had updated their profiles within the year)
1337 Diversity and Minority Registrants (self-disclosed) on BEACON

1400 Seniors/Graduate students (class of 2004) active on BEACON

189 students, including 53 alumni participants in on-campus interviews through BEACON.

739 private career counseling appointments with assessment opportunities for the client.

Professional Associations
Career Services represents URI to NACE, the National Association of Colleges and Employers. This organization provides opportunities for employers and college career services members to network, participate in and learn about national recruitment services, tracks college graduate

salaries, researches college employment trends, and offers guidance on legal, ethical and international career services issues.

Staff members are active members in EACE, the Eastern Association of Colleges and Employers, and NEACEFE, the New England Association for Cooperative Education and Field Experience, the National Career Development Association, the Rhode Island Career Counselors Association, the American Counseling Association, Yankee Placement Council Organization, and other endeavors.

Marketing and Outreach efforts
Marketing efforts were extensive, and included the following:

Mailing of over 3000 "Passports" outlining the year's career programs, to juniors and seniors
Mailing of over 3000 postcards to employers indicating dates of programs and how to register
l/2 to full page ads in the student newspaper and the Providence Business news
Numerous mailings to all members of the campus community

Specific outreach programs, including off-site visits, presentations and special programs, and research activities were completed

Peer Institution Alumni Career Services benchmark study
Alumni (through eAdvance, presentations, and marketing)
RI Chambers of Commerce
Graduate Students
MBA students
RI Biotechnology Initiative
Students with Disabilities
Parents and Families

For additional information concerning this report, please contact:

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401 874-5177 bkoppel@uri.edu
http://career.uri.edu

Career Services Facts at a Glance 2005-06 (July 2005-May 2006)

- 6031 current students active with Career Services through BEACON
- 1010 class of 2006 active with Career Services through BEACON
- 867 alumni active with Career Services through BEACON
- 3789 job fair attendees, up from 2043
- 1109 attendees at On-Campus Student Employment Fair
- 107,057 BEACON logins, up from 50,476 2004-05
- 18,752 job/internship postings, up from 11,232 2004-05
- 150 classroom presentations, up from 87 in 2004-05
- 15,000 student contacts
- 528 companies/school systems/organizations on campus
- 72 companies participating in OCR
- Active satellite office at Ballentine Hall with 92 counselees
- 900 confidential career counseling appointments (does not include walk-in career advising)
- Assessment: 386 TypeFocus participants; 250 Online Strong; 30 CISS
- 432 walk-in slots

Diversity:

- Director: Advance: Dual Career & Worklife Committees

Student Affairs Diversity Committee; assisting with grant proposal for increasing women and minority student involvement in Technology Careers;

- Programs:

Mini-grant with Disability Services: program on interview skills for students with Disabilities, May 2006
In-service training for all staff, Disability Services, GLBTQ

- Participation

Of current students active on BEACON (profile updated or created after 7/1/05) 17% of student registrants voluntarily identify themselves in one of the following categories: (May 2006 data)

African American / Black	161
Asian or Pacific Islander	170
Hispanic / Latino	162
Multi Cultural	62
Native American or Alaskan Native	8
Other	108

- Technology: Active diversity resource page on website

Staff:

Director (1)	Employer Services (1)
Assistant Director (1)	Full Time Career Advisor (1)
Reception (1)	Part-Time Career Advisors (4)
Systems Support (1)	

Job Fairs: Attendees	AY0203	AY0304 (to 5/18/04)	AY0405 (5/18/05
Job Fairs: Attendees	1467	2356	1801
Efair Attendees: Winter		1090	
Efair Attendees: Diversity (national, URI second in # of students)		19	
Efair Attendees: Last Chance (spring)	751	308	
Efair Attendees Total:	751	1398	
Grad School Expo: Attendees	148	169	122
RICE Teacher Job Fair Attendees (URI)	130	99	120
Total Job Fair/Efair Attendees	3247	3880	
Beacon Beach Party - estimate	1500	2000	2000
Resumes Submitted to Job Fairs (Passport, & Efairs only:)		509	150
On-campus Recruiting: Resumes Submitted	559	697	437
Total Resumes Submitted to Job Fairs & On-Campus Recruitment	559	1206	
RICE Teacher Job Fair School Systems	66	52	
Graduate Schools at Expo	42	38	41
Job Fair Companies	241	261	
Efair Companies (excluding Diversity efair)	22	58	
On-campus Recruiting: Companies	60	83	96
Business Networking Event		18	14
bne participants			120
IEEE SPAC	4	5	
ieee spac participants			120
Accounting Night	13	18	
Other companies on campus: network events, accounting night, etc.		75	
Total Employing Organizations on Campus or at RICE	448	608	
Job Fair Interviewers (company representatives)	367	506	
Grad School Interviewers (school representatives)	51	42	52
On-Campus Recruitment schedules (individuals conducting formal interviews)	65	116	149
Other recruiters (accounting night, panels, network events)	40	80	
Total Recruiters (company representatives) on campus	483	718	
On-Campus Recruitment: Southwestern Company		800	
On-campus Recruiting: Resumes Submitted	559	697	437
On-campus Recruiting: Interviews Conducted	251	396	268
On-campus Recruiting: Seniors Participating	253	220	101
On-Campus Recruiting: Seniors Eligible on BEACON	1492	1665	1388
On-campus Recruiting: Juniors Participating	6	24	23
On-campus Recruiting: Grad Students Participating	81	97	56
On-campus Recruitment: Alumni Participating	27	20	23
Total On-campus Recruitment: Student/Alumni Participants	379	361	203
BEACON			
On campus Job Postings: work study & non work study 134 jobs/81 depts	134	265	
On-campus Job Postings: Number of departments		81	83
All BEACON job postings to URI	6947	8008	10,163
BEACON Intern postings to URI	2972	3424	1193
Career Contact Mentors	174	190	204
# BEACON accounts created in year	1402	2708	2785
Current Student registrants (updated in last year)	1502	2692	4690
Diversity & Minority Registrants	262	831	1337
Total BEACON registrants	2410	5179	7382
Presentations & Workshops			
In Class Presentations	135	87	27
In Class Presentations: Participants	2200	2446	912
Workshops and Special Programs	27	40	63
Workshops: Participants (estimate)	270	400	511
Private Career Counseling appointments	463	504	739
Walk-in Quick Question Hours available	600	765	1140
Accounting Night participants			100
Total Counseling/QQ	1063	1269	1829
Misc. Events			
Participants at Network Events & Panels		550	
College of Business Satellite office interactions		222	159
BEACON logins		26,268	50,476
Total participants in programs	10006	16037	
Focus online			250
Strong & Myers Briggs Tests administered			40

Commuter Assessment Committee Report
University of Rhode Island, July 19, 2007

Introduction

At the request of the Vice President for Student Affairs, students and staff from the Office of Student Life and Student Involvement/ Memorial Union started an assessment of programs, services and facilities for commuter students in January 2007.

Commuter student needs and services have not been assessed at URI for more than 25 years. UMass Amherst's Student Affairs research center, SARIS, has not surveyed commuter students in more than 12 years (see attached). The relationship between commuter students and colleges and universities has been changing over the years. Fewer students live at home and more live in towns near the campus. Complaints from permanent residents and concern about student well-being have caused many colleges to claim campus jurisdiction for off-campus conduct problems. Concerns about retention and commuter student engagement also prompt a look at this population.

Commuters Past and Present

In 1980, a URI Special Commission to Evaluate University Services for Commuter Students recommended an increase in staffing for this area. This is the last known formal reference to an assessment of commuter services. There hasn't been an active Commuter Association at URI since the 1994-95 academic year.

In the past, commuter students have been characterized in the following ways:
-living at home with parents, living at home with significant other/children, or living with friends down-the-line
-disenfranchised, disconnected
-low users of services and programs

While some of these descriptors remain accurate to a certain extant, the University and the surrounding community have changed in the last twenty years. Currently 60% of the URI student body commute and only first year students are guaranteed housing. The 50-50 ratio of in-state and out-of-state students has more out-of-state students living locally. The availability of nine month housing in Narragansett has increased as more family homes are converted to revenue producing rental units. Some neighborhoods in Narragansett have high concentrations of student renters with a minority of permanent residents.

Commuters and Retention

In 1975, Alexander Astin noted that "living in a dormitory is associated with ...decreases in chance of dropping out..." when compared with living in a private room or apartment. [1] Astin gives credit for residents' persistence to increased peer and campus life involvement. In 1975, living with parents was the second most common option to dormitory living and clearly had a negative effect on retention whether it happened in the first year or in years after living on campus. The literature from this era urges colleges interested in retaining commuters to

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Astin, Alexander W. "Preventing Students from Dropping Out" p. 92 1975 Jossey-Bass

purposefully engage them in campus life. Colleges tried to simulate a kind of remedial campus living experience by supporting the formation of commuter student associations and day-time programming.

The "dormitories" of 1975 have become the "residence halls" of the twenty-first century. More recent retention studies are more sophisticated in considering many more complex variables than residential status. While involvement in campus life is still seen as important, more nuanced research includes many more confounding variables that affect retention. For example, higher socioeconomic status is associated with living in residence halls. Coincidentally, higher socioeconomic status is also positively linked with retention because of its positive association with higher GPA, less financial need, parents with college degrees, fewer hours worked, and less need for remedial education.

While national and local data are hard to come by, we speculate that living with parents is now the least popular living option for students. Where 9-month housing availability permits, renting or sharing rented homes and apartments is undoubtedly more common and popular than it was 35 years ago. In the neighborhoods surrounding many college campuses, clusters of student residents provide the peer support and interaction of a college environment, sometimes at the expense of the permanent residents. It is likely that students share rentals with those who have common interests, e.g., an academic major, athletics, membership in student groups. It is likely that this kind of off-campus living has a less deleterious effect on retention than does living at home without college peers.

<u>Facilities and Services</u>

While the University may not have consciously planned to improve the lot of commuter students, positive campus changes clearly reflect the awareness that we have more commuters than residents.

•Bus shelters and improved bus service
•RIPTA student discounts
•New parking lots with an additional 2000 parking spaces
•Campus shuttle bus route
•Installation of more than 60 emergency blue light phones across campus
•Commuter dining plan
•Student Senate purchase of 2 vehicles to help students with car and parking problems
•Students renting in Narragansett participate in the Narragansett-URI Coalition and sponsored activities such as food drives, clean ups, Neighborhood Days
•Limited jurisdiction allows the University to intervene in students' dangerous conduct off campus
•24 hour Library study room
•Union Board and the Student Entertainment Committee make substantial efforts to conduct day time programming (see attached)
•During spring semester 2007, Commuter Cornerstones were developed
•During spring semester 2007, almost 500 students were reached in 23 residence units with a Living Large Off Campus Workshop

Services and facilities specifically for commuters include the Commuter Housing Office and the Commuter Lounge in the Memorial Union. The Commuter Housing Office provides rental property listings and roommate listings on line as well as resources for commuters. The Commuter Lounge has a refrigerator, microwave and television and is conveniently across the hall from a computer lab. Locker facilities on the first floor of the Memorial Union have not yet caught on with commuter students.

Benchmarking

URI's membership in the National Clearinghouse for Commuter Programs at the University of Maryland lapsed in 2005 and has just been renewed. That membership will enhance our ability to keep informed of commuter trends in the future.

The websites of ten peer institutions were reviewed to determine which schools were similar to URI in the residence/commuter ratio and what kind of services were provided (see attached). James Madison University, the University of Virginia and the University of New Hampshire were most alike in the size of their population. Services offered were similar to URI. However, web-based housing rental services were most frequently run by outside companies. Some schools had student associations for commuters. Delaware has a preferred tenant program offering discounts to good student renters. Information from a commuter survey conducted by Indiana State University helped improve the commuter survey conducted this semester at URI.

Commuter Survey

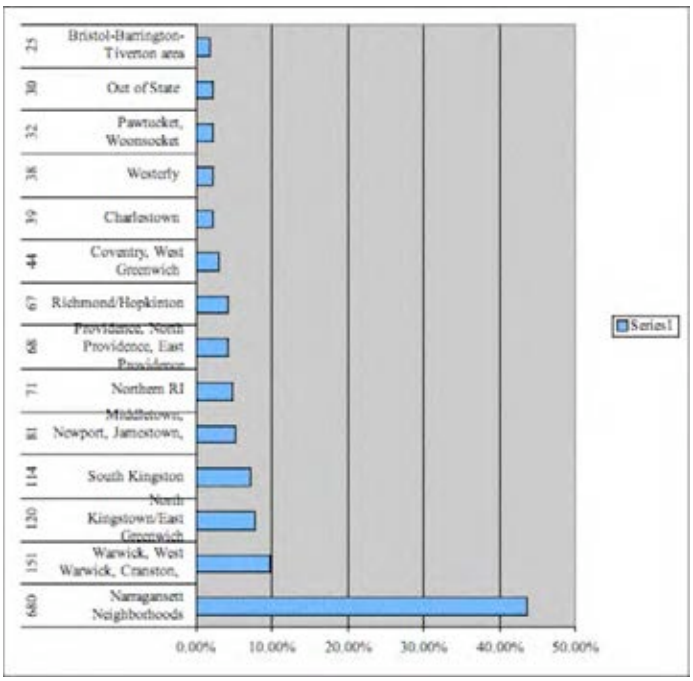
To gather current information about the URI commuter student population, a web-based Commuter Survey was conducted in April 2007. E-mail addresses for 5058 students with commuter car registrations were used to administer the Survey Monkey based questionnaire. 4918 accurate addresses yielded 1561 responses, a 32% response rate. Discussion and observations follow and the raw data are attached.

Who are the respondents?

- 25.8% of the respondents are in their first or second year
- 51.7% are upperclass students
- 20.8% are graduate students
- 85.8% were full time students
- 63.5% are female.

Where do they live?

50.4% of the respondents have lived in a residence hall on the URI campus. 48% live with friends and 50.5% live in Narragansett and South Kingstown. Below is a chart showing residency of respondents.



What about their neighbors?
59% report positive interactions with their neighbors and only 16% report negative interaction. 56% have hosted social events at their house and 65% have attended other students' social events.

What are their habits, and service usage?
More than 84% of all respondents come to campus Mondays through Thursdays. While the percentage drops to 66.9% on Fridays, that is still a surprising commuter presence on all weekdays.

64.5% work during the academic year and the vast majority of those who work do so on weekdays. 47.3% of these students work near where their family lives. These students necessarily have less weekday time to spend on campus and or with their peer groups in their neighborhoods. 30% of respondents work 15 or fewer hours, 25% work 16-20 hours, 43% work 21 or more hours.

77.8% spend time between classes studying or hanging out at the library. 25% spend time at the Rams Den, 21% in their cars. 40% use the 24 hour room in the Library. Open ended responses reiterate these preferences with the additional mention of the Emporium (especially Bagelz), computer labs, friends' rooms, and academic buildings that have lounge areas (Ballentine, White, FAC).

The only commuter-oriented services and facilities used by more than 15% of respondents were the Commuter Lounge study space, online rental listings, commuter meal plan, and public transportation.

Between 44% and 62% of respondents indicate they use Health Services, Counseling Center, Mackal Fitness, Intramural sports, and student organizations less than a resident.

What about their involvement with the campus?
In the course of a month, 40.4% attend 1-2 programs and activities; 46.6% attend none. 62.7% would like to attend them more often. 54.2% report their best time to do so is weekday evenings; 44.1% weekends. 62.2% want more social programming. 77.1% report they would come back for concerts at the Ryan Center and 55% would return for concerts, movies, comedy at Edwards Hall. 49.8% would come to campus to hang out with friends. 44.3% are likely to come to campus for study groups.

Respondents continue to be involved in a wide range of student organizations and activities while commuting. 670 respondents listed one or more groups when asked about their participation. The most cited category of activity was athletics followed closely by activities that focused on academic major, honors, and careers. The latter is not surprising as 3/4 of commuters responding are junior year and above. The next largest categories of involvement are campus leadership and service, music-dance- theater-entertainment and Greek activities.

Are they satisfied?
Respondents are neutral about eating facilities and the shuttle system, but 56% feel strongly that parking spaces are inadequate. 98.5% drive themselves to campus as opposed to using public transportation or car pooling. That makes parking the common issue for most respondents. In the open-ended question about services they wished URI had, 66% of respondents (470) wanted improvements in parking: better paving, more lots, parking garage, short term drop-off parking, no towing, resident parking in Keaney, different parking for graduate students, free parking.

8% wanted improvements in campus life: music, stores, concerts, events on the quad, better sport/athletics opportunities, nicer commuter lounge, weekend hang out spot, earlier meeting times for activities. 8% wanted improvements in the shuttle system: more buses running more frequently, expanded routes, posted routes and running times, night service. Just over 5% of the respondents sited the need for better communication (webpage, emails, newsletter) and/or better public transportation (park and ride from Narragansett, more buses, better routes, enclosed bus stops.)

What about safety?
51% check their smoke detectors and 78% lock their doors. Since moving off campus 69.1% report their use of alcohol has stayed the same. It has decreased for 14.6% and increased for 16.2%.

60.3% claim to update their local address on e-campus. 47.1% of those who don't say they didn't know they should. In open responses, a few students say they move too many times and prefer using their parents address or that they don't want everyone to know where they live. 48 students suggested it would be easier to update if they got a yearly e-mail reminder with a link to the update form. Other suggestions included that the update be linked to parking pass applications.

What did they wish they knew?
Open ended answers indicated 17% of respondents wish they knew how much traffic there would be and how difficult campus parking is for commuters. Other responses (less than 5% for each) indicated the need for more information about their roommates, commuting costs (gas, utilities), renters rights, unfriendly neighbors and police, questions to ask landlords and realtors, and the lack of a sense of community off campus.

The best thing about being a commuter?
32.6% talked about freedom, independence, lack of RA's and campus rules. 27.6% liked being out of residence halls (crowded, little space, noisy). Other comments included the ability to cook for themselves and choose roommates, and enjoying the separation of academic and social life.

Assessment Team Recommendations
Based on the semester's work and survey results, the assessment team offers the following recommendations.
1. Launch a campaign telling students why and how to update local address and cell phone information. Send email reminders every semester or yearly with a link to the update form. Make sure the update page is user-friendly. Assure students that addresses will not be made public.
2. Improve commuters' access to information about services and renting through improved websites.
3. Publicize availability of commuter services with yearly e-mails to students with commuter parking passes. Consider partnering with parking services to get these messages out effectively.
4. About a third of the respondents liked commuting because of freedom, independence, lack of RA's and campus rules. The Spring '07 Living Large Off Campus Workshops emphasized that there are more applicable rules and responsibilities off campus than there are on campus. It is important to continue to raise commuters' awareness of these responsibilities by publicizing the Commuter Cornerstones and offering workshops and web-based tutorials.
5. Students noted their frequent use of lounge areas in academic buildings and the Library. We need to encourage the development of student lounges in all academic buildings to increase opportunities for commuters to mingle with peers and faculty between classes.
6. Ask that Student Senate lighting reviews pay special attention to parking lot lighting.
7. Support Student Senate efforts to establish commuter parking in Narragansett and to improve local public transportation to and from campus.
8. Create an academic year position to work full time on outreach and education for URI's large commuter population.
9. Create a way for students to have effective input for the improvement of parking services and the shuttle service.
10. Continue to identify and publicize opportunities for positive student involvement in their residential neighborhoods.
11. Increase the attractiveness of the campus environment in order to strengthen and maintain commuter ties to the University community.

Summary
Today's commuters have good off-campus opportunities for socializing and gaining independent living skills. The University should work to enhance their positive engagement in the

communities in which they live. However, students who spend more than a year or two commuting to campus are also slowly separating from their alma mater. They use campus resources less. They are less likely to spend time with faculty and staff outside the classroom. Their sense of belonging, pride and loyalty shifts and changes earlier than for the student who remains on campus for three to four years. This may or may not affect retention, but it certainly does affect the quality of the University experience as well as the strength of alumni ties. The task at hand is to provide a campus environment that is vibrant enough to maintain the commuting student's link to the University community. The students surveyed indicate a willingness to return to campus for a variety of activities, including informal socializing with other students.

The city of Providence provides a handy example for envisioning a vibrant campus environment. Years ago, people living outside the city found little reason to go to Providence and seldom bothered. In its renaissance, Providence offers an attractive urban environment with rivers, bridges, parks, world class restaurants, a thriving arts culture, music, entertainment, ice skating, kayaking, shopping, all with relatively easy parking and access. There are multiple choices and venues for casually hanging out as well as for special events. The city has become a very sociable place and a source of pride for all Rhode Islanders. This is the kind of environment that will bind even commuting students to the University community.

The most glaring source of discontent among commuters is parking services. Students giving quick responses to an on-line survey came up with some good ideas (i.e., short term drop off parking) that have potential to increase convenience and reduce resentment. Students need to have a productive role in creating improvements.

Finally, we need to broaden our thinking about commuting students. Membership in the Clearinghouse for Commuter Programs will help keep us connected to best practices in the future. URI commuters live all over the state; they include undergraduate and graduate students; many remain active in the University community; they are both smart and naïve about living off campus. We need to dedicate the time and resources necessary to be sure that commuters, more than half of our student body, feel supported and connected until the day they graduate.

Respectfully submitted by the Commuter Assessment Committee, July 19, 2007
Lora Scagliola, Leslie Williams, Bruce Hamilton, Maureen McDermott, Student Senate Commuter Representative Josh Feinberg, Commuter Liaison Lori John, Fran Cohen, Chair.

To view survey results on-line, go to www.surveymonkey.com, Select member login on upper right. Login: lesliew@uri.edu Password: commuter
Select "my surveys" from gray bar at top, Select "Spring 2007 Survey of URI Commuter Students"
Select "analyze results" top left, Select "view all pages" top right under "total completed survey"

Memorial Union
Strategic Planning 2005-2006

Department Mission Statements
Revised Summer 2005

Accounting

The Accounting Department is the center for Memorial Union personnel and financial systems. We assure, through education, management, and trouble shooting, that the staff and student organizations are able to carry out their programs and services.

Maintenance and Operations

Maintenance & Operations is the center for essential services. Our effective, efficient and flexible team assures a clean, well-maintained, and pleasing environment for the university. Our staff members know the value of a good first and lasting impression.

Scheduling / Information Desk

We serve as the information center for the Memorial Union, the University and its surrounding communities. We facilitate building services and provide assistance to the public. We proactively seek and assure the accuracy of our information in order to educate and increase community opportunities and involvement in campus programs. Through our exceptional customer service and collaborative associations, we are dedicated to expanding positive public relations.

Student Involvement / Experiential Learning

The Office of Student Involvement assists student organizations efficiently and effectively and fosters an environment that expands and enhances their quality of life through co curricular learning and involvement in student organizations. An accessible and efficient programming center that advocates, serves and assists in the operation of student organization initiatives and empowers them to develop life skills.

Student Leadership

The Center for Student Leadership Development has a two pronged approach:

1. To engage in research and assessment in order to contribute to the field of leadership studies.
2. To provide developmental opportunities for students to become informed, inclusive, and effective leaders in their careers, communities, and family lives.

Fran Danowski Cohen

10 Elm St. Ashaway RI 02804
H: 401 377-3055 W: 401 874-2101 franc@uri.edu

Professional Experience

Assistant Vice President for Student Affairs and Dean of Students 2005-present
Division-wide coordination of external funding and Greek Affairs are added to the Dean of Students responsibilities

Director of Student Life-Dean of Students, University of Rhode Island, 1987-Present
Community standards, student discipline, substance abuse prevention, disability services, women's center, commuter center, off-campus housing, independent student services, human relations education, town-gown relations, community service, family weekend. Staff size: 3 support staff, 13 professional staff, 10 graduate research assistants, 150 student employees and volunteers. Also responsible for multicultural student services and international students and scholars prior to reorganization.

Interim Assistant Vice President for Campus Life, January 1992-June 1992
Additional responsibilities: liaison with chaplains, campus police, residential life, town police and town manager; newsletter editor for division of student affairs; homecoming planning; fraternity and sorority advising; regional conference coordinator for honor society; FIPSE Consortium Grant oversight

Assistant Director, Office of Student Life, University of Rhode Island 1981-1987
Responsible for Women's Center development, programming, operation, and fund-raising; programming and services for older students; advising student organizations and individual students; conducting and analyzing needs assessments of student populations; publicizing programs and services campus and community-wide. Directed graduate and undergraduate internships, delivered 60 programs per academic year, supervised building renovation with 300 volunteer hours and $15,000 in grants and gifts.

Course Instruction, 1989- present
Higher Education and the Law course for Masters candidates; College Student Personnel internships for graduate students, URI 101 required course for first year students, Honors Program internships

Selected Publications and Presentations

"Common Ground on Curbing Campus Drinking" Robert L. Carothers, Mark D. Wood, and Frances Cohen, *Trusteeship*, Volume 14, No. 6 November / December 2006
"The Transtheoretical Model of Change for Multi-level Interventions for Alcohol Abuse on Campus" Janice M. Prochaska, James O. Prochaska, Frances C. Cohen, Susan O. Gomes, Robert G. Laforge and Andrea L. Eastwood, *Journal of Alcohol and Drug Education*, V47, No.3, March 2004,
"Cognitive and Behavioral Characteristics of College 'Binge' Drinkers in Precontemplation," Poster presentation Society for Behavioral Medicine, April, 2000, with Robert G. Laforge, Brett Plummer, Mark Wood, Wayne Velicer, Jay Maddock, and John Stevenson
"Comparing the QFI, the Retrospective Diary, and Binge Drinking in College First Offenders" Thomas O'Hare, Frances C. Cohen, Margaret V. Sherrer, *Journal of Alcohol and Drug Education* Volume 42, No.3 Spring, 1997
"Effects of Alcohol Policy Change" Fran Cohen and David Rogers, *Journal of Alcohol and Drug Education* Volume 42, No.2, Winter 1997
"The Office of Student Life, Then and Now" *Student Development Newsletter*, February 1992
"Alcohol, Give Me a Break!" *Student Development Newsletter,* January 1991

"A Controversial Approach to Alcohol Violations on Campus" Fran Cohen and Margaret V. Sherrer, *National Association Student Personnel Administrators Regional Conference,* November 1991
"Campus and Criminal Charges" *RI Task Force on Sexual Assault on Campus,* Spring, 1991
"Higher Education and Legal Liability" *Division Staff Development Session*, Fall 1989
"Needs Assessment" *College Personnel Association of RI Conference* on Assessment, panelist, 1988
"Women in Education" Dean Junior College, 1988
"Women in Positions of Power" *URI Alumni Quarterly*, Fall 1983
"Non-Traditional Students" *College Personnel Association of RI Conference*, October 1982
"Self Advertising and Publications Support" *Student Personnel Association of RI Conference,* March 1984
"The Single Parent Network: Addressing the Needs of a Subgroup of Older Students" *Journal of College Student Personnel,* May 1983
"The Proud Women of Galilee: A Unique Lifestyle for Fishermen's Wives" *NOAA Quarterly,* Spring 1981
"Fishermen's Wives Lead Special Lives," *Maritimes*, University of Rhode Island School of Oceanography Quarterly, 1981
Fishermen's Wives: Coping with an Extraordinary Occupation, NOAA Sea Grant publication, University of Rhode Island, 1980
"Fishermen's Wives: Relationship Between Personality and Other Sociocultural Variables" *American Anthropological Association Annual Meeting*, 1978
"Looking for Learning at Age 25 Plus" *University of Rhode Island Alumni Quarterly*, Spring 1978

Grants, Awards and Honors

US National Institute of Health / NIAAA Rapid Response to College Drinking Problems, "Environmental Methods with Town and Greek Coalitions," Principal Investigator 2004-2007, $819,906
US Department of Education Safe and Drug-Free Schools and Communities, ""Interactive Social Norms Correction for First Year Students," Principal Investigator; Dan Reilly, Project Director, 2000-2002, $211,851
US Department of Education Drug and Violence Prevention Grant, "The Next Steps: Building Skills and Understanding, September, 1996 through December, 1999, project director, $65,000
National Collegiate Athletic Association alcohol education grants, $10, 540 1996-1997, $30,000 1998-2001, consultant and trainer
RI Foundation Grant for Renovation of URI Women's Center, 1981, project director, $10,000

Women of the Year Award, Association for Professional and Academic Women, 1985
Women of the Year Award, South County Business and Professional Women's Organization, 1983
Innovative Program Award, NASPA Region I, Fall, 1981
University of Rhode Island Staff Excellence Award, 1978
Phi Beta Kappa, Phi Kappa Phi
Honorary membership: Golden Key Honor Society and Phi Eta Sigma Honor Society

University and Community Committees and Service

Council of Deans; Narragansett-URI Coalition; Alcohol Team, Chair; Student Affairs Grant Committee, Chair; Multicultural Center Advisory Committee; Unity Weekend and Diversity Day Planning Committees; Accreditation Self Study Steering Committee; Emergency Response Committee; Service Learning Committee; Social Regulations Committee, Chair; Student Rights and Responsibilities Committee, Chair; Quality of Student Life Committee, Chair; URI Development Council; International Planning Committee; Centennial Student Programs Committee, Chair; Phi Beta Kappa Committees; Professional Development Committee, Chair; Learning Disabilities Committee; Chair, Advisor to Judicial Appeal Board and University Board on Student Conduct; numerous search committees for directors, vice presidents, faculty; Security and Parking Committee; Affirmative Action Committee; Teaching and Staff Excellence

Committee; Women and Infants Hospital Community Advisory Study Group; South County Women's Network, Coordinator; Governor's Advisory Commission on Women Educational Equity Review

Education

M. A. Adult Education, Certificate in Gerontology, University of Rhode Island
B.A. Anthropology, University of Rhode Island, Summa Cum Laude

THOMAS R. DOUGAN

Permanent Address

142 Hundred Acre Pond
West Kingston, Rhode Island 02892

(401) 874-2427 (office)
(401) 783-3987 (home)
E-mail: tdougan@uri.edu

Education

University of Florida, Gainesville, Florida
Degree: Ph.D. in Educational Administration (December 1984)
Dissertation Title: Analysis of the Decision Making Process Used by University Administrators on Selected Issues in Higher Education

Western Illinois University, Macomb, Illinois
Degree: Master of Science in College Student Personnel (June 1973)

Edinboro State College, Edinboro, Pennsylvania
Degree: Bachelor of Science in Math Education (May 1971)

Experience

November 2001 – Present: University of Rhode Island
Vice President for Student Affairs

January 2001 – November 2001: University of Rhode Island
Interim Vice President for Student Affairs
Responsibilities: Intercollegiate Athletics and Recreation, Residence Life, Dining, Health Services, Bookstore, plus Assistant Vice President responsibilities.

March 1988 - 2001: University of Rhode Island
Assistant Vice President for Student Affairs
Responsibilities: Counseling Center, Career Services, Multicultural Student Services, Fraternities and Sororities, Student Life Office and College of Continuing Education's Student Services Office; University Chaplains, Student Senate, University Emergency Response Officer and University FERPA Officer. Liaison with University Police and local community town managers and neighborhood associations. Founder of the URI—Narragansett Town/Gown Coalition; Chair, Student Quality of Life Assessment Team; Adjunct Faculty member, College of Human Sciences and Services.

December 1991 – September 1992: University of Rhode Island
Acting Director of Intercollegiate Athletics

June 1986 - March 1988: University of Rhode Island
Interim Executive Officer for Student Affairs
Responsibilities: Intercollegiate Athletics, Health Services, Counseling Center, Career Planning and Placement, Student Life Office, Memorial Union and Student Activities and College of Continuing Education's Student Services Office; adjunct faculty member, College of Human Sciences and Services.

June 1985 - June 1986: University of Rhode Island
Director of Student Life

Responsibilities: Supervised five professional staff whose responsibilities included student judicial affairs, commuter student programming, international student services, disabled student programs, women's center, older students, minority student services, and fraternities and sororities.

September 1977 - June 1985: University of Florida
Assistant Dean for Student Services
Responsibilities: Director of Student Leadership Programs, liaison with Student Government Productions, advise all University Child Care Programs, advise 30 fraternities and 20 sororities, coordinate Family Student Programs, instructor, Counselor Education Department, coordinate all office publications and public relations, withdrawal interviews.

September 1975 - September 1977: Capital University
Director of Student Activities

June 1973 - August 1975: Longwood College
Director of Student Activities and the College Union

College and Professional Honors

Dr. Thomas R. Dougan Annual Academic Scholarship—Established by URI's Fraternities and Sororities, Fall 2000

Outstanding Service Award, Longwood College 1973-1975

Outstanding Service Award, National Entertainment and Campus Activities Association,
1975

Who's Who Among Students in American Colleges and Universities

Outstanding Young Men in America

Professional Activities

National Association of Student Personnel Administrators
American College Personnel Association
National Entertainment and Campus Activities Association
Regional Showcase Operations Director 1977
Virginia Unit Coordinator 1975
Southeast Region, Cooperative Booking Coordinator 1974
American College Union - International
Northeast Interfraternity Council
Southeastern Interfraternity Council Executive Committee 1982, 1984
Southeastern Panhellenic Council Conference Coordinator 1978
Order of Omega - Regional Representative and National Board 1986-88
Rhode Island State Chair - NASPA, 1989-90

University Committees and Activities

Chair, Mackal Field House Committee--Oversee the planning and construction of the University's new $7 million multipurpose field house
Memorial Union Advisory Board
Chair, Student Services Ten-Year Accreditation Review by New England Association Of Schools and Colleges
Co-founder, University Committee Against Acquaintance Rape and Exploitation
Initiated the Student Affairs Professional Development Committee
Initiated University participation in "RACISM ON CAMPUS," a video conference
Appointed the University AIDS Committee to recommend policy and programs
Appointed the University Child Care Committee
Appointed the University Alcohol Task Force
Appointed the University Task Force on Weekend Programming
Member of the University Sexual Harassment Committee
Member of the University Tuition and Fees Committee
Recipient, $100,000 FIPSE Drug and Alcohol Education Grant, 1988-90
Chair, Campus Security Act Committee
Chair, Title IX Compliance Review 1987-88
Chair, Multicultural Building Committee
Chair, Division's Long Range Planning Committee

Publications and Presentations

Student Quality of Life and Satisfaction Surveys:
Student Gambling Survey, Student Concern and Importance Areas, Counseling Center Survey, Dining Hall Survey, Career Services Survey, Housing and Residential Life Survey 1997-2000, Campus Climate Survey 2001.

"Developing An Effective Campus-Wide Educational Program Addressing Sexual Assault and Date and Acquaintance Rape," NASPA Region I Conference, 1987.

"The Importance of Student Affairs in Institutions of Higher Education" -- Presentation at Rhode Island College, 1986.

"Leadership for Everyone" The Eleusis of Chi Omega, Winter 1983.

"A Multifaceted Approach Toward Better Race Relations Among College Fraternities on One Campus" Journal of College Student Personnel, 1982.

Delta Sigma Phi Staff Training - Conducted a three-day staff training for new national field consultants, 1981.

"Tale of O." A presentation to the Southeast Panhellenic Conference, 1981.

"Effective Decision Making and Conflict Resolution" -- Tau Epsilon Phi and Delta Phi Epsilon Leadership Academy, 1979.

"Values and Stereotyping - Appreciation of Diversity" Kappa Alpha National Leadership Academy, 1979.

"Programming at a Women's Campus" Journal of Student Activities Programming, July/August, 1974.

Numerous presentations to student and community groups on the following topics:
"Today's College Student or What's Happened To the University"
Peer Alcohol Counseling and Why It Works
Drugs, Sex, and Rock and Roll: Making Responsible Choices Regarding Alcohol
Sexual Harassment, Date and Acquaintance Rape
Effective Communication: Are you really listening?
Diversity and Pluralism
Time Management
Conflict Resolution and Mediation
Stereotyping and Values Clarification

References for Dr. Thomas R. Dougan

Dr. Robert L. Carothers
President
University of Rhode Island
Kingston, RI 02881
(401) 874-4462

Dr. Art Sandeen
Past Vice President, Student Affairs
Professor of Education
University of Florida
Gainesville, Florida 32601
(352) 392-2391, Ext. 284

Dr. M. Beverly Swan
Provost and Vice President for Academic Affairs
University of Rhode Island
Kingston, Rhode Island 02881
(401) 874-4410

Dr. John McCray
Vice Provost for Academic Affairs
University of Rhode Island—
Feinstein College
80 Washington Street
Providence, Rhode Island 02903
(401) 277-5080

Dr. James Campbell
Director, Counseling Center
University of Rhode Island
Kingston, RI 02881
(401) 874-2288

Frances M. Cohen
Dean of Students
University of Rhode Island
Kingston, Rhode Island 02881
(401) 874-2101

1/2001

Kathleen B. Gianquitti, M.S., R.D., L.D.N.
15 Redwood Drive, Narragansett, RI 02882
401-782-3446 (home)

PROFESSIONAL EXPERIENCE

University of Rhode Island, Kingston, R.I. 02881, 1985 - present
Director, Dining & Retail Operations, November, 2006 - present
Administrator, Food Services, August, 1985 – November, 2006

- Responsible for the overall financial and personnel management of all dining hall and retail locations on campus
- Manage a core group of mid-level managers in the day-to-day operation of 20 locations of service
- Manage the campus ID card program and the campus Access Office activities
- Conduct the Ram Account debit program for both on and off campus locations
- Responsible for the overall operation of a warehouse including the purchasing of food and non-food products
- Manage a current budget of $21M
- Manage a current staff of 154 employees and 350 student workers

University of Rhode Island, Kingston, R.I. 02881, 1981 – present
Adjunct Assistant Professor, College of Environment & Life Sciences

- Taught Food Service Management classes at the College of Continuing Education 1981 – 1986
- Taught Food Service Management classes at CELS fall, 2003 & spring, 2004
- Guest lecturer 1981 – present

State of Rhode Island, Department of Mental Health, Retardation & Hospitals, Cranston, RI, 02920
Chief, Dietary Services, 1979 – 1985

- Responsible for the foodservice financial management of the agencies within the departments of Mental Health, Retardation & Hospitals, Social & Rehabilitative Services, Children & their Families and Corrections
- Prepared menus for state departments
- Supervise food purchases for state departments

Scalabrini Villa, North Kingstown, R.I., 1977 – 1979

- Dietary Consultant for clinical nutrition and food service management at a long-term care nursing facility

State of Rhode Island, Department of Mental Health, Retardation & Hospitals, Cranston, RI, 02920
Principal Dietitian, Chief Dietary Office, 1974 - 1979

- Assisted the Chief, Dietary Services in the menu development and foodservice budgets of state departments

State of Rhode Island, Rhode Island Veterans' Home, Bristol, Rhode Island
Senior Dietitian 1972 – 1974

- Responsible for the clinical nutrition and foodservice management of a 300 bed acute care facility

EDUCATION

Master of Science, Nutrition and Food Science, concentration on Food Service Management, 1981
University of Rhode Island, Kingston, RI, 02882

Administrative Dietetic Internship, Eastman Kodak Company, Rochester, New York, 1971 - 1972
Completion of National Registration Exam in October, 1972

Bachelor of Science, Home Economics, concentration in Food Science & Nutrition, 1971

CHARLES 'CHAD' HENDERSON, III

Objective: To obtain a position where creative energy can benefit an organization and its customers through a combination of sound education and broad management and leadership experience.

Education:

Certificate	Health Executive Development Program, Cornell University
MBA	Wharton School, University of Pennsylvania Health Care Administration Concentration
BS	School of Hotel Administration, Cornell University

Employment:

Jul 97-present Director, Health Services, University of Rhode Island. Responsible is for strategic planning and day-to-day operation of health services for the University. Comprehensive ambulatory care (JCAHO Accredited) with visiting specialists, on site pharmacy, laboratory, and radiology plus wellness, health promotion and education. Staff of 49 and annual budget of more than $ 5 million. Instructor for URI 101.

Mar 69-Jun 97 Military service in the Medical Service Corps, U.S. Navy, attaining the rank of Captain (O-6), variety of assignments with increasing responsibility for financial, facility, and personnel management culminating in assignment as Commanding Officer (CEO) of a community hospital and then an innovative managed care organization. See attached narrative for position summaries.

Affiliations:
New England College Health Association
- Board Member 1998-2006
- President 2002

American College Health Association
- Region V Representative 2004-2006
- Vice President 2006

Wharton Health Care Alumni Association
Cornell Hotel Society

Awards:
New England College Health Association President's Award
Legion of Merit – three awards (Highest peacetime military decoration)
Meritorious Service Medal – two awards

Bobbi Koppel
228 Roosevelt Hall
University of Rhode Island
Kingston RI 02840
401-874-5177
bkoppel@uri.edu

ACCOMPLISHMENTS OVERVIEW

Provide leadership for centralized career services at state University of more than 15,000
Developed Career Services Outreach Team, increasing employer base from 300 to over 2600
Managed implementation of web technology and active website
Supervised development of ten to fifteen major job fairs and career events per year
Strengthened and streamlined on-campus recruiting processes
Increased collaboration with colleagues in alumni relations, university college, and academic departments
Developed and maintained new initiatives for undergraduate and alumni career services
Implemented and managed all database and reporting technologies
Only Student Affairs Director to serve as Multicultural Faculty Fellow
Advocate for Diversity Initiatives

SKILLS

Technical: Database Creation and Reports, Video capture, Web page creation, Brochure and Power Point presentations, oversee maintenance and upgrade of telephone voicemail system.

Public Relations: Write and disseminate daily public relations notices for faculty, students and media. Serve as contact person and interviewee for radio and TV news. Oversee broad marketing campaign for office services and technologies.

Career Counseling: Offer career counseling and advising on an appointment and walk-in basis and manage development and refinement of career counseling programs.

Diversity: Student Affairs Diversity Committee, ADVANCE Dual Career and WorkLife Committees, University Multicultural Faculty Fellows Program. APAW Steering Committee (Association of Professional and Academic Women). Maintain diversity career website. Coordinate career services collaboration among Talent Development Programs, Multicultural Center, Multicultural Student Organizations, Disability Services, Womens Center. Coordinate with University's Providence Campus

Management: Over 20 years of management experience and prior academic and consulting experience.

EDUCATION

Ph.D. University of Rhode Island, Kingston, Rhode Island, English,1979
M.A. University of Massachusetts, Amherst, Massachusetts, English, 1974
B.S. University of Illinois, Urbana, Illinois, Psychology & Journalism, 1969

EXPERIENCE

Director, Career Services, University of Rhode Island, 1992-Present
Assistant Director, 1986-1992

Manage centralized university career planning and placement office serving students and alumni of the University of Rhode Island, including the Feinstein College of Continuing Education. Provide counseling, testing, job search skills development, campus interviews, job fairs, and state-of-the-art web-based recruiting service to 14,319 current undergraduate and graduate students, and alumni.

Connect job candidates in technology, engineering, human services, environmental sciences, nursing, education, business, and liberal arts to over 2000 state, regional and nationwide employers.

Oversee budget of $495,000, professional and clerical staff of 10 and student employees. Solicit 35-50% of operating budget through job fairs and sponsorship.

Oversee all aspects of state-of-the-art technical resources, such as internet recruiting, career websites, digital video, and multimedia presentations. Managed transition to electronic data management and to web-based recruiting and services.

Develop, plan and implement all branding, marketing and public relations for the office of Career Services. Manage planning and strategy for developing and updating office identity and visibility.

CONSULTING, MANAGEMENT, TEACHING
Consultant/Instructor of Communication Skills. Fleet Bank, Providence, RI, 1984-89
Professor, Management, Business Communication. URI College of Business,1980-86.

PROFESSIONAL ASSOCIATIONS
Eastern Association of Colleges and Employers, (EACE)
National Association of Colleges and Employers, (NACE)
Conference Chair, 2001 EACE Annual Conference, Conference Committee Chair, 1997 Annual Conference
Executive Board, Annual Conference Program Chair, Middle Atlantic Association of Colleges and Employers, (formerly MAACE/MAPA) Professional and Domestic Exchange Committee Chair, Ethics and Legal Issues Committee, Conference Presenter
NEACEFE, New England Association for Cooperative Education and Field Experience
Awarded MAPA President's Certificate of Appreciation for Outstanding Service and Contribution

Rhode Island Career Counselors Association 1987-present
Yankee Conference Placement Organization 1987 - present
Association for Business Communication 1981-1986, National Membership Chair, Program Chair

TECHNOLOGY & COMPUTER SKILLS
PC and Macintosh Platforms. Windows 95, 98, NT. XP, Internet. Microsoft Office: Access, Powerpoint, Excel, Word, Publisher, Outlook. Digital photograph and video. Automated and wireless telephone systems and attendants. Attended Training Seminars in Excel, Access, FrontPage and DreamWeaver

UNIVERSITY & COMMUNITY SERVICE
City of Newport Personnel Board of Appeals
URI Web Advisory Committee
URI Women's Advisory Committee Sounding Board
President's Joint Educational Policy and Planning Committee
Chair, University College Public Relations Committee
University Pre-Medical Advisory Committee
College of Business Long Range Planning Committee; Chair, College of Business Affirmative Action Committee
Diversity Week Planning Committee
Instructional Technology Resource Council
Awarded URI Quality Award

INTERESTS
Jazz & Blues, Workout/fitness, Photography, Fine Dining

LESTER K. YENSAN

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PROFESSIONAL EMPLOYMENT

University of Rhode Island

ACTING ASSISTANT VICE PRESIDENT FOR STUDENT AFFAIRS — April 2005 – Present

Responsible for assisting the Vice President with various operational matters as well as the coordination of projects and initiatives for the Division of Student Affairs including: outcomes assessment; program space allocation and planning; report generation; Parents' Council; retention/persistence analysis; and general consultation and liaison activities with University departments.

DIRECTOR OF HOUSING AND RESIDENTIAL LIFE — August 1991 – Present

Chief housing officer and department head for a $20 million on-campus housing program of approximately 4,000 undergraduate and graduate students residing in 19 residence halls and 176 apartment units. Responsibilities include:

- oversight of all primary on-campus housing systems and residential living programs including fiscal affairs, labor relations and personnel, minor maintenance and custodial services, new construction, capital renewal and asset protection, co-curricular, developmental, and diversity education programs, student conduct and conflict resolution, central administration and technologies, marketing and research, and conference housing operations
- direct supervision of 7 senior managers and general oversight of a large, diverse work force representing 5 collective bargaining units
- direct oversight of a $20 million self-supporting annual operating budget
- oversight of departmental strategic planning and quality improvement initiatives
- member of the University Student Affairs senior management team, University emergency response network, Campus Master Plan Review Committee, URI/Office of Civil Rights partnership response team, University alcohol and drug education team, and miscellaneous campus and division-wide committees and project groups

Accomplishments include:

- executed a comprehensive turnaround program that yielded cost containment and improved resource allocation, and increased occupancy and retention
- initiated and coordinated a campus housing feasibility study and development plan which served as the basis for a $64 million comprehensive residence hall renovation program and a $70 million new student housing project
- introduced first year focus programs and special interest/theme housing
- initiated comprehensive residential security upgrades including the installation of "keyless" technologies
- initiated the installation of automated administrative systems and a comprehensive telecommunications upgrade throughout all on-campus residential units
- initiated a smoke-free program for University residences
- increased staff diversity and strengthened efforts in residential multicultural and diversity education programs
- improved public opinion of the University's on-campus housing program and increased resident satisfaction indicators as demonstrated by quality of living survey data

University of Connecticut

ASSOCIATE DIRECTOR OF HOUSING OPERATIONS — July 1986 – August 1991

Senior housing management position responsible for all facilities and operations functions for a 9,200 bed student housing system, 9 rental houses, and 166 apartment units. Primary responsibilities included:

- direct supervision of a 9 person management team and general oversight of 140 custodial and maintenance employees
- member of Student Affairs management team and emergency response network
- management of a $12 million annual operating budget
- coordination of a $25 million capital renewal program for residence halls and apartment units
- oversight of the summer conference housing program
- development of a comprehensive on-campus housing master plan
- primary management liaison with residential education and room assignments components of the campus housing program
- coordination of initial phases of operations systems automation for the department

University of Connecticut (continued)

FACILITIES DEVELOPMENT COORDINATOR June 1982 – June 1986

Assisted the Associate Director in the delivery of all facilities management programs for a 9,200 resident on-campus housing program. Specific duties included: management of a $1 million annual renovation program; supervision of warehouse personnel and departmental inventory control program; coordination of vandalism reduction and student damage billing activities; and oversight of facilities services diversity and staff training and development programs.

RESIDENTIAL AREA COORDINATOR July 1980 – June 1982

Primary residential education officer for a community of 1,500 undergraduate on- campus residents. Responsibilities included: selection, training, and supervision of 5 graduate Head Residents and 27 undergraduate Resident Assistants; student conduct and counseling; implementation of personal development and co-curricular programs; student government advisement; supervision of theme housing; and instruction of student leadership courses.

Michigan State University

RESIDENCE HALL DIRECTOR January 1979 – June 1980

Live-in supervisory position responsible for daily residential education activities in co-educational living units housing up to 1,200 undergraduate students. Responsibilities and specialty areas included: co-curricular and student development programming; individual and group advising; selection and supervision of up to 26 Resident Assistants; student discipline; alcohol education; and multicultural student advising and programming.

EDUCATION

MASTER OF BUSINESS ADMINISTRATION - University of Connecticut December 1984

MASTER OF ARTS/COLLEGE STUDENT PERSONNEL - Michigan State University June 1979

BACHELOR OF ARTS/PSYCHOLOGY - University of Massachusetts at Dartmouth June 1977

RELATED ACTIVITIES AND AFFILIATIONS

PROFESSIONAL AND COMMUNITY ASSOCIATIONS, ELECTED OFFICES, AND COMMITTEES

Association of College and University Housing Officers – International (ACUHO-I):

- Chairperson, 1996 Conference Host Committee/Providence, Rhode Island 1994 – 1996
- Member & Program Coordinator, Information Systems Committee 1985 – 1989

Northeast Association of College and University Housing Officers (NEACUHO):

- Past Presidents Consulting Group 2004 – Present
- Nominations and Awards Committee 2004 – 2005
- President and Past President 1993 – 1995
- Treasurer 1991 – 1993
- Chairperson, 1991 Regional Conference Host Committee 1990 – 1991
- Newsletter Editor 1988 – 1990
- Member-at-Large Officer 1987 – 1988
- Chairperson, New Professionals Committee 1987 – 1988

Community and Civic Activities:

- Chariho Regional School District - Audit Subcommittee 1997 – Present
- Charlestown, RI Elementary School Leadership Council/Site Based Management Committee 1995 – 1999

Professional Memberships and Presentations:

- Attended, developed, and presented numerous training and conference presentations and held membership in various professional associations including the Association of College and University Housing Officers - International and its Northeast regional association, the National Association of College Auxiliary Services, ACPA College Student Educators International, and the National Association of Student Personnel Administrators

REFERENCES

AVAILABLE UPON REQUEST

LEADERSHIP DEVELOPMENT *Outcomes & Evidence Progress Inventory*

MINOR IN LEADERSHIP STUDIES

Center for Student Leadership Development
Memorial Union
University of Rhode Island

Name:
Date Enrolled:
Date of Graduation:

CONTENTS

ABOUT THE MINOR & CENTER FOR STUDENT LEADERSHIP DEVELOPMENT *(information included)*

- Minor Information
- Center for Student Leadership Development Information
- Developmental Model

ADVISING INFORMATION *(students will include own documentation)*

- Tracking Sheet / Advising Updates
- Syllabi of Minor Classes (Core and Electives)
- Internship
    - Guidelines
    - Syllabus
    - Mid-term
    - Final

OUTCOMES

- Outcomes (Self-Leadership, Interpersonal and Organizational, Leadership Theories, Inclusive Leadership, Critical Thinking)
- Targeted Classes
- Experiences
- Evidence

MINOR IN LEADERSHIP STUDIES

The minor in Leadership Studies at URI is based on a broad, cross-disciplinary philosophy of leadership. The minor will prepare students with opportunities to develop and enhance a personal philosophy of leadership: understanding of self; understanding of and ability to relate to others; community and the acceptance of responsibilities inherent in community membership. The curriculum focuses on expanding students' knowledge, skills, and understanding of specific leadership theories, concepts, models, and modern leadership issues in applied settings. The goal is to prepare students for leadership roles and responsibilities on campus and in career, community, and family leadership roles.

SPECIAL FEATURES

- FOCUSED CORE-*courses that cover a breadth and depth of leadership theories, concepts, and models*
- SKILLS-*leadership training directed at skill development in personal perseverance, effective communication, public speaking, group development, values development, diversity and inclusion, critical thinking, decision-making, and problem solving*
- APPLIED LEARNING-*academic and co-curricular experiences and reflection intended to empower students to develop greater levels of leadership complexity, integration, and proficiency, such as group membership and leadership, internships, portfolio development, and journaling.*
- FLEXIBILITY-*electives may be selected from over 30 classes from 10 academic departments*
- INTERNSHIP-*required work in an internship focuses on the application of leadership knowledge and skills in a work-like setting*
- EXPERIENTIAL LEARNING-*Each year, students in the minor participate in meaningful experiences, such as the First Year Student Leadership Retreat, the Sophomore Retreat, the Junior Day (career preparation and etiquette), and the Senior Expedition.*

- PORTFOLIO-*guarantees that students will analyze and synthesize their experiences before they graduate. Serves as visual documentation of their experiences.*

ENROLLMENT

- Undergraduate students at URI may declare a minor in Leadership Studies no earlier than sophomore year.
- Enrollment forms can be picked up during an initial appointment with a Leadership staff member. The Center for Student Leadership Development (CSLD) is located in Memorial Union Room 210, phone 874-5282
- Once a student declares a minor in Leadership Studies, the major Academic Advisor must be informed and sign the Enrollment Form, and the form is returned to the CSLD.
- A member of the Leadership Advisory Committee will be assigned to the student as "Program Advisor." The Program Advisor will facilitate the student's progress through the minor and help ensure that the necessary required and elected courses are completed.

GENERAL INFORMATION FOR STUDENTS

- Requirements may be satisfied by completing 18 or more credits related to leadership and offered by more than one department.
- To declare this minor, you must have approval of your major academic advisor and a member of the Leadership Advisory Committee who will serve as your "Program Advisor." Once approved, the minor will be listed on your transcript.
- Eighteen credits are required for this minor, twelve of which must be at the 200 level of instruction or above. A course grade of "C" or better must be earned in each graded course. At least twelve of the credits must be earned at URI.
- No course may be used to apply to both the major and minor fields of study. Courses in General Education or for other minors may be used for the minor. With the exception of internship credit, all courses for the minor must be taken for a grade. The Introductory class must be taken before the internship and the capstone course.
- Application for the minor must be filed in your academic dean's office no later than the beginning of the final semester or term.
- Approval of the minor does not guarantee that the suggested courses will be available to you on a schedule correlated with your graduation plans nor guarantee space in any required course.

CORE REQUIREMENTS- 9 Credits

- One introductory course (3 credits):
  HDF 190 FLITE: "First Year Leaders Inspired to Excellence" (for first year students in the spring semester only)
  HDF 290 "Modern Leadership Issues" (spring only)
- One capstone course (3 credits):
  HDF 490 (498 C) "Historical, Multiethnic, & Alternative Leadership Studies" (fall only)
  COMM / MGT 402 "Leadership and Motivation" (spring only)
- An internship (2 credits; 80 hours)
- Portfolio class (1 credit) HDF 492

MINOR ELECTIVES-9 credits

**Additional classes may be appropriate and therefore added to the list; see CSLD for the most updated list or bring a class that you think should be an elective*

AAF 300L	Civil Rights Movement in the US	HDF 290	Modern Leadership Issues (also an introductory option)
COM 100	Communication Fundamentals	HDF 498	Historical, Multiethnic, Alternative Leadership (also a capstone option)
COM 202	Public Speaking		
COM 210	Persuasion: The Rhetoric of Influence	HDF 498	Leadership in Fraternities and Sororities
COM 220	Small Group Communication	HDF 498	Student Organization Leadership Consultants
COM 221	Interpersonal Communication	HDF 498	Leadership for Activism and Social Change
COM 302	Advanced Public Speaking		
COM 322	Gender and Communication		
COM 361	Intercultural Communication		
COM 383	Rhetorical Theory		
COM 411	Advanced Rhetorical Theory		
COM 415	Ethics of Persuasion	HDF 498	Leadership for Student Athletes
COM 421	Advanced Interpersonal Comm.	HDF 498	FLITE Peer Leaders
COM 422	Communication-Conflict Intervention	MGT 300	Introduction to Management and Supervision
COM 450	Organizational Communication	MGT 301	Organization and Management Theory
COM 451	Leadership and Motivation (also a capstone option)	MGT 302	Organizational Behavior
COM 461	Managing Cultural Differences in Org.	MGT 303	Personnel Administration
CSV 302	URI 101 Mentors (and other mentors)	MGT 306	Skill Development-Org Behavior

MGT 401	Women in Business and Management
MGT 407	Organization- Management Theory II
MGT 408	Organizational Development, Change
PEX 375	Women in Sport-Contemporary Perspectives
PSC 304	Introduction to Public Administration
PSC 369	Legislative Process and Public Policy
PSC 504	Ethics in Public Administration
PHL 212	Ethics
ROTC	the class series covers all the electives for this minor
SOC300P / WMS350U	Women and Work
THE 221	Stage Management
THE 341	Theater Management
WMS 150	Introduction to Women's Studies
WMS 310	Race, Class, Sexuality in Women's Lives
WMS 350	Feminist Politics and Militancy
WMS 350Y	International Women's Issues

CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

Office: Memorial Union Room 210 Phone: (401) 874-5282 Fax: (401) 874-5317 Email: cwilson@uri.edu

The Center for Student Leadership Development has a two pronged mission:

1. To engage in research and assessment in order to contribute to the field of leadership studies.
2. To provide developmental opportunities for students to become informed, inclusive, and effective leaders in their careers, communities, and family lives.

We strive to help our students become: Action-oriented, Courageous, Creative, Critical, Empathetic, Ethical, Honest, Inclusive, Informed, Optimistic, Passionate, Patient, Proactive, Self-disciplined, Tenacious, Thoughtful, and Trustworthy.

We work to help our students develop and refine the following skills:

- The ability to analyze, criticize, synthesize and utilize information to their career, community, and family leadership roles.
- The organizational and interpersonal skills to implement their knowledge.
- The ability to utilize historical / multicultural / alternative theories and methods
- The ability to be inclusive, not by being an expert on all cultures (race, ethnicity, gender, religion, sexual orientation, age, ability), but by having a general knowledge and respect difference and varied perspectives, and by being able to consider and include cultural differences in membership and leadership roles.
- The ability to think critically; neither to manipulate when communicating nor to be manipulated.

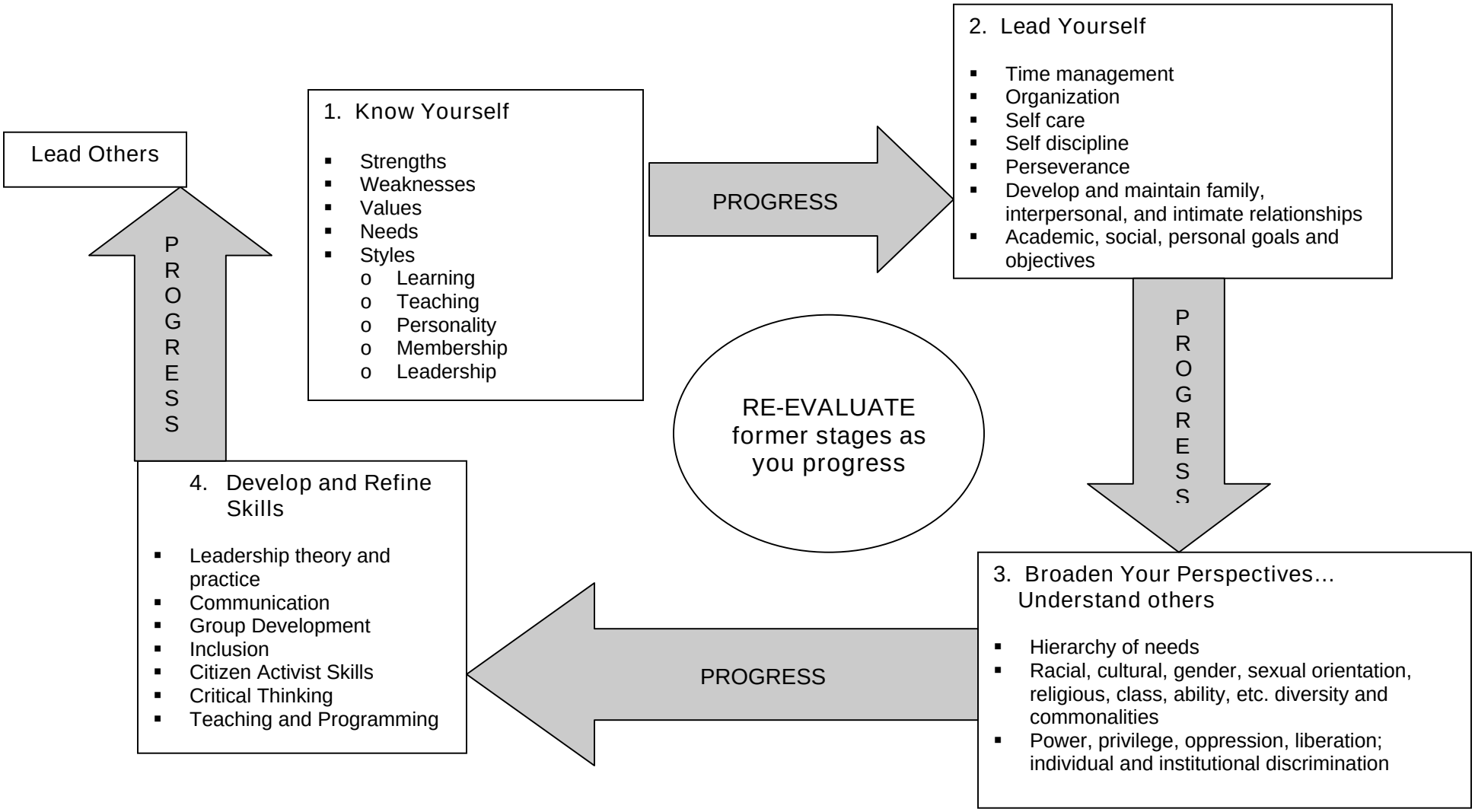
Supporting Values and Theories:

- We believe that all students, no matter what the GPA or previous leadership / membership experience, deserve a chance to engage in leadership development opportunities
- We believe that students should create their own definitions of success
- We believe that "no one person has all of the truth, we each have a piece of it". We strive to broaden the base of sources from which students draw their knowledge by exposing them to as many types of leaders and citizens as possible.
- We believe that students learn best in their chosen contexts (constructivism), so we create classes, programs, and services that meet students where they are; are programs are organized into tracks:
  a. Emerging Leadership
  b. Leadership in Fraternities and Sororities
  c. Leadership for Activism and Social Change
  d. Leadership for Student Athletes
  e. Outreach and Peer Leadership
- The CSLD teaches a variety of leadership theories, but focuses on three: Social Change Model, Astin et al; Relational Leadership, Komives, McMahon & Lucas & Servant Leadership, Greenleaf
- We know that students have different learning styles, and therefore, our methodologies / pedagogies must reflect these styles.
- We believe that students are better educated with a balance of challenge and supportive mechanisms (Sanford)
- We must assure an effective framework by providing programs and services in four delivery categories (Robert's & Ullom):
  a. training (preparation for current roles)
  b. education (regarding leadership and leaders in general)
  c. development (skill improvement)
  d. experiential learning (practice)

BECOMING A POSITIVE LEADER THROUGH DEVELOPMENT & INVOLVEMENT

Wilson, 1998 (URI Memorial Union / Center for Student Leadership Development)
Revised after the publication of Exploring Leadership: for College Students Who Want to Make a Difference by Komovies, McMahon and Lucas, 1998.

You need to have your own act together before you can lead others:



OUTCOMES

In this section, you will track your progress toward the outcomes. Each class in the minor targets different outcomes; all of the classes list these outcomes on the syllabi (the words "goals" or "curriculum areas" may be used instead). In many of our classes, the assignments can serve as your evidence. Periodically, and not less than at the end of each semester, you should update your outcomes progress. In the "additional experiences" column, name additional classes or experiences that contributed to you becoming proficient in that outcome. As the semesters pass, you will think of things from recent semesters and semesters further in the past, or people or jobs, etc. in your past that also influenced your progress on that outcome. Do not let that ambiguity upset you. Reflecting on development is not a linear process, but it does help to reflect often. In the "descriptive notes" column, share insights about your growth, lack of progress, successes, stumbling blocks, etc. At the end of each section, you need to include evidence that supports your development toward the outcomes. Copies of papers, grading sheets, evaluation letters—anything that shows that someone has determined that you have demonstrated proficiency (or not, or are making progress). Make sure to keep electronic copies of all of your evidence to include in your Portfolio.

Example:

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will demonstrate knowledge of stress management methods	HDF 190 290 retreat	Planned workshop for my students as an RA. Reading the book "The Worrywart's Companion"	In FLITE, I learned about time management (information included in evidence), which helped me lower my stress. We filled out a time log and I realized how much time I spent watching cable and on-line, so I re-organized my time. At the 290 retreat, I learned about my responses to stress, and how I hurt others when I am crabby. When I was an RA, I planned a workshop for my residents (program included in evidence) and learned about the body's alkaline/acid balance, and how to lower my acid environment. I read the book "The Worrywart's Companion, which helped me manage my worrying (copy of the book's cover included in evidence).
Student will demonstrate the ability to manage stress	HDF 190 290 retreat		I get up early every morning and work when it is quiet. That way, when it gets busy, I am not stressed out over the things I have to get done. I also work out 3-4 times a week. I drink lemon juice and eat celery throughout the day-keeps my stomach in an alkaline state which is more comfortable. So now if I am crabby (which I talked about above), I just tell the people around me that I need time to myself, during which I relax or read or take a shower, and when I emerge, I am better to deal with. I also keep a worrying journal that I work on 15 minutes a day-I allow myself to fret for those 15 minutes, and then I move on and wait till the next day to worry again. It's been an enormous help.

Outcome Category: Self-Leadership

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice

Student will demonstrate autonomy and a minimized need for approval			
Student will demonstrate personal, organizational, and academic examples of self-discipline			
Student will demonstrate the ability to manage emotions			
Student will demonstrate knowledge of stress management methods			
Student will demonstrate the ability to manage stress			
Student will express a personal code of leadership / membership ethics			
Student will demonstrate practice of the personal code of ethics			
Student will express a personal values statement			
Student will demonstrate practice of the personal values statement			
Student will demonstrate the ability to lead a project from start to finish (follow-through)			
Student will describe goals and objective statements regarding personal issues, career issues, and community issues			
Student will show evidence of goals and objectives that were planned and achieved			
Student will show knowledge of the "Hierarchy of Needs" theory by Maslow			
Student will show application of Maslow's theory to own life			
Student will describe own personal leadership style, including strengths and weaknesses, and examples of application			
Student will describe own personality style, including strengths and weaknesses, and examples of application			

Outcome Category: Leadership Theories *(including historical, multicultural, and alternative theories)*

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will show knowledge of the "Authority and Bureaucracy" theory of leadership			

Student will describe personal application of the above theory			
Student will show knowledge of the “Scientific Management” theory of leadership			
Student will describe personal application of the above theory			
Student will show knowledge of the “Management by Objectives” theory of leadership			
Student will describe personal application of the above theory			
Student will show knowledge of “Theory X and Theory Y” theory of leadership			
Student will describe personal application of the above theory			
Student will show knowledge of the “Servant Leadership” theory of leadership by Greenleaf			
Student will describe personal application of the above theory			
Student will show knowledge of the “Principle Centered Leadership” theory by Covey			
Student will describe personal application of the above theory			
Student will show knowledge of the “14 Points / TQM” theory of leadership by Deming			
Student will describe personal application of the above theory			
Student will show knowledge of the “Visionary Leadership” theory by Shashkin			
Student will describe personal application of the above theory			
Student will show knowledge of the “Individuals in Organizations” leadership theory by Argyris			
Student will describe personal application of the above theory			
Students will demonstrate knowledge of the “4 V’s) theory of leadership by Grace			
Student will describe personal application of the above theory			
Student will show knowledge of the “Situational Leadership” theory by Hersey & Blanchard			
Student will describe personal application of the above theory			
Student will show knowledge of the “Relational Leadership” model by Komivies, McMahon & Lucas			
Student will describe personal application of the above theory			

Student will show knowledge of the “Social Change” model of leadership development			
Student will describe personal application of the above theory.			
Student will show knowledge of transactional and transformational leadership, and the differences between these types of leadership			
Student will describe personal application of the above theory			
Student will describe ways to maintain accountability in leadership / member relationships			
Student will describe personal examples related to maintaining accountability as a leader			
Student will describe ways to build relationships between leaders and members			
Student will describe personal examples of building relationships with members as a leader			
Student will show knowledge of the concept of constructivism			
Students will describe personal examples of implementing constructivism			
Student will describe how credibility applies to leadership, as well as the characteristics and skills of a credible leader			
Student will describe personal examples of building, maintaining, and repairing his/her own credibility as a leader			
Student will demonstrate knowledge of leadership that is used in crises			
Student will describe examples of leadership in crises situations			
Student will describe the role of experiential learning in leadership development			
Student will describe how influence applies to leadership, as well as ethical standards in influence			
Student will describe principles of effective mentoring, as well as problems particular to the mentoring relationship			
Student will describe personal examples of mentoring and being mentored			
Student will describe principles of effective peer leadership, as well as problems particular to peer leadership			
Student will describe personal examples related to being a peer leader and being led by peers			

Student will describe how power applies to leadership, as well as ethical standards in influence			
Students will demonstrate knowledge of the foundational philosophies and documents of the United States, and identify strengths and challenges within those documents and the implementation of the principles			

Outcome Category: Inclusive Leadership / Diversity and its Application to Leadership

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will demonstrate how cultural anthropology / paradigms relate to leadership			
Student will describe personal example of using cultural anthropology / paradigms as a leader			
Student will demonstrate knowledge of the "Cycles of Socialization" (Harro) theory and its uses in leadership			
Students will demonstrate personal application of the "Cycles of Socialization"			
Student will demonstrate knowledge of the "Cycles of Liberation" (Harro) theory and its uses in leadership			
Student will demonstrate personal application of the "Cycles of Liberation"			
Student will demonstrate knowledge of the "Configuration of Power" (Franklin) and its relationship to leadership			
Student will demonstrate personal application of the "Configuration of Power"			
Students will demonstrate knowledge of the UMass "Continuum of Learning" and its relationship to leadership			
Students will demonstrate personal application of the "Continuum of Learning"			
Student will demonstrate knowledge of racial identity development via the Cross & Helms models			
Student will demonstrate personal application of Cross and/or Helms models			
Students will demonstrate knowledge of McIntosh's theory of privilege and its relationship			

to leadership			
Student will demonstrate personal application of McIntosh's theory			
Student will describe the differences and similarities of individual and institutional oppression and relationships to leadership			
Student will show knowledge of effective leadership as it relates to change agency			
Student will describe personal examples of being a change agent			
Student will create a personal code of inclusive leadership			

Outcome Category: Critical Thinking

Outcome	Target class	Additional Experiences	Descriptive notes regarding learning and practice
Student will show knowledge of five creative thinking techniques			
Student will describe personal examples of using creative thinking techniques			
Student will show knowledge of principles of critical thinking (logic is used in this minor)			
Student will demonstrate proficiency of critical thinking			
Student will show knowledge of perspective taking			
Student will describe personal examples of using perspective taking in a leadership role			
Student will show knowledge of at least five decision making methods			
Student will describe personal examples of having used five decision making methods			
Student will show knowledge of at least five problem solving / conflict management methods, as well as understanding the roots of conflicts			
Student will describe personal examples of having used five problem solving / conflict management methods *(if student has been trained in mediation, that information goes here)*			
Student will describe what it means to analyze, criticize, synthesize and utilize information as a leader			

Outcome Category: Interpersonal and Organizational Concepts & Skills

Student will demonstrate knowledge of active listening techniques			
Student will describe examples of using active listening skills			
Student will show knowledge of techniques regarding giving and accepting of feedback			
Student will describe examples of giving and accepting feedback.			
Student will demonstrate knowledge of facilitation and de-briefing techniques			
Student will demonstrate proficiency of facilitation and de-briefing techniques			
Student will show knowledge of organizing meetings / setting agendas / and leading meetings			
Student will describe personal examples of organizing meetings / setting agendas / leading meetings			
Student will show knowledge of Parliamentary Procedure			
Student will show knowledge of techniques for working with difficult people			
Student will describe personal examples of using techniques to work effectively with difficult people			
Student will show knowledge of the stages of group development (Tuckman), and be able to define / describe teambuilding, group maintenance, and closure in groups			
Student will describe personal examples of group development in use.			
Student will show knowledge of group dynamics and group roles			
Student will describe personal examples of group dynamics and group roles			
Student will show knowledge of effective memberships skills in groups			
Student will describe personal examples of membership skills in use			
Student will show knowledge of the Challenge and Support theory by Sandford, and its relationship to organizations			
Student will describe personal examples of using the theory of Challenge and Support			
Student will show knowledge of the construction / elements of informative and persuasive speeches			
Student will demonstrate proficiency in informative and persuasive public speaking			
Student will show knowledge of planning and conducting interviews (as the interviewer)			
Student will describe personal examples of planning and conducting interviews (as the interviewer)			
Student will show knowledge of preparing for and effective answers in interviews (as the interviewee)			

Leaving the University

Exit Survey Data
From 1 Sep 2006 through 26 Feb 2007

Information Technology Services / Institutional Research

26 Feb 2007

EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University
Data from 09/01/06 through 02/26/07

Survey variables

TERM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2069	79	27.53	79	27.53
2071	204	71.08	283	98.61
2079	4	1.39	287	100.00

EXITCD	Frequency	Percent	Cumulative Frequency	Cumulative Percent
L	92	32.06	92	32.06
W	195	67.94	287	100.00

SURVEYDT	Frequency	Percent
09/01/2006	3	1.05
09/02/2006	2	0.70
09/04/2006	1	0.35
09/05/2006	7	2.44
09/06/2006	3	1.05
09/07/2006	3	1.05
09/09/2006	1	0.35
09/11/2006	3	1.05
09/12/2006	3	1.05
09/13/2006	3	1.05
09/14/2006	1	0.35
09/17/2006	1	0.35
09/18/2006	1	0.35
09/19/2006	4	1.39
09/20/2006	1	0.35
09/25/2006	1	0.35
09/29/2006	2	0.70
10/02/2006	1	0.35
10/03/2006	2	0.70
10/10/2006	4	1.39
10/11/2006	2	0.70
10/12/2006	1	0.35
10/14/2006	1	0.35
10/16/2006	1	0.35
10/17/2006	1	0.35
10/18/2006	1	0.35
10/19/2006	1	0.35
10/24/2006	2	0.70
10/25/2006	1	0.35
10/26/2006	1	0.35
10/29/2006	1	0.35
11/07/2006	1	0.35
11/08/2006	1	0.35
11/10/2006	2	0.70
11/12/2006	2	0.70
11/13/2006	2	0.70
11/14/2006	1	0.35
11/15/2006	3	1.05
11/17/2006	3	1.05
11/19/2006	2	0.70

11/20/2006	2	0.70
11/21/2006	2	0.70
11/25/2006	1	0.35
11/26/2006	1	0.35
11/27/2006	3	1.05
11/28/2006	2	0.70
11/29/2006	2	0.70
12/01/2006	2	0.70
12/02/2006	2	0.70
12/03/2006	3	1.05
12/04/2006	1	0.35
12/05/2006	3	1.05
12/06/2006	3	1.05
12/07/2006	10	3.48
12/08/2006	3	1.05
12/10/2006	3	1.05
12/11/2006	7	2.44
12/12/2006	2	0.70
12/13/2006	8	2.79
12/14/2006	6	2.09
12/15/2006	4	1.39
12/16/2006	2	0.70
12/17/2006	2	0.70
12/18/2006	16	5.57
12/19/2006	12	4.18
12/20/2006	7	2.44
12/21/2006	4	1.39
12/22/2006	4	1.39
12/23/2006	1	0.35
12/27/2006	4	1.39
12/28/2006	1	0.35
12/30/2006	1	0.35
12/31/2006	2	0.70
01/02/2007	1	0.35
01/03/2007	2	0.70
01/04/2007	2	0.70
01/05/2007	3	1.05
01/06/2007	2	0.70
01/07/2007	2	0.70
01/08/2007	2	0.70
01/09/2007	5	1.74
01/10/2007	2	0.70
01/11/2007	5	1.74
01/12/2007	1	0.35
01/13/2007	3	1.05
01/14/2007	2	0.70
01/15/2007	3	1.05
01/16/2007	4	1.39
01/17/2007	3	1.05
01/18/2007	6	2.09
01/19/2007	5	1.74
01/20/2007	3	1.05
01/21/2007	1	0.35
01/22/2007	4	1.39
01/23/2007	3	1.05
01/24/2007	3	1.05
01/25/2007	2	0.70
01/27/2007	1	0.35
01/29/2007	2	0.70
01/31/2007	2	0.70
02/02/2007	1	0.35
02/05/2007	1	0.35
02/07/2007	1	0.35
02/09/2007	1	0.35

02/10/2007	1	0.35		
02/11/2007	1	0.35		
02/21/2007	2	0.70		
02/23/2007	1	0.35		
02/26/2007	1	0.35		

EXITTRM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	83	28.92	83	28.92
N	204	71.08	287	100.00

VERSION	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	287	100.00	287	100.00

Demographic variables

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
F	177	61.67	177	61.67
M	110	38.33	287	100.00

ACADPROG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	20	6.97	20	6.97
AS	10	3.48	30	10.45
BUS	5	1.74	35	12.20
ELSCI	15	5.23	50	17.42
ENGR	1	0.35	51	17.77
HSS	9	3.14	60	20.91
NURS	1	0.35	61	21.25
UC_AS	80	27.87	141	49.13
UC_BU	25	8.71	166	57.84
UC_EL	22	7.67	188	65.51
UC_EN	11	3.83	199	69.34
UC_HS	38	13.24	237	82.58
UC_NU	9	3.14	246	85.71
UC_UN	41	14.29	287	100.00

ACADPLAN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	17	5.92	17	5.92
AS_APG_BA	1	0.35	18	6.27
AS_ASTD_BA	3	1.05	21	7.32
AS_BSC_BOS	1	0.35	22	7.67
AS_CHEM_BA	2	0.70	24	8.36
AS_CHEM_BS	2	0.70	26	9.06
AS_CMST_BA	18	6.27	44	15.33
AS_CSC_BA	3	1.05	47	16.38
AS_CSC_BS	3	1.05	50	17.42
AS_ECON_BA	1	0.35	51	17.77
AS_ENGL_BA	2	0.70	53	18.47
AS_FILM_BA	1	0.35	54	18.82
AS_HIST_BA	4	1.39	58	20.21

AS_HSS_EE	1	0.35	59	20.56
AS_JOUR_BA	4	1.39	63	21.95
AS_MATH_BS	2	0.70	65	22.65
AS_MED_BOM	2	0.70	67	23.34
AS_MUSC_BA	2	0.70	69	24.04
AS_PBRL_BA	5	1.74	74	25.78
AS_PHIL_BA	1	0.35	75	26.13
AS_PHYS_BA	1	0.35	76	26.48
AS_PHYS_BS	2	0.70	78	27.18
AS_POCG_BS	1	0.35	79	27.53
AS_POSC_BA	6	2.09	85	29.62
AS_PSYC_BA	9	3.14	94	32.75
AS_SOCL_BA	1	0.35	95	33.10
AS_THEA_BA	1	0.35	96	33.45
AS_THE_BFA	3	1.05	99	34.49
AS_UDEC_BA	6	2.09	105	36.59
AS_WRTR_BA	1	0.35	106	36.93
BIOSCI-MS	1	0.35	107	37.28
BUSADM_NON	2	0.70	109	37.98
BU_ACCT_BS	4	1.39	113	39.37
BU_FINC_BS	1	0.35	114	39.72
BU_FNSR_BS	1	0.35	115	40.07
BU_GBUS_BS	7	2.44	122	42.51
BU_INBU_BS	4	1.39	126	43.90
BU_MGMT_BS	3	1.05	129	44.95
BU_MKTG_BS	6	2.09	135	47.04
BU_UDEC_BS	4	1.39	139	48.43
ELECEGR-MS	1	0.35	140	48.78
EL_AFTC_BS	2	0.70	142	49.48
EL_ANSC_BS	3	1.05	145	50.52
EL_BIO_BA	2	0.70	147	51.22
EL_BSC_BOS	9	3.14	156	54.36
EL_CLSC_BS	3	1.05	159	55.40
EL_DIET_BS	4	1.39	163	56.79
EL_ESMG_BS	1	0.35	164	57.14
EL_GOCG_BS	1	0.35	165	57.49
EL_LDA_BLA	2	0.70	167	58.19
EL_MBIO_BS	5	1.74	172	59.93
EL_WCB_BS	3	1.05	175	60.98
EL_WSCI_BS	1	0.35	176	61.32
EN_BMDE_BS	1	0.35	177	61.67
EN_CIVL_BS	2	0.70	179	62.37
EN_CPEG_BS	2	0.70	181	63.07
EN_ELEG_BS	2	0.70	183	63.76
EN_MCEG_BS	2	0.70	185	64.46
EN_UDEC_BS	3	1.05	188	65.51
HS_COMD_BS	5	1.74	193	67.25
HS_ELED_BA	8	2.79	201	70.03
HS_ELED_BS	1	0.35	202	70.38
HS_HDFS_BS	7	2.44	209	72.82
HS_JDHY_BS	1	0.35	210	73.17
HS_PEDC_BS	11	3.83	221	77.00
HS_SEDC_BA	2	0.70	223	77.70
HS_TFMD_BS	5	1.74	228	79.44
HS_TXMK_BS	5	1.74	233	81.18
HS_UDEC_BA	2	0.70	235	81.88
NU_NURS_BS	10	3.48	245	85.37
UC_UDEC_BA	20	6.97	265	92.33
UC_UDEC_BS	2	0.70	267	93.03
UC_WBUS_BS	13	4.53	280	97.56
UC_WNUR_BS	5	1.74	285	99.30
ZN_NSE_NON	2	0.70	287	100.00

ENDLVL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	20	6.97	20	6.97
10	160	55.75	180	62.72
20	67	23.34	247	86.06
30	29	10.10	276	96.17
40	11	3.83	287	100.00

LOCATN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	23	8.01	23	8.01
1	258	89.90	281	97.91
2	6	2.09	287	100.00

CUMLGPA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.00	128	44.60	128	44.60
0.74	1	0.35	129	44.95
1.28	1	0.35	130	45.30
1.33	1	0.35	131	45.64
1.38	2	0.70	133	46.34
1.41	1	0.35	134	46.69
1.45	1	0.35	135	47.04
1.48	2	0.70	137	47.74
1.50	1	0.35	138	48.08
1.57	1	0.35	139	48.43
1.58	1	0.35	140	48.78
1.63	3	1.05	143	49.83
1.68	1	0.35	144	50.17
1.69	1	0.35	145	50.52
1.71	2	0.70	147	51.22
1.72	2	0.70	149	51.92
1.79	2	0.70	151	52.61
1.81	2	0.70	153	53.31
1.83	2	0.70	155	54.01
1.86	1	0.35	156	54.36
1.87	2	0.70	158	55.05
1.88	2	0.70	160	55.75
1.92	2	0.70	162	56.45
1.94	1	0.35	163	56.79
1.95	2	0.70	165	57.49
1.97	2	0.70	167	58.19
2.00	1	0.35	168	58.54
2.01	3	1.05	171	59.58
2.03	1	0.35	172	59.93
2.05	2	0.70	174	60.63
2.07	1	0.35	175	60.98
2.08	1	0.35	176	61.32
2.10	1	0.35	177	61.67
2.11	1	0.35	178	62.02
2.12	1	0.35	179	62.37
2.13	3	1.05	182	63.41
2.15	1	0.35	183	63.76
2.16	1	0.35	184	64.11
2.17	1	0.35	185	64.46
2.18	1	0.35	186	64.81
2.22	1	0.35	187	65.16
2.23	1	0.35	188	65.51
2.27	1	0.35	189	65.85

2.28	1	0.35	190	66.20
2.30	1	0.35	191	66.55
2.31	1	0.35	192	66.90
2.32	1	0.35	193	67.25
2.34	1	0.35	194	67.60
2.35	1	0.35	195	67.94
2.37	1	0.35	196	68.29
2.39	1	0.35	197	68.64
2.40	2	0.70	199	69.34
2.41	2	0.70	201	70.03
2.43	1	0.35	202	70.38
2.45	1	0.35	203	70.73
2.48	4	1.39	207	72.13
2.52	1	0.35	208	72.47
2.53	1	0.35	209	72.82
2.55	2	0.70	211	73.52
2.56	1	0.35	212	73.87
2.61	1	0.35	213	74.22
2.66	1	0.35	214	74.56
2.69	1	0.35	215	74.91
2.70	4	1.39	219	76.31
2.72	1	0.35	220	76.66
2.73	2	0.70	222	77.35
2.74	1	0.35	223	77.70
2.76	1	0.35	224	78.05
2.78	1	0.35	225	78.40
2.80	2	0.70	227	79.09
2.82	2	0.70	229	79.79
2.83	2	0.70	231	80.49
2.85	1	0.35	232	80.84
2.89	1	0.35	233	81.18
2.91	1	0.35	234	81.53
2.92	1	0.35	235	81.88
2.94	1	0.35	236	82.23
2.97	1	0.35	237	82.58
3.00	2	0.70	239	83.28
3.02	1	0.35	240	83.62
3.03	1	0.35	241	83.97
3.04	2	0.70	243	84.67
3.07	2	0.70	245	85.37
3.10	1	0.35	246	85.71
3.12	1	0.35	247	86.06
3.15	1	0.35	248	86.41
3.17	1	0.35	249	86.76
3.21	3	1.05	252	87.80
3.23	1	0.35	253	88.15
3.24	2	0.70	255	88.85
3.28	2	0.70	257	89.55
3.30	2	0.70	259	90.24
3.32	1	0.35	260	90.59
3.33	1	0.35	261	90.94
3.34	1	0.35	262	91.29
3.35	2	0.70	264	91.99
3.38	1	0.35	265	92.33
3.40	1	0.35	266	92.68
3.41	1	0.35	267	93.03
3.44	2	0.70	269	93.73
3.47	1	0.35	270	94.08
3.53	1	0.35	271	94.43
3.58	2	0.70	273	95.12
3.59	1	0.35	274	95.47
3.61	1	0.35	275	95.82
3.63	1	0.35	276	96.17
3.65	2	0.70	278	96.86

3.67	1	0.35	279	97.21
3.73	1	0.35	280	97.56
3.74	1	0.35	281	97.91
3.96	1	0.35	282	98.26
3.97	1	0.35	283	98.61
4.00	4	1.39	287	100.00

RACE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	25	8.71	25	8.71
Asian	9	3.14	34	11.85
Asian/Pacific Islander	4	1.39	38	13.24
Black	2	0.70	40	13.94
Black/African American	3	1.05	43	14.98
Hispanic	6	2.09	49	17.07
Hispanic/Latino	6	2.09	55	19.16
Not Applicable	5	1.74	60	20.91
Not Specified	13	4.53	73	25.44
White	214	74.56	287	100.00

CIT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	33	11.50	33	11.50
1	241	83.97	274	95.47
2	5	1.74	279	97.21
3	6	2.09	285	99.30
N	2	0.70	287	100.00

TD	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	266	92.68	266	92.68
A	11	3.83	277	96.52
T	10	3.48	287	100.00

RESID	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	19	6.62	19	6.62
INSTA	116	40.42	135	47.04
OTCTR	2	0.70	137	47.74
OUTST	142	49.48	279	97.21
REGIN	8	2.79	287	100.00

JOB	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	42	14.63	42	14.63
N	154	53.66	196	68.29
O	91	31.71	287	100.00

JOBHRS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	152	52.96	152	52.96
36G	22	7.67	174	60.63
L10	41	14.29	215	74.91
L20	44	15.33	259	90.24
L35	28	9.76	287	100.00

APPLAID	Frequency	Percent	Cumulative Frequency	Cumulative Percent

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EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University

With whom did you discuss reasons for leaving?

EXS_AA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	215	74.91	215	74.91
Y	72	25.09	287	100.00

EXS_CI	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	270	94.08	270	94.08
Y	17	5.92	287	100.00

EXS_DC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	282	98.26	282	98.26
Y	5	1.74	287	100.00

EXS_FR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	173	60.28	173	60.28
Y	114	39.72	287	100.00

EXS_PG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	86	29.97	86	29.97
Y	201	70.03	287	100.00

EXS_PC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	269	93.73	269	93.73
Y	18	6.27	287	100.00

EXS_RN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	287	100.00	287	100.00

EXS_RA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	271	94.43	271	94.43
Y	16	5.57	287	100.00

EXS_RD	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	287	100.00	287	100.00

EXS_TU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	283	98.61	283	98.61
Y	4	1.39	287	100.00

EXS_ES	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	249	86.76	249	86.76
Y	38	13.24	287	100.00

EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University

Personal reasons for leaving (M = major reason, C = contributing reasons, N = not applicable)

PQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	17	5.92	17	5.92
M	27	9.41	44	15.33
N	243	84.67	287	100.00

PQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	43	14.98	43	14.98
M	98	34.15	141	49.13
N	146	50.87	287	100.00

PQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	65	22.65	65	22.65
M	40	13.94	105	36.59
N	182	63.41	287	100.00

PQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	58	20.21	58	20.21
M	50	17.42	108	37.63
N	179	62.37	287	100.00

PQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	33	11.50	33	11.50
M	9	3.14	42	14.63
N	245	85.37	287	100.00

PQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	45	15.68	45	15.68
M	37	12.89	82	28.57
N	205	71.43	287	100.00

PQ7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	50	17.42	50	17.42
M	75	26.13	125	43.55
N	162	56.45	287	100.00

PQ8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	29	10.10	29	10.10
M	12	4.18	41	14.29
N	246	85.71	287	100.00

PQ9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	48	16.72	48	16.72
M	29	10.10	77	26.83
N	210	73.17	287	100.00

PQ10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	4	1.39	4	1.39
M	28	9.76	32	11.15
N	255	88.85	287	100.00

EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University

Academic reasons for leaving (M = major reason, C = contributing reasons, N = not applicable)

AQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	49	17.07	49	17.07
M	13	4.53	62	21.60
N	225	78.40	287	100.00

AQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	30	10.45	30	10.45
M	12	4.18	42	14.63
N	245	85.37	287	100.00

AQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	27	9.41	27	9.41
M	14	4.88	41	14.29
N	246	85.71	287	100.00

AQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	13	4.53	13	4.53
M	11	3.83	24	8.36
N	263	91.64	287	100.00

AQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	24	8.36	24	8.36
M	13	4.53	37	12.89
N	250	87.11	287	100.00

AQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	10	3.48	10	3.48
M	6	2.09	16	5.57
N	271	94.43	287	100.00

AQ7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	19	6.62	19	6.62
M	15	5.23	34	11.85
N	253	88.15	287	100.00

AQ8	Frequency	Percent	Cumulative Frequency	Cumulative Percent

C	18	6.27	18	6.27
M	8	2.79	26	9.06
N	261	90.94	287	100.00

AQ9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	11	3.83	11	3.83
M	2	0.70	13	4.53
N	274	95.47	287	100.00

AQ10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	12	4.18	12	4.18
M	6	2.09	18	6.27
N	269	93.73	287	100.00

AQ11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	23	8.01	23	8.01
M	15	5.23	38	13.24
N	249	86.76	287	100.00

AQ12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	5	1.74	5	1.74
M	15	5.23	20	6.97
N	267	93.03	287	100.00

AQ13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	12	4.18	12	4.18
M	7	2.44	19	6.62
N	268	93.38	287	100.00

AQ14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	0.35	1	0.35
M	1	0.35	2	0.70
N	285	99.30	287	100.00

AQ15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	0.35	1	0.35
M	4	1.39	5	1.74
N	282	98.26	287	100.00

EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University

Financial reasons for leaving (M = major reason, C = contributing reasons, N = not applicable)

FQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	287	100.00	287	100.00

FQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	21	7.32	21	7.32
M	14	4.88	35	12.20
N	252	87.80	287	100.00

FQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	26	9.06	26	9.06
M	33	11.50	59	20.56
N	228	79.44	287	100.00

FQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	40	13.94	40	13.94
M	54	18.82	94	32.75
N	193	67.25	287	100.00

FQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	22	7.67	22	7.67
M	16	5.57	38	13.24
N	249	86.76	287	100.00

FQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	17	5.92	17	5.92
M	25	8.71	42	14.63
N	245	85.37	287	100.00

FQ7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	11	3.83	11	3.83
M	3	1.05	14	4.88
N	273	95.12	287	100.00

FQ8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	13	4.53	13	4.53
M	20	6.97	33	11.50
N	254	88.50	287	100.00

FQ9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	287	100.00	287	100.00

FQ10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
M	5	1.74	5	1.74
N	282	98.26	287	100.00

EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University

Student Life reasons for leaving (M = major reason, C = contributing reasons, N = not applicable)

SQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	32	11.15	32	11.15
M	14	4.88	46	16.03
N	241	83.97	287	100.00

SQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	27	9.41	27	9.41
M	13	4.53	40	13.94
N	247	86.06	287	100.00

SQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	9	3.14	9	3.14
M	4	1.39	13	4.53
N	274	95.47	287	100.00

SQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	30	10.45	30	10.45
M	23	8.01	53	18.47
N	234	81.53	287	100.00

SQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	0.35	1	0.35
M	1	0.35	2	0.70
N	285	99.30	287	100.00

SQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	25	8.71	25	8.71
M	15	5.23	40	13.94
N	247	86.06	287	100.00

SQ7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	4	1.39	4	1.39
M	2	0.70	6	2.09
N	281	97.91	287	100.00

SQ8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	1	0.35	1	0.35
M	3	1.05	4	1.39
N	283	98.61	287	100.00

EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University

General Environment reasons for leaving (M = major reason, C = contributing reasons, N = not applicable)

GQ1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	11	3.83	11	3.83
M	11	3.83	22	7.67
N	265	92.33	287	100.00

GQ2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	7	2.44	7	2.44
M	2	0.70	9	3.14
N	278	96.86	287	100.00

GQ3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	13	4.53	13	4.53
M	4	1.39	17	5.92
N	270	94.08	287	100.00

GQ4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	19	6.62	19	6.62
M	11	3.83	30	10.45
N	257	89.55	287	100.00

GQ5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
C	4	1.39	4	1.39
M	7	2.44	11	3.83
N	276	96.17	287	100.00

GQ6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	287	100.00	287	100.00

EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University

Additional information - New College

Obs	NEWCOLL
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5	CCRI
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9	University of Maryland, Colleg
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31	Southern Connecticut State Uni
32	Johnson And Wales University
33	Montclair State University
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64 Framingham State
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68 University of South Carolina a
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70 CCRI
71 Rutgers University
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74 Nichols College
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77 Lesley University
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80 Taccoa Falls College
81 Southern Connecticut State Uni
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84 University of Buffalo
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86 Framingham State College
87 CCRI
88 Asnuntuck Community College
89 University of Massachusetts Am
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92 Rockland Community College
93 Hillsborough
94 New England Institute of Techn
95 Suffolk Community College
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98 Hesser College
99 CCRI
100 Suffolk University
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102 University of Massachusetts Am
103 William Patterson University o
104 Iona College
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106 Bridgewater State College
107 Worcester State College
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111 SUNY Rockland Community Colleg
112 St. Thomas Aquinas College
113 Waiting to hear from Southern
114 waiting to hear from other uni
115 CCRI

116 Hofstra University
117 Northeastern University
118
119 Providence College
120 Cornell University

University of Connecticut
SUNY Binghamton
Community College of Rhode Isl
Salem State College
(NO DATA AVAILABLE AFTER THIS POINT)

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Additional information - Activities

Obs	EC_ACTIV	OT_ACTIV
1	N	
2	1	Women's Rowing
3	N	
4	N	
5	N	
6	N	
7	N	
8	N	
9	1	Womens Varsity Swimming
10	N	
11	N	
12	N	
13	N	
14	N	
15	N	
16	N	
17	1	ballroom dancing, and other outside activities
18	N	
19	N	

20	N	wrestling
21	1	Rugby
22	N	
23	N	
24	N	
25	N	
26	N	
27	N	
28	N	
29	N	
30	N	
31	1	Student Entertainment Commitee
32	N	
33	N	
34	N	
35	N	
36	N	
37	N	
38	N	
39	N	
40	N	
41	N	
42	N	
43	1	Men's Rowing Team
44	N	
45	N	
46	N	
47	N	
48	N	
49	1	URI Musician's Guild
50	N	
51	N	
52	N	
53	N	
54	1	Fraternity
55	1	Swimming and Diving
56	N	
57	1	Working part time at a clothing store to pay for college.
58	N	
59	N	
60	2	Theatre, tour guide
61	N	
62	2	Intramural Volleyball, Student Entertainment Committee
63	N	
64	N	
65	1	snowboarding
66	2	Womens' Lacrosse, Student Activities Committee
67	N	
68	N	
69	N	
70	N	
71	3	intramural softball, AVS club, marine science society
72	N	
73	N	
74	1	Soccer Intramurals
75	N	
76	N	
77	1	Marching Band
78	2	teaching ccd and volunteering at locat elementary school
79	N	
80	N	
81	N	
82	N	
83	1	Club Lacrosse

84	N	
85	N	
86	N	
87	N	
88	1	WOWW
89	1	PRSSA Club
90	2	Surf Club, SEC
91	N	
92	N	
93	2	Intramural basketball and volleyball
94	N	
95	2	
96	N	
97	N	
98	3	URI Dance Co., WOWW, Self Defense
99	N	
100	N	
101	N	
102	1	Snowboarding Club
103	N	
104	1	URI Mens Rugby
105	N	
106	N	
107	N	
108	N	
109	N	
110	N	
111	N	
112	1	Track and Field
113	N	
114	N	
115	N	
116	1	jumpstart
117	1	Dance
118	N	
119	1	
120	3	Tour Guide, AEC tutor, ICAS, Intramural Sports
121	N	
122	N	
123	N	
124	1	Kingston Fire Department
125	1	Phi Sigma Sigma Sorority
126	N	
127	N	
128	N	
129	N	
130	1	Intramural Volleyball
131	1	WOWW
132	N	
133	N	
134	N	
135	N	
136	1	capoeira
137	N	
138	N	
139	N	
140	N	
141	1	PRSSA
142	N	
143	1	Student Nurses Association
144	N	
145	N	
146	N	

147	2	Dance Company, WRIU
148	N	
149	1	Zeta Epsilon Tau Alpha
150	1	intramural ice hockey
151	N	
152	1	phi sigma sigma
153	3	clubs, intramurals
154	1	Alpha Chi Omega
155	2	Varsity Golf, Good 5 Cent Cigar
156	N	
157	N	
158	1	Field hockey team
159	1	Track and Field
160	N	
161	N	
162	1	Club Lacrosse
163	N	
164	2	SEC, Intramural Volleyball
165	2	URI SEC , Snowboarding Club
166	N	
167	N	
168	N	
169	1	Nutrition Club
170	N	
171	N	
172	N	
173	N	
174	N	
175	N	
176	1	Volleyball
177	1	Flag Football
178	N	
179	1	Track and Field
180	1	baseball
181	N	
182	N	
183	2	intramural tennis, football
184	N	
185	3	Crew, Kuntao Jiu Jitsu, Rhody Rides
186	N	
187	N	
188	2	Student Entertainment Committee, PRSSA
189	N	
190	N	
191	1	Intramural Basketball
192	N	
193	N	
194	N	
195	N	
196	N	
197	N	
198	N	
199	1	SEC
200	3	
201	1	intermurel sports
202	N	
203	N	
204	N	
205	N	
206	1	Ski Club
207	N	
208	N	
209	N	

210	N	
211	N	
212	N	
213	2	Intervarsity, SEC
214	1	Phi Sigma Sigma
215	N	
216	1	play soccer at a community center
217	N	
218	N	
219	N	
220	1	
221	N	
222	N	
223	N	
224	N	
225	N	
226	N	
227	N	
228	2	soccer,volleyball
229	N	
230	N	
231	1	lacrosse
232	N	
233	N	
234	N	
235	N	
236	3	Phi Gamma Delta Fraternity, Intramural Sports: Basketball, Football, Volleyball, Softball
237	N	
238	N	
239	N	
240	N	
241	N	
242	N	
243	N	
244	N	
245	N	
246	N	
247	3	Fashion Merchadising Society, Phi Eta Sigma, Sigma Alpha Pi
248	N	
249	N	
250	N	
251	N	
252	1	Women's Lacrosse
253	N	
254	N	
255	N	
256	N	
257	N	
258	N	
259	N	University Chorus
260	N	
261	1	Intermural soccer
262	N	
263	N	
264	N	
265	N	
266	N	
267	N	
268	N	
269	N	
270	N	
271	2	fraternity, intermural sports
272	N	
273	N	

274	1	RI College Republicans
275	N	
276	N	
277	N	
278	N	
279	N	
280	1	dancing through diversity
281	N	
282	1	coaching
283	N	
284	N	
285	N	
286	N	
287	N	

Additional Comments

Obs	COMMENT
1	
2	
3	I hope to attend URI in the Spring if I can get more aid.
4	
5	I would like to return after earning my AD in nursing at CCRi, to earn my BSN from URI
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27	want to come back in the spring just need time for wedding and honeymoon
28	not enough options for above questions
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35	I plan to attend spring semester of 2007
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63 The financail people suck, they lost my paperwork after submitting it 3 times it got too much and i got too far into debt I'm highly disappointed in the school.
64
65
66
67 This semester the costs of college were overwhelming. Last year, working throughout the school year took a great toll on my academics. I also lost interest in my current major, elementary education. Taking a semester off will help me to reevaluate m
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89 URI is a great school but I wanted to be with some of my close friends from home who are attending UMass
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93 URI is a good school, but I need to move out of RI.
94
95
96 I plan to work during this semester and return for summer classes, and then possibly transfer to another school in the fall semester.
97
98
99 I decided to go wiht Law enforcemnet instead. Nothing against theUniversity, URI was very good to me and I truelly enjoyed it. Just did not offer my major
100
101
102
103

104 Tuition was far to expensive for the classes taken.
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111
112 I believe I should have recieved more financial aid, considering I had 13 kids grow up in my household and my parents can not afford to give me a dime for college. Now I am forced to leave a place that I enjoy and would love to stay.
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123
124 I love URI and wish you guys had a fire science program. That program coupled with the reputation of the Kingston Fire Department would make this school an almost unquestionable path for aspiring firefighters such as myself as well as other professions
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142 Transfering
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155 Social atmosphere was not to my liking after coming from a private high school.
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162
163 finding a job here is the hardest thing that i have ever done ... very unaccomidating,

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173 I would have really loved t stay, but my financial aid processed late. I had to do everything on my own and because I had no idea what I was doing (no help from parents) everything just ended up getting to stressful.
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183 I tried to get into URI's pharmacy program but was unable to. I now am attending pharmacy school in New York starting fall of 2007.
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196 I plan on coming back in the fall of '07. I look forward to it!
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220 The school needs to improve its transportation, activity and overall campus life
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233 I look forward to returning to URI in the fall to finish my BS in History.
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246 i'm just having knee surgery
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263 Going to hike the Appalachian Trail
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265
266 I wish my financial situation was not as bad as it is.
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269 I hope this decision doesn't count against me and graduate schools will understand my transcript, I am very upset about not being in school but there are many legal things as well as emtional thing i have to take care of after my father dying.
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EXIT-SURVEY-ANALYSIS Undergraduate Students Leaving University

Five students found responding for two terms.

EMPLID	NAME	TERM	SURVEYDT	EXITCD	EXITTRM
100174337	Jennifer Marin	2079	01/05/2007	L	C
100174337	Jennifer Marin	2071	02/26/2007	L	N
100197389	Chue Yang	2069	12/12/2006	W	C
100197389	Chue Yang	2071	01/18/2007	W	N
100212354	Bethany Regan	2069	11/13/2006	L	C
100212354	Bethany Regan	2071	01/27/2007	W	N
100227051	Justin Davis	2069	09/01/2006	L	C
100227051	Justin Davis	2071	01/19/2007	W	N
100244811	Molly Tack	2069	09/06/2006	W	C
100244811	Molly Tack	2071	12/08/2006	W	N

URI 101 TRADITIONS AND TRANSFORMATIONS
SECTION 53 – FALL 2006

Instructor:	Dean Jayne Richmond	Mentor:	John Lee
Phone:	874-5505	Phone:	914 420-4090
E-Mail:	Richmond@uri.edu	E-Mail:	jflee@mail.uri.edu
Office:	100 Roosevelt Hall		

Class Meets: M 3:30-4:45 Bliss 305

Textbook and Course Curriculum: URI 101e (www.uri101.com) is the online, interactive textbook you will use in this course. You will need your nine-digit URI ID number to access the course materials. At the end of each chapter you will find homework questions that may be submitted to your URI 101 instructor. There is much to learn from this text book so spend time exploring the various links embedded in each chapter to find valuable information designed for you.

The purpose of this course is to help you explore issues relevant to new students at URI. When you complete this course you should have a better understanding of the University of Rhode Island, its resources, the various opportunities available to you, issues important to the URI community, and your own academic goals. Most importantly, you will have experienced working collaboratively in a group, and will have developed some important skills for your academic success.

Many of the topics covered in this class will be in response to what you determine your needs and interests to be. However, they will typically fall within three main categories that provide a basic structure for the course:

1) Planning your academic goals. Includes topics that will help you think about and plan your courses, your internships, and your extra-curricular activities for the next few years. You will discuss major and career choices, and set personal and academic goals for success. A presentation on University College and academic advising is a part of this category.
2) Enhancing your academic skills. Focuses on learning more about yourself as a learner. This includes assessing your learning style, improving time management, and working on critical thinking and analysis skills. There is a presentation on experiential learning in this category.
3) Adjusting to college life. Includes many topics you deal with in your transition from high school to college. It includes guidance on how to use the many resources available to you at the University of Rhode Island, information on getting involved and coping with residential life and using the library. It also covers issues of diversity, alcohol and drug usage, and concerns for personal safety. A presentation on health and safety is included in this category.

This is a one-credit class and we will assign work accordingly. You will get credit for the work you do in class, as well as the preparation and meeting times out of class. You are expected to do all assignments on time.

As you make your transition to URI, you will have many new and exciting experiences and, inevitably, some challenges. To help you meet these changes successfully, URI 101 provides important information as well as support through your URI 101 instructor and mentor. University College also provides "Rhode Assistance" specifically to help students with issues or problems that arise as they adjust to URI, for example how to get help with academics, what to do if you are having problems adjusting, who to ask if you need more personal information. If you feel you need assistance on any issue please feel free to contact Jessica Boisclair, Coordinator of Rhode Assistance, in University College, Roosevelt Hall, 874-4076 or via email at jess@uri.edu. Your conversations are confidential. We hope this is just one more way to help you be successful, academically and personally, at URI.

Our main goals:

- Provide a safe and fun place to ask questions
- Gain valuable information
- Practice collaborative learning skills
- Explore academic, co-curricular, and career options
- Learn about yourself as a learner and enhance your academic skills
- Encourage leadership via service learning through the Feinstein Enriching America Service Project

GRADING

Attendance and Participation	20 Points	Interview with me	10 Points
Attend Diversity Week	10 Points	Online Assessments	10 Points
Community Service	15 Points	Homework Assignments	20 Points
Join an Organization and paper	15 Points		
		Total:	100 Points

Important – Please Note: The course catalogue (8.33.13) states "Students not attending courses in which they enrolled have the obligation to drop those courses before the drop deadline. (This applies to all your courses.) Names of students who are absent from the *first and second class meetings* of a course and who do not notify the course instructor of their intention to attend future class meetings may be submitted by the course instructor for deletion from the class." In other words, go to class or you may be dropped so that other students may enroll during the add period.

REQUIREMENTS

ATTENDANCE AND PARTICIPATION (20 Points)

Our class meetings will be primarily presentations from University service providers and offices, discussions, and activities. You have to be in class and be prepared to earn full credit for attendance and participation. Class will be more fun and productive if everyone completes readings and assignments, on time and thoughtfully. Please come to class on time, prepared to contribute to the classroom experience.

We expect you to call us if you have an emergency and cannot attend class. We hope to teach you the rules of college learning, therefore you should know now that an emergency means you are sick and you have a doctor's note, not that you want to visit a friend who has a cold (see the difference?!). You will lose points for unexcused absences. *Class attendance and participation* is worth *20%* of your grade.

ATTEND DIVERSITY WEEK (10 Points)

Diversity Week, September 25 – September 29, celebrates the importance of diversity and identity in higher education, in the workplace, in the community, and in the global arena. Students are to attend at least one workshop or activity and write a one-two page reaction paper. More details will be given in class. A detailed schedule of Diversity Week activities can be found at: http://www.uri.edu/mcc/

FEINSTEIN ENRICHING AMERICA COMMUNITY SERVICE (15 Points)

In the fall of 1995, Rhode Island philanthropist Alan Shawn Feinstein generously endowed the service-learning component of URI 101, creating a program formally designated as the Feinstein Enriching America Program. This endowment insured that each University of Rhode Island student would have the opportunity to be

involved in a meaningful community service activity, to reflect upon that experience and have the forum to share their thoughts and feelings with other students. Service Learning provides an opportunity to work collaboratively with others, while understanding the needs of the broader community in which you live. As Mr. Feinstein has said, your "commitment to the values of caring brotherhood and community service gives you the opportunity to make a profound difference in the future."

Our Community Service Project. Our pre-arranged community service project is scheduled for Saturday October 28th, 11:45AM -4:00PM. We will work with the Girl Scouts of Rhode Island and the Book Buddies program. This is a project to help promote literacy with children. We will meet in the Memorial Union for a fun afternoon of book reading and book making. Please mark your calendars. This is a required activity so make plans now to clear the day.

CAMPUS INVOLVEMENT EXPERIENCE (15 Points Total)

Joining a campus club or organization is a great way to meet other people on campus who share similar interests, strengthen your resume, keep your life in order (believe it or not, being busier helps you plan your day, your week, and your whole semester more efficiently!), all while learning and developing valuable skills. For this assignment, we'd like you to join a campus group of interest to you. It may be a club within your major, a student leadership organization, a multicultural association, or a social/recreational club. You can find information about campus clubs and organizations at the URI homepage for students.

The objective of this assignment is to get you involved in the campus community early on in your college career and to increase your classmates' awareness of the types of activities available to them. For this reason, you are to prepare a two-page report of your experience and present it to the class on (Monday November 13, 2006). You should address the following when constructing your report:

- Name of the organization
- Meeting times/location
- Describe the organization (i.e. what's its purpose, who are its members, etc.).
- What are the rules for joining?
- What are attendance requirements?
- What are meetings like?
- How do you feel about this organization?
- Would you recommend that others join? Who? Why?

Students are encouraged to attend the Involvement Fair on Wednesday, September 20, 2006, 10:00 a.m. – 2:00 p.m., in front of the Memorial Union. It is a great opportunity to learn about clubs and organizations on campus.

One on one interview (10 Points)

I will meet with each of you, at least once, in my office. I will have questions for you, but you need to have questions for me too. What you ask is up to you, but you should prepare the questions ahead of time. The idea is to get a sense of what faculty/administrators do and to better understand how getting to know your professor could be advantageous for you.

OTHER HOMEWORK ASSIGNMENTS (20 Points) Journal entries and other assignments, such as online exercises and rhode responses will be required throughout the course.

SCHEDULE

Week 1 – Monday, September 11th ADJUSTING TO COLLEGE LIFE

Class Discussion:
- Class Overview
- Introductions
- Give e-mail addresses and phone numbers to mentor
- Ask the mentor: opportunity to ask questions of the peer leader

Topic Assignments: Read Adjusting to College Life sections
- High school vs College
- Finding campus resources
- Getting involved
- Residential life/ commuting
- About your university
- Finances – complete Credit 101 worksheets

Week 2 – Monday, September 18th

Class Discussion: Adjusting to College/ Getting involved/ Finances and Credit 101

Topic Assignments: Read: Sex, drugs, alcohol – complete rhode response
Exploring Diversity – complete interactive quiz and rhode response

Week 3 – Monday, September 25th Attend Diversity Week Activities

Class Discussion: Diversity, Alcohol, Adjusting to life at URI
Presentation by Andrea Paiva on alcohol behavior models
Diversity and alcohol exercies
(we may want to go to the poetry slam as a group, after pizza)

Topic Assignments: Journal for Diversity Program

Week 4 – Monday, October 2nd *ENHANCING YOUR ACADEMIC SKILLS

Presentation: Health, Safety, Alcohol, and Other Drug Awareness
Location: Women's Center – 22 Upper College Rd

Topic Assignments: Read Enhancing Academic Skills: All Rhode Responses due before October 16 for credit!! For each section, tell me one thing you learned reading this section that you did not know before, or one thing that stands out for you as important to know.
- Working with your professors
- Working with your Learning styles
- College reading
- Memory Techniques
- Critical Thinking
- Test Strategies

Due: Diversity paper

*Note: these assignments are worth almost 20% of your grade.

No Classes Monday, October 9th *EXPLORING YOUR MAJOR MONTH BEGINS*

Week 5 – Monday, October 16th PLANNING YOUR ACADEMIC GOALS

Class Discussion: David Hayes, Director Academic Enhancement Center

Due: answers to all rhode responses

Topic Assignments: Read Academic planning sections:
Managing your time
Planning your career
Working with an academic advisor

Week 6 – Monday, October 23rd

Presentation Library – meet in the library

Topic assignments: Read Planning Your Academic Goals sections:
Setting and meeting goals
Choosing a major
Creating a balanced schedule

Week 7 – Monday, October 30th

Presentation: Academic Advising
Being Undecided… what it all means

Topic Assignments: Read Experiential Learning Section and complete rhode responses
Consider what type of internship you'd like to pursue in the future. How does this related to your career goals? If you could study away, where would you go and why? If you have done volunteer service before, what did you do and what do you hope to do in college?

Week 8 – Monday, November 6th

Presentation: Experiential Learning – International Study and Internships
Location: Galanti Lounge, Library

Due: answers regarding experiential learning due

Week 9 – Monday, November 13th

Class Discussion: Putting learning strategies to work for you
Assessment of your learning styles
AEC exercises: Rate your syllabus

Due: Involvement paper due

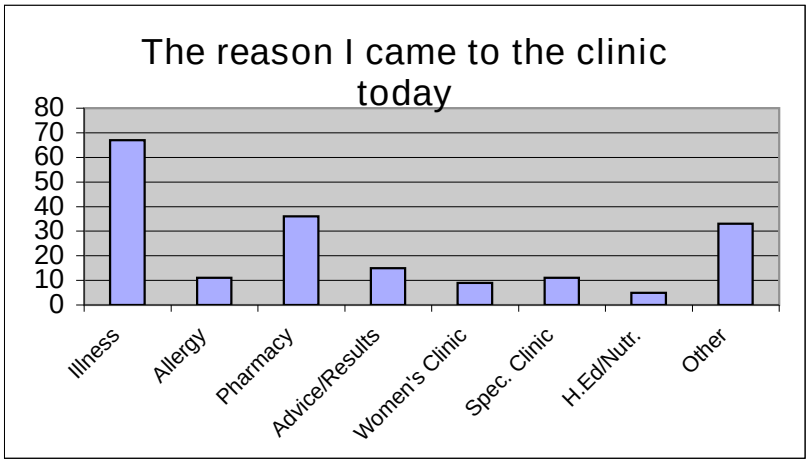
Week 10 – Monday, November 20th

Assessment/Wrap up

HEALTH SERVICES PATIENT SATISFACTION SURVEY APRIL 2003
Surveys Completed 187

1 The reason I came to the clinic today:

Illness	Allergy	Pharmacy	Advice/Results	Women's Clinic	Spec. Clinic	H.Ed/Nutr.	Other
67	11	36	15	9	11	5	33



2. The following statements refer to the access and convenience of the Health Services Clinic.

a) The clinic hours are convenient for me.

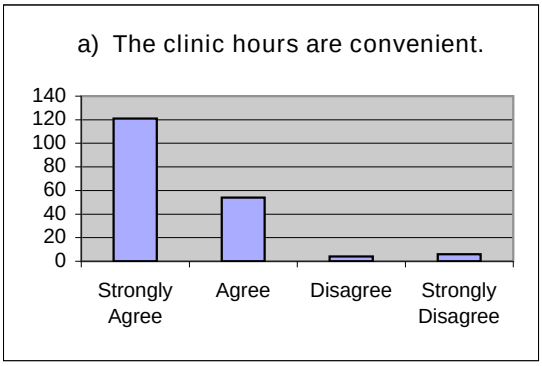
Strongly Agree	Agree	Disagree	Strongly Disagree
121	54	4	6

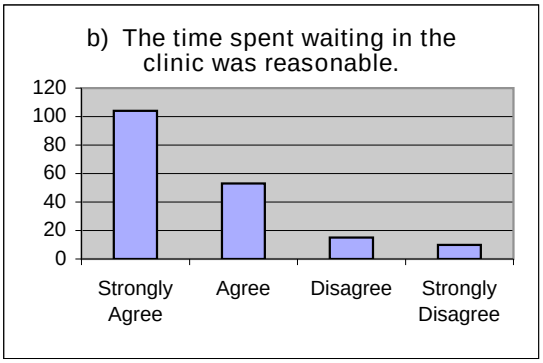
b) The time spent waiting in the clinic was reasonable.

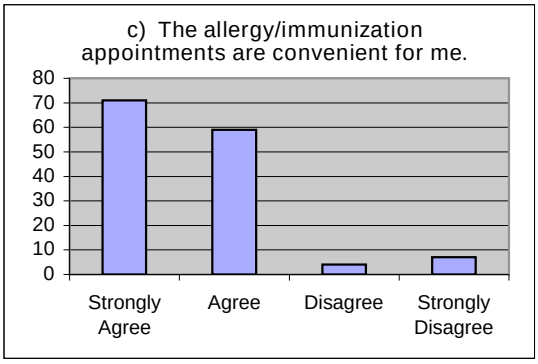
Strongly Agree	Agree	Disagree	Strongly Disagree
104	53	15	10

c) The allergy/immunization appointments are convenient for me

Strongly Agree	Agree	Disagree	Strongly Disagree
71	59	4	7







3. The following statements refer to the care you received on today's visit.

a) The clinic provided me with the care I expected.

Strongly Agree	Agree	Disagree	Strongly Disagree
124	46	4	7

b) I understand all the tests and/or examinations that were done today.

Strongly Agree	Agree	Disagree	Strongly Disagree
127	40	3	8

c) I found the information about my health useful

Strongly Agree	Agree	Disagree	Strongly Disagree
119	46	6	5

d) The information given to me today about my health and/or medication was clear and complete.

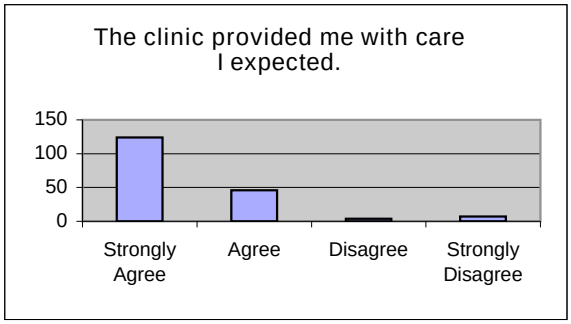
Strongly Agree	Agree	Disagree	Strongly Disagree
122	41	8	5

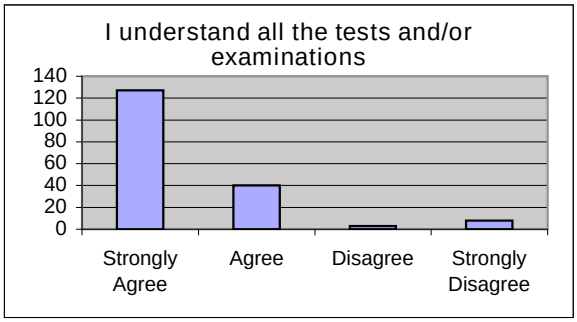
e) I am satisfied with my visit.

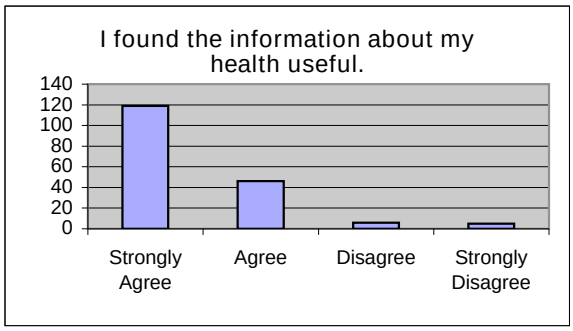
Strongly Agree	Agree	Disagree	Strongly Disagree
112	46	4	11

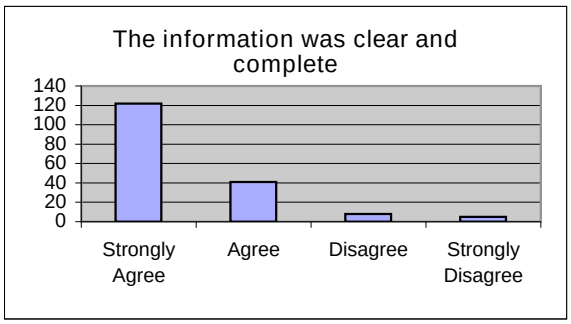
f) I received what I came for today.

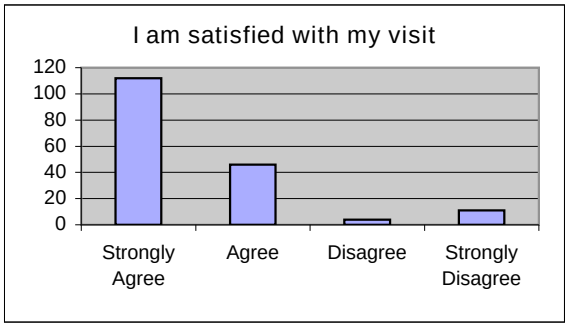
Strongly Agree	Agree	Disagree	Strongly Disagree
130	40	3	5

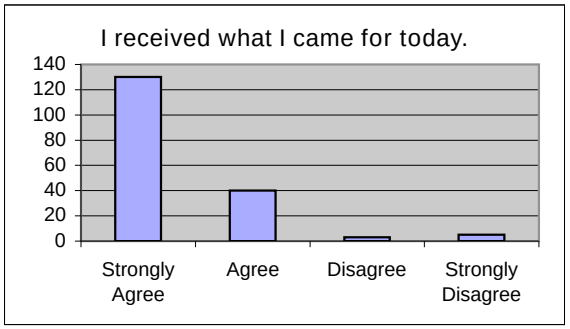












4. The following statements relate to your feelings about the staff:

a) The staff was friendly and helpful.

Strongly Agree	Agree	Disagree	Strongly Disagree
149	15	5	8

b) The staff treated me with respect, consideration and dignity.

Strongly Agree	Agree	Disagree	Strongly Disagree
145	20	4	8

c) I was provided with appropriate privacy and confidentiality.

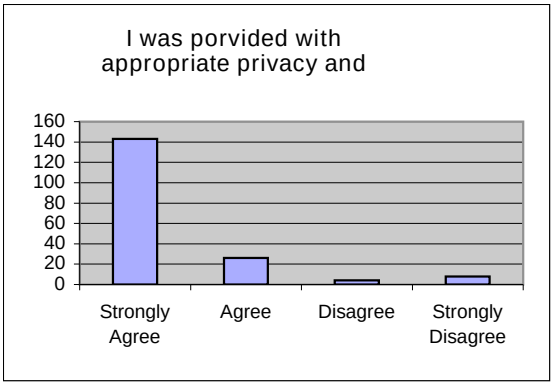
Strongly Agree	Agree	Disagree	Strongly Disagree
143	26	4	8

d) The staff gave me opportunities to ask questions.

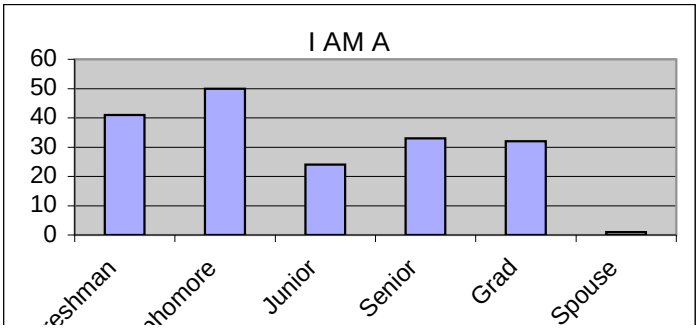
Strongly Agree	Agree	Disagree	Strongly Disagree
138	33	2	8

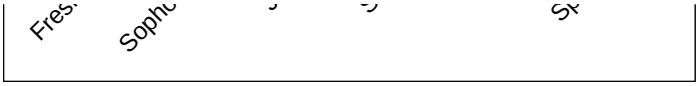
e) The staff listened to me effectively

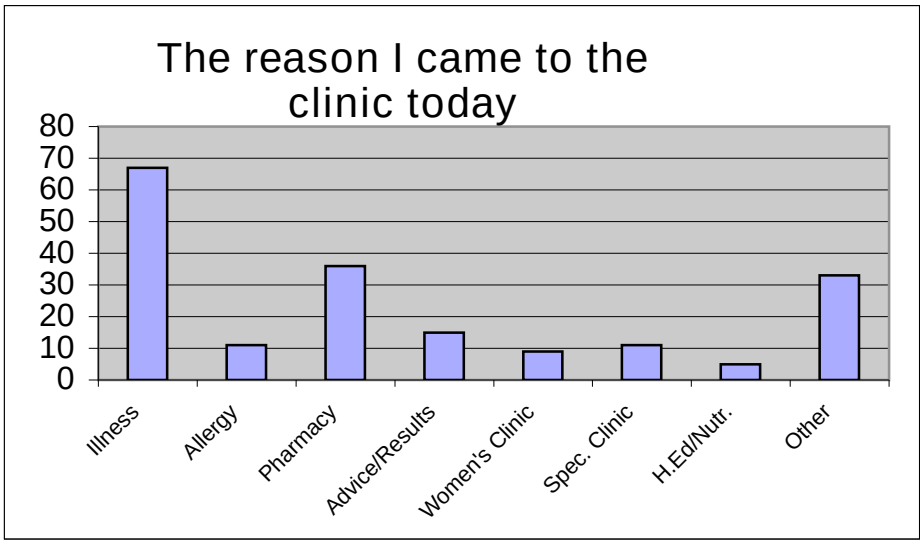
Strongly Agree	Agree	Disagree	Strongly Disagree
146	26	3	8

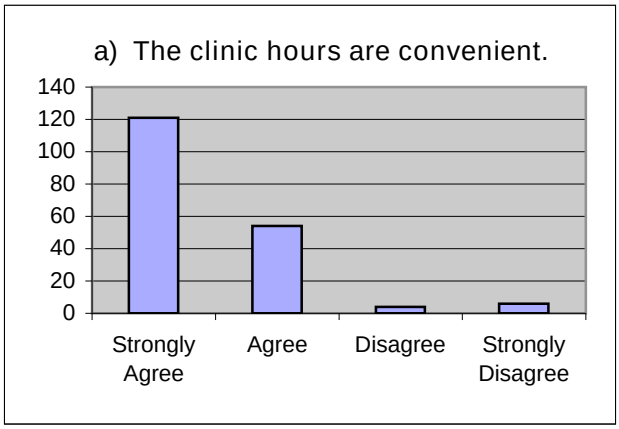


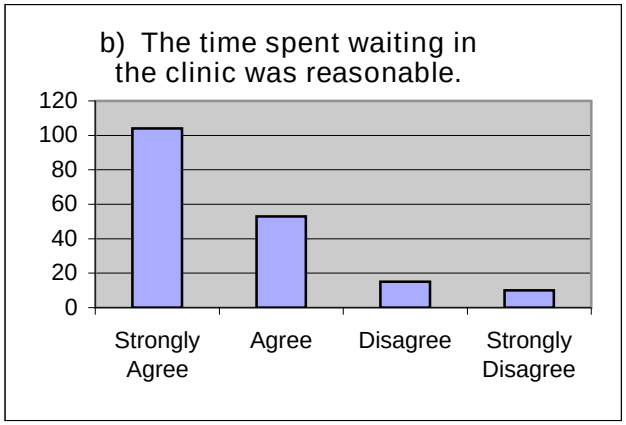
I am a	Freshman	Sophomore	Junior	Senior	Grad	Spouse
	41	50	24	33	32	1

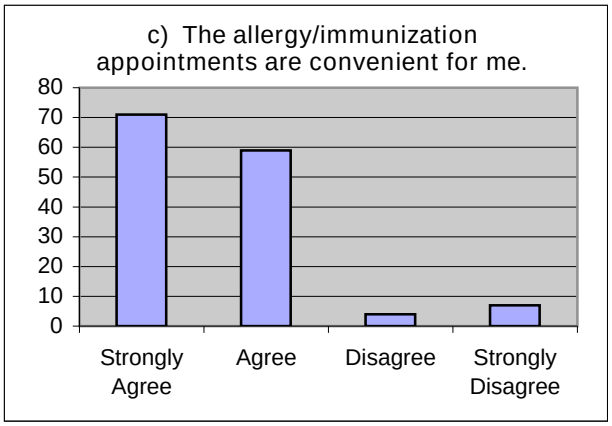


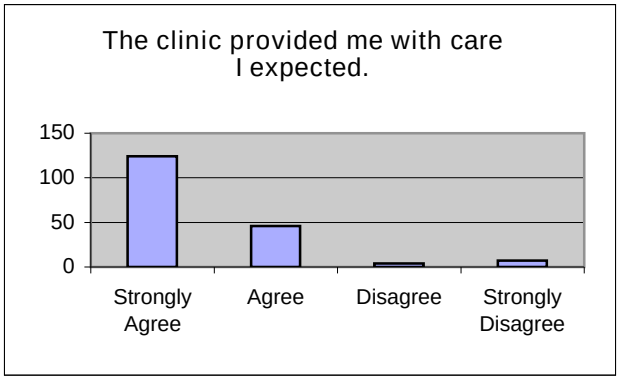


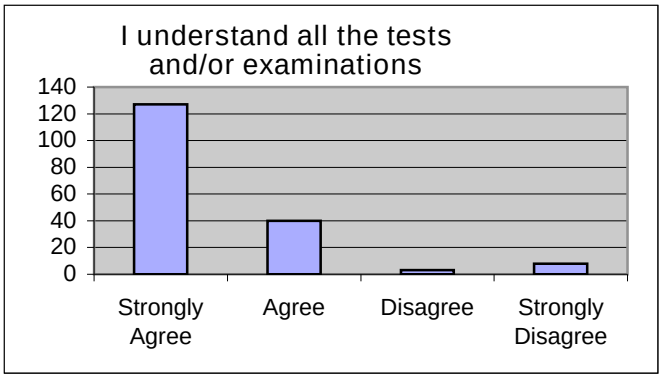

The reason I came to the clinic today
80
70
60
50
40
30
20
10
0
Illness
Allergy
Pharmacy
Advice/Results
Women's Clinic
Spec. Clinic
H.Ed/Nutr.
Other

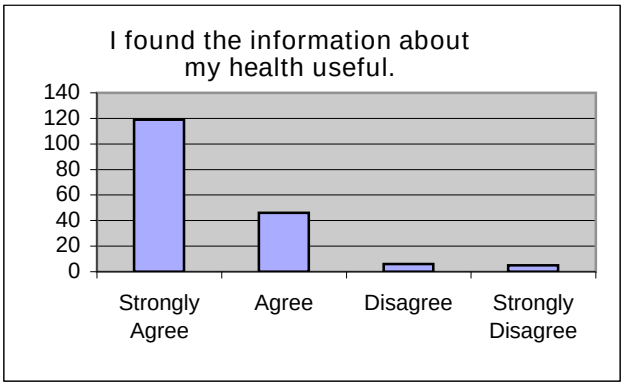

a) The clinic hours are convenient.
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

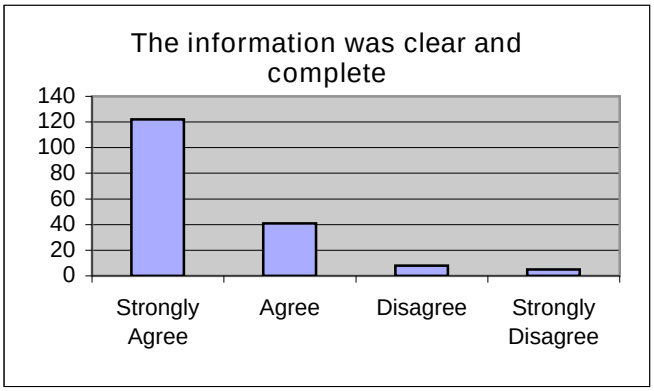

b) The time spent waiting in the clinic was reasonable.
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

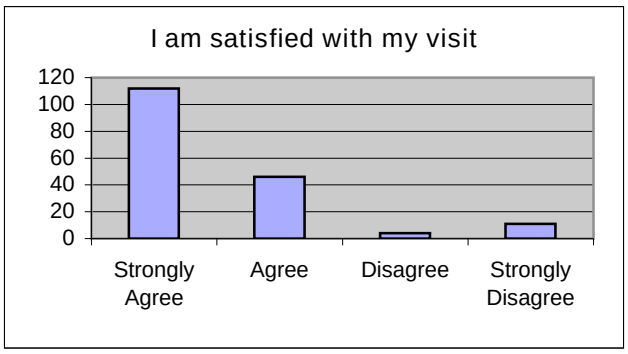

c) The allergy/immunization appointments are convenient for me.
80
70
60
50
40
30
20
10
0
Strongly Agree
Agree
Disagree
Strongly Disagree

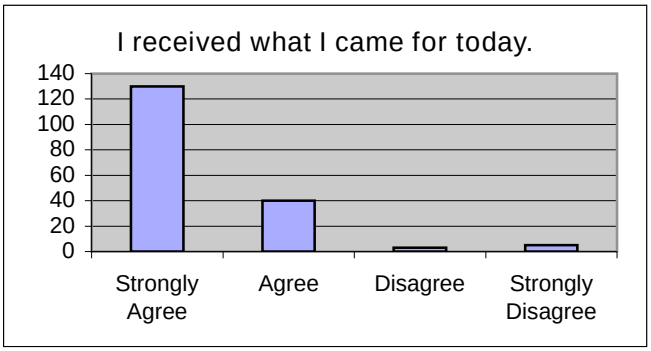

The clinic provided me with care I expected.
150
100
50
0
Strongly Agree
Agree
Disagree
Strongly Disagree


I understand all the tests and/or examinations
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


I found the information about my health useful.
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

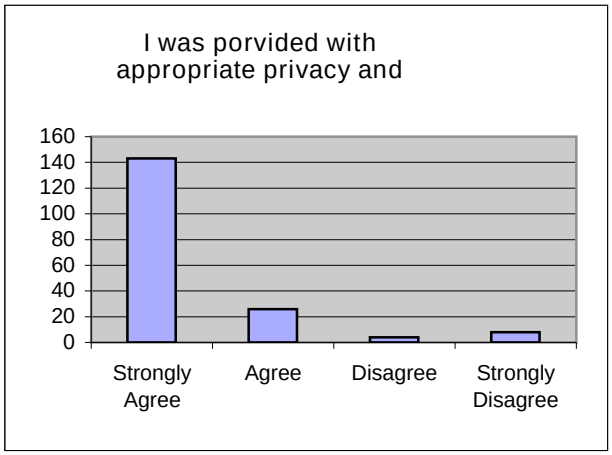

The information was clear and complete
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

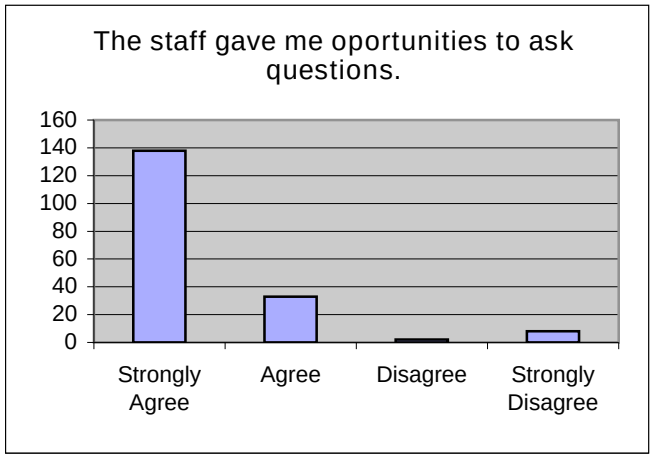

I am satisfied with my visit
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


I received what I came for today.
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

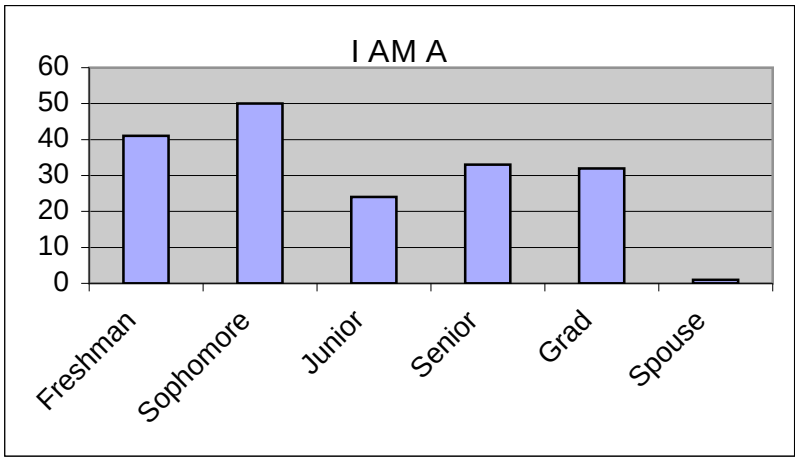
The staff was friendly and helpful.
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

The staff treated me with respect, consideration and
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


I was porvided with appropriate privacy and
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


The staff gave me oportunities to ask questions.
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

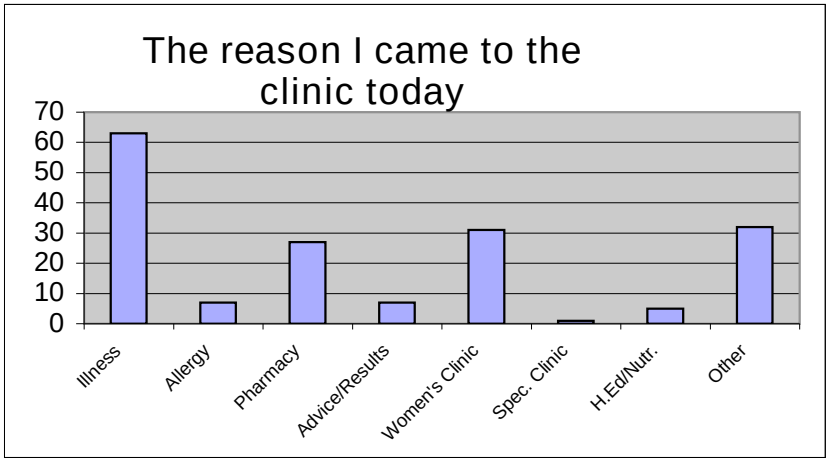
The staff listened to me effectively.
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


I AM A
60
50
40
30
20
10
0
Freshman
Sophomore
Junior
Senior
Grad
Spouse

HEALTH SERVICES PATIENT SATISFACTION SURVEY MARCH/APRIL 2004
Surveys Completed 174

1 The reason I came to the clinic today:

Illness	Allergy	Pharmacy	Advice/Results	Women's Clinic	Spec. Clinic	H.Ed/Nutr.	Other
63	7	27	7	31	1	5	32



2. The following statements refer to the access and convenience of the Health Services Clinic.

a) The clinic hours are convenient for me.

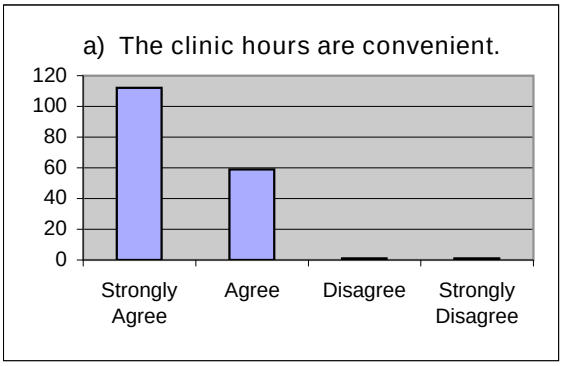
Strongly Agree	Agree	Disagree	Strongly Disagree
112	59	1	1

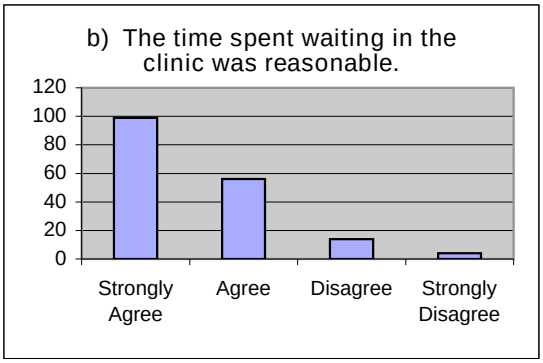
b) The time spent waiting in the clinic was reasonable.

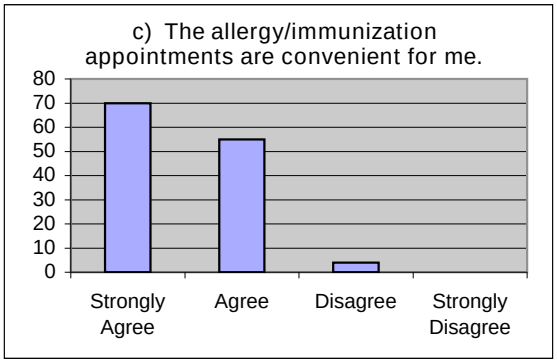
Strongly Agree	Agree	Disagree	Strongly Disagree
99	56	14	4

c) The allergy/immunization appointments are convenient for me

Strongly Agree	Agree	Disagree	Strongly Disagree
70	55	4	0







3. The following statements refer to the care you received on today's visit.

a) The clinic provided me with the care I expected.

Strongly Agree	Agree	Disagree	Strongly Disagree
133	38	1	0

b) I understand all the tests and/or examinations that were done today.

Strongly Agree	Agree	Disagree	Strongly Disagree
124	39	2	0

c) I found the information about my health useful

Strongly Agree	Agree	Disagree	Strongly Disagree
127	36	0	0

d) The information given to me today about my health and/or medication was clear and complete.

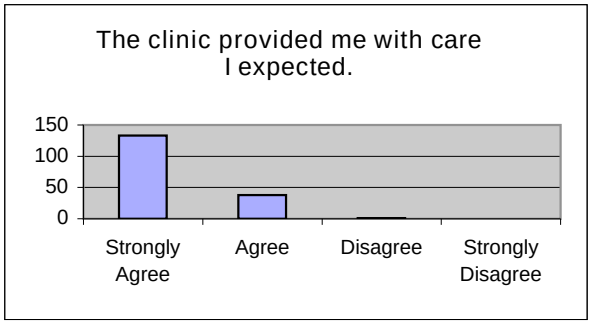
Strongly Agree	Agree	Disagree	Strongly Disagree
123	43	0	0

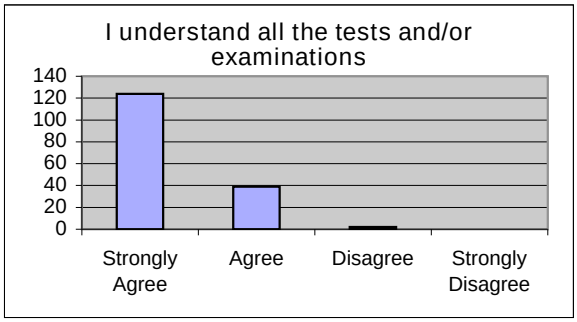
e) I am satisfied with my visit.

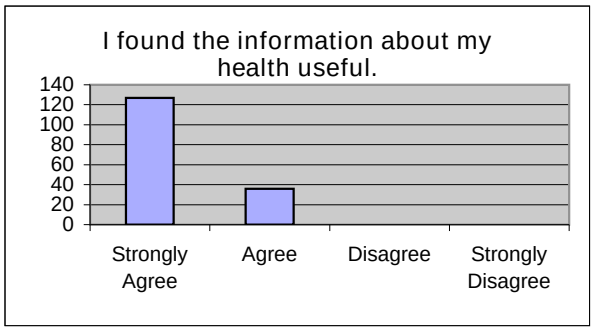
Strongly Agree	Agree	Disagree	Strongly Disagree
126	38	1	4

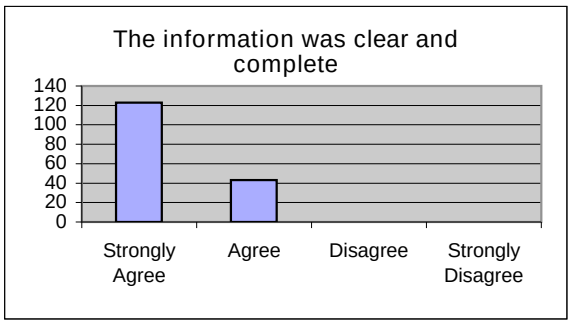
f) I received what I came for today.

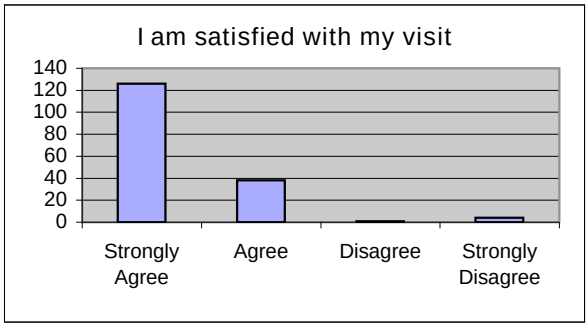
Strongly Agree	Agree	Disagree	Strongly Disagree
134	37	1	0

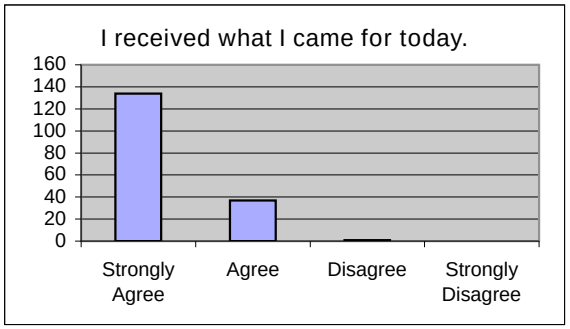












4. The following statements relate to your feelings about the staff:

a) The staff was friendly and helpful.

Strongly Agree	Agree	Disagree	Strongly Disagree
148	25	0	0

b) The staff treated me with respect, consideration and dignity.

Strongly Agree	Agree	Disagree	Strongly Disagree
150	22	0	0

c) I was provided with appropriate privacy and confidentiality.

Strongly Agree	Agree	Disagree	Strongly Disagree

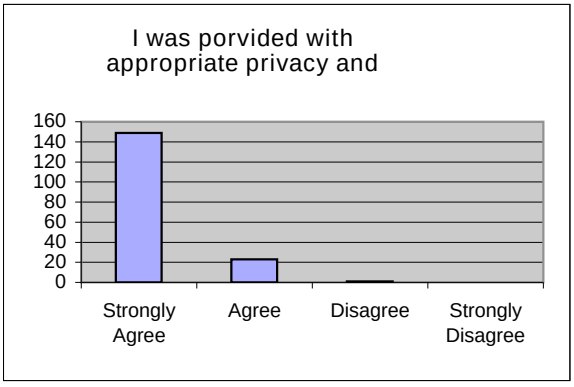
149	23	1	0

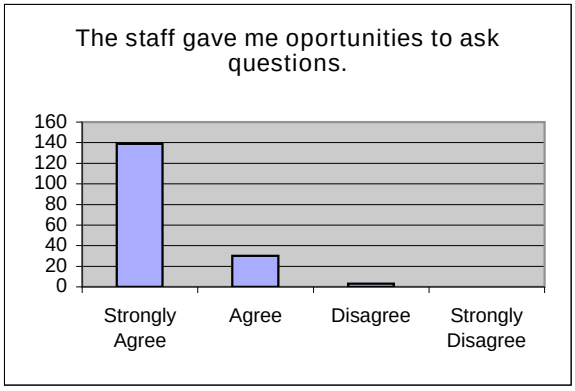
d) The staff gave me opportunities to ask questions.

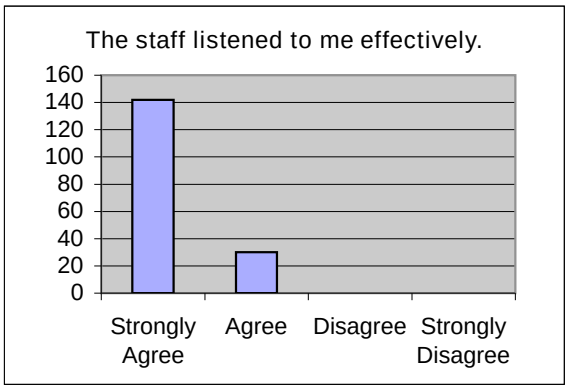
Strongly Agree	Agree	Disagree	Strongly Disagree
139	30	3	0

e) The staff listened to me effectively

Strongly Agree	Agree	Disagree	Strongly Disagree
142	30	0	0

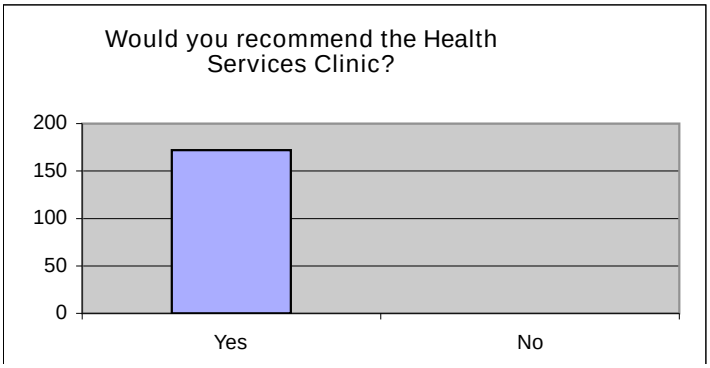


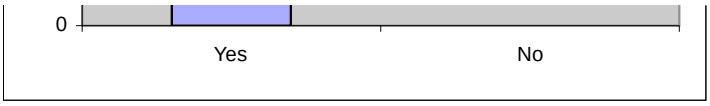




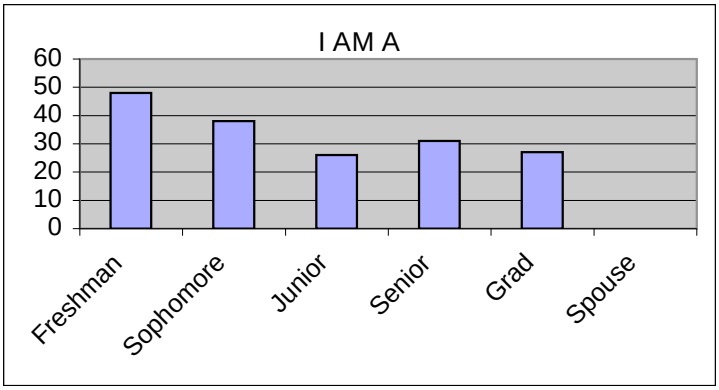
5. Would you recommend the Health Services Clinic?

Yes	No
172	0

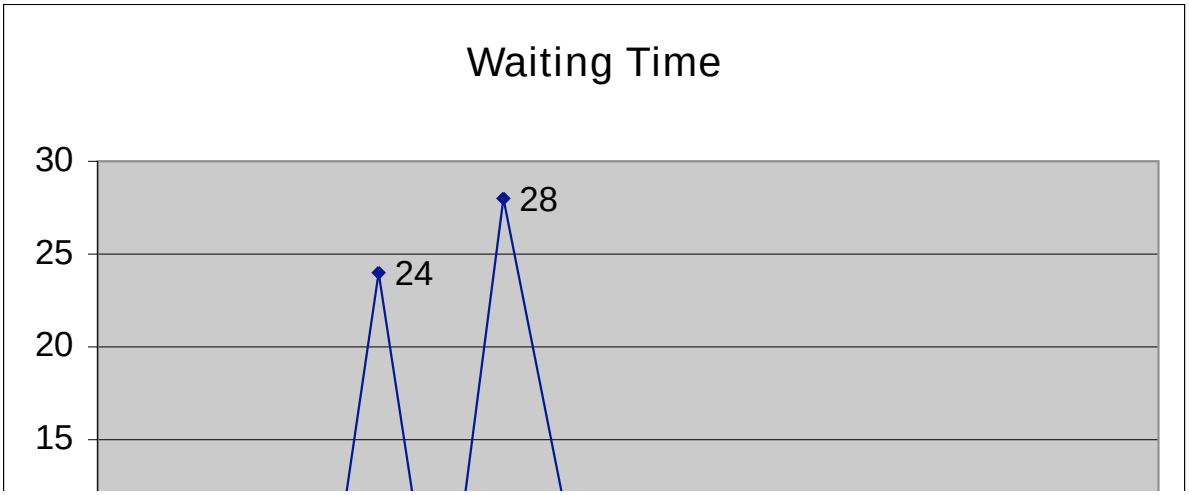


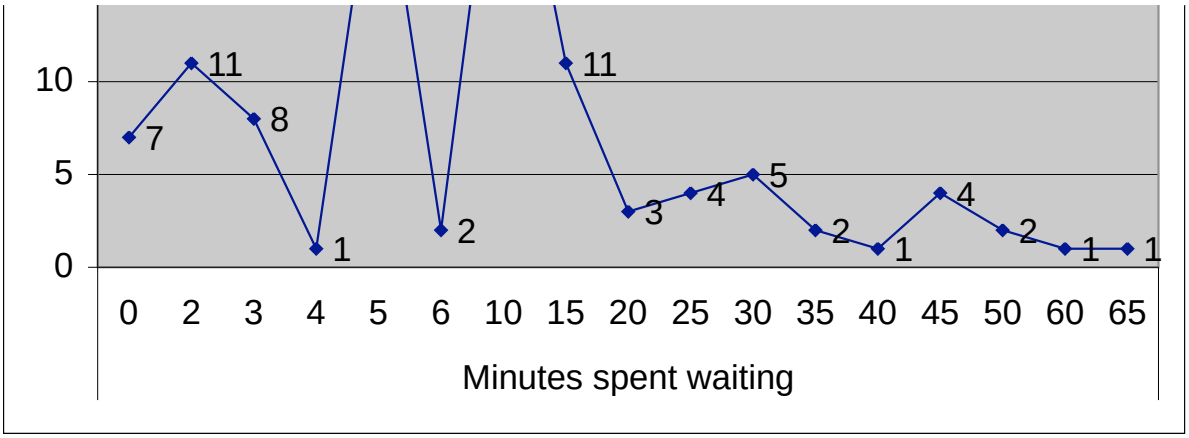


I am a	Freshman	Sophomore	Junior	Senior	Grad	Spouse
	48	38	26	31	27	0

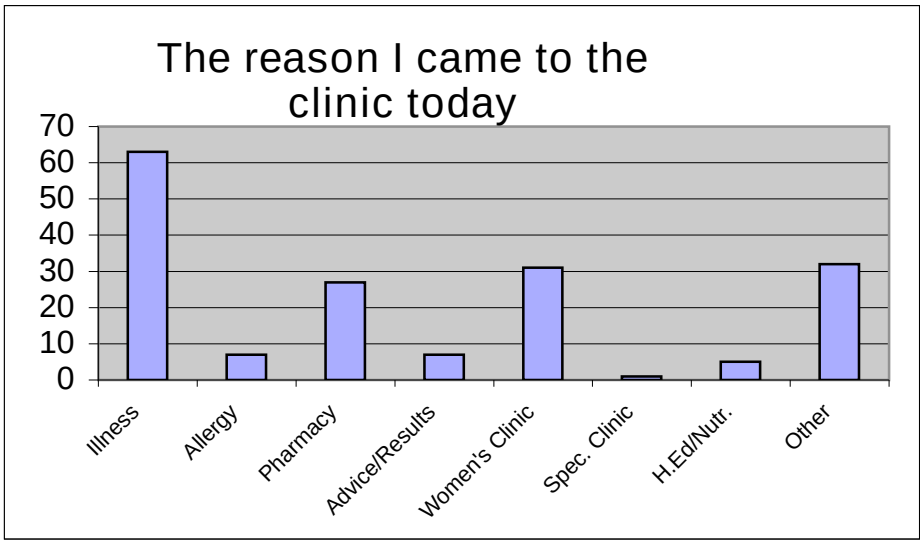


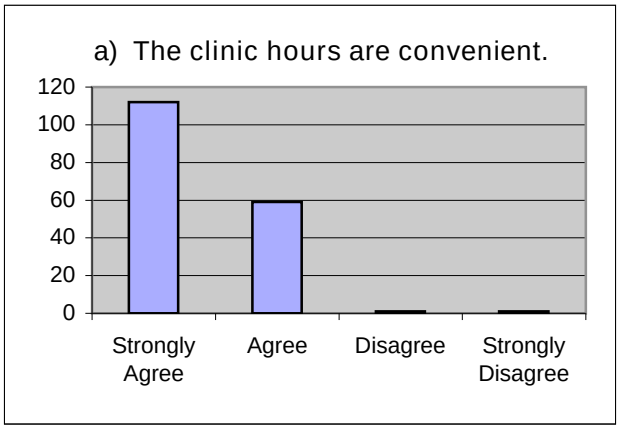
Minutes spent waiting								
0	2	3	4	5	6	10	15	20
7	11	8	1	24	2	28	11	3

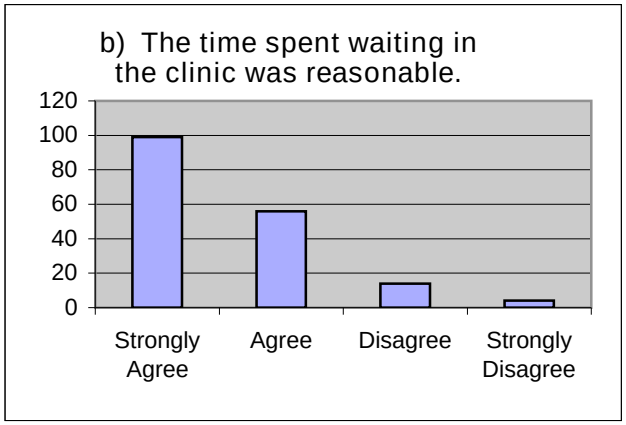


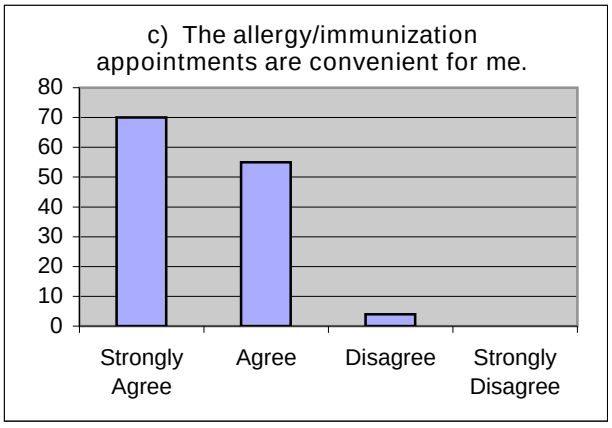

10
5
0
7
11
8
1
2
11
3
4
5
2
1
4
2
1
1
0 2 3 4 5 6 10 15 20 25 30 35 40 45 50 60 65
Minutes spent waiting

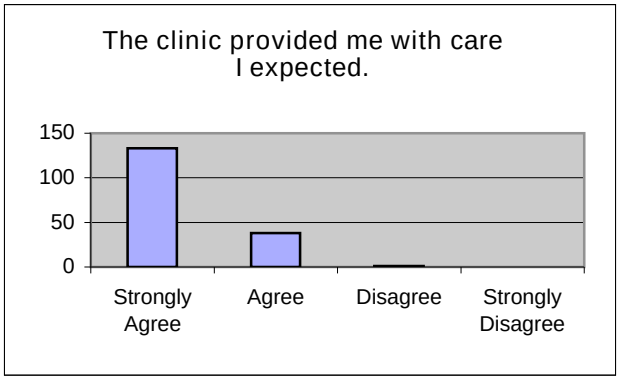
25	30	35	40	45	50	60	65
4	5	2	1	4	2	1	1

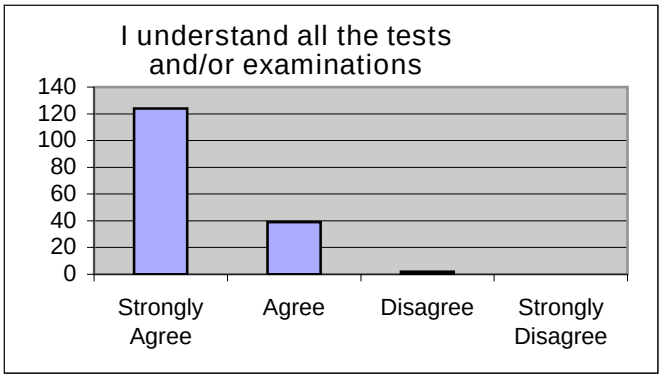

The reason I came to the clinic today
70
60
50
40
30
20
10
0
Illness
Allergy
Pharmacy
Advice/Results
Women's Clinic
Spec. Clinic
H.Ed/Nutr.
Other

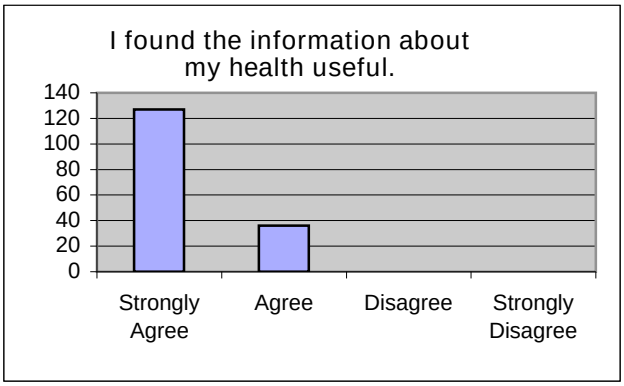

a) The clinic hours are convenient.
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

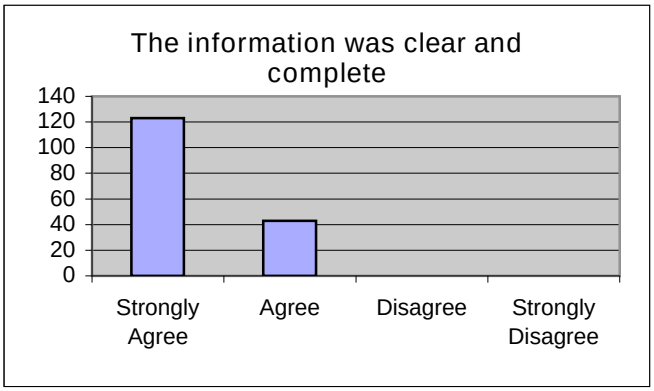

b) The time spent waiting in the clinic was reasonable.
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

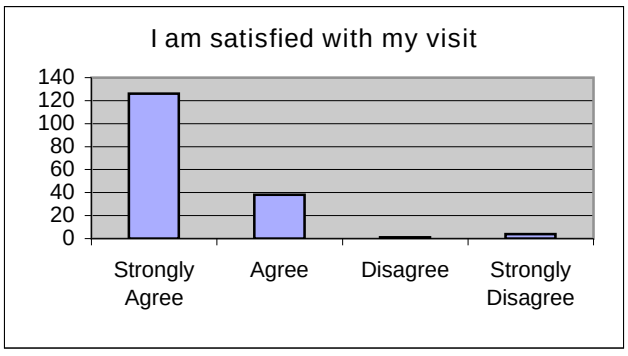

c) The allergy/immunization appointments are convenient for me.
80
70
60
50
40
30
20
10
0
Strongly Agree
Agree
Disagree
Strongly Disagree

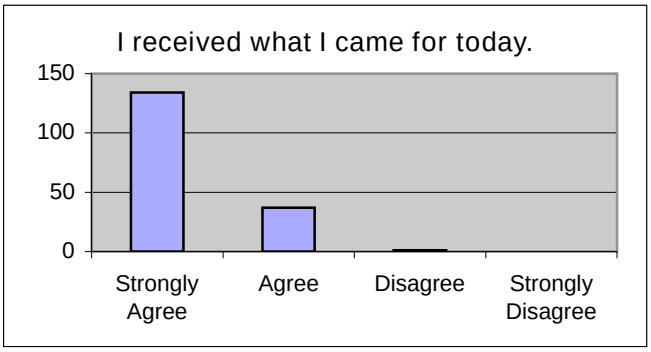

The clinic provided me with care I expected.
150
100
50
0
Strongly Agree
Agree
Disagree
Strongly Disagree


I understand all the tests and/or examinations
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


I found the information about my health useful.
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

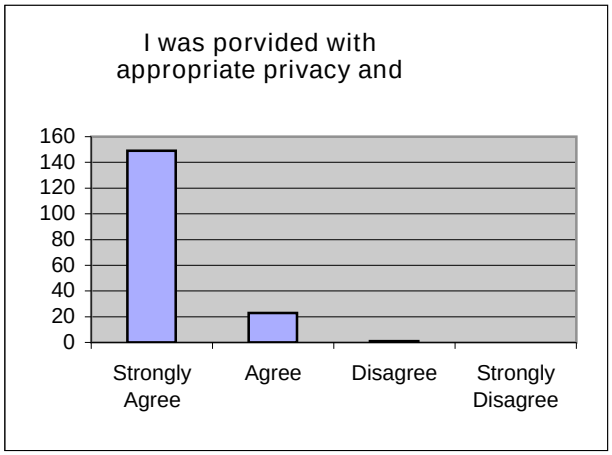

The information was clear and complete
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

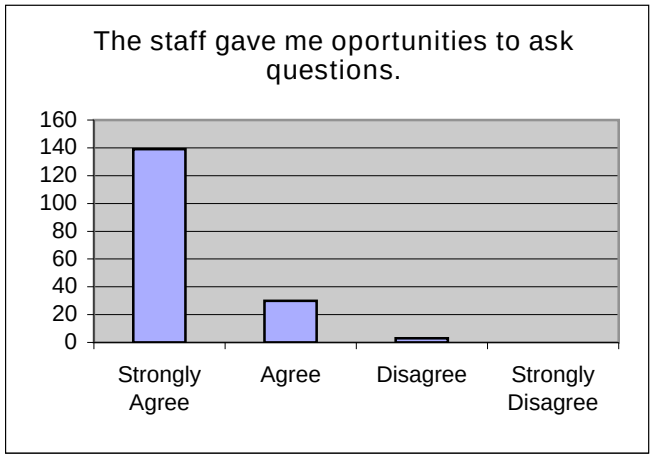

I am satisfied with my visit
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

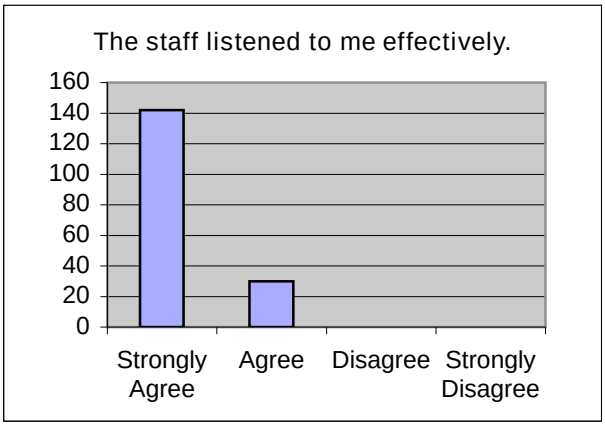

I received what I came for today.
150
100
50
0
Strongly Agree
Agree
Disagree
Strongly Disagree

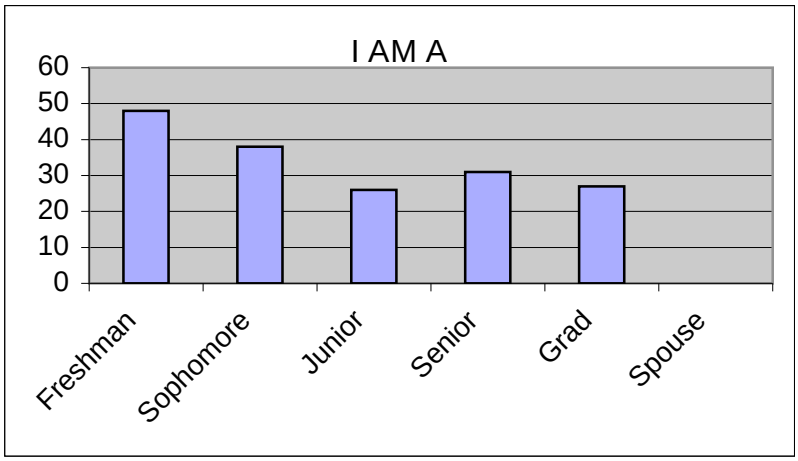
The staff was friendly and helpful.
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

The staff treated me with respect, consideration and
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


I was porvided with appropriate privacy and
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


The staff gave me oportunities to ask questions.
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree


The staff listened to me effectively.
160
140
120
100
80
60
40
20
0
Strongly Agree
Agree
Disagree
Strongly Disagree

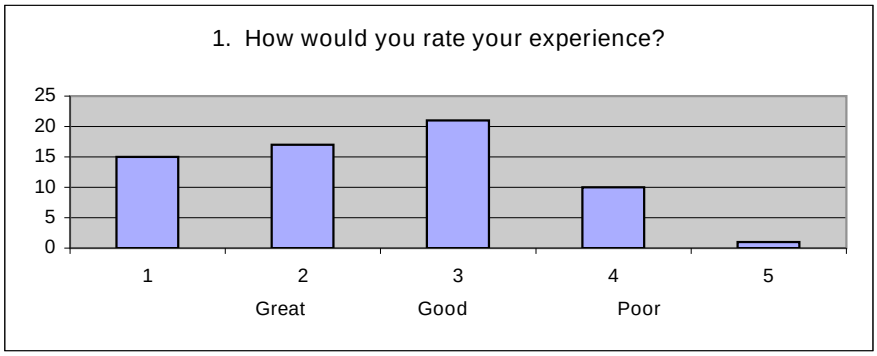

I AM A
60
50
40
30
20
10
0
Freshman
Sophomore
Junior
Senior
Grad
Spouse

SHAC PATIENT SATISFACTION SURVEY SPRING 2005
Surveys Completed by Students Who Have Used Health Services

Surveys Completed 61

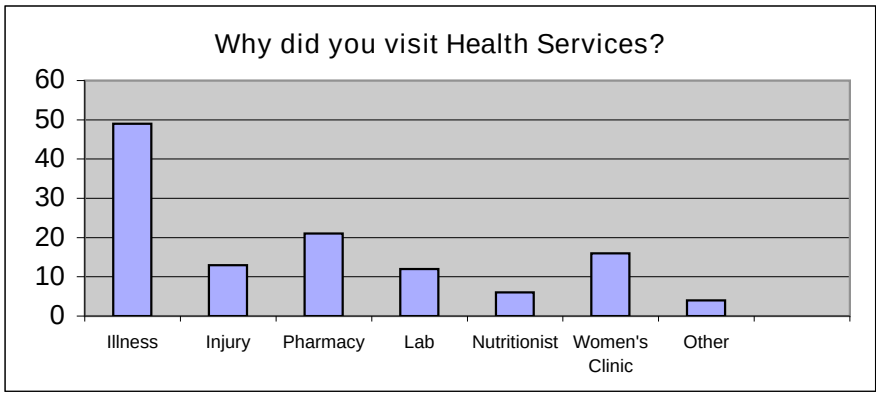
1. How would you rate your experience?

Great		Good		Poor
1	2	3	4	5
15	17	21	10	1



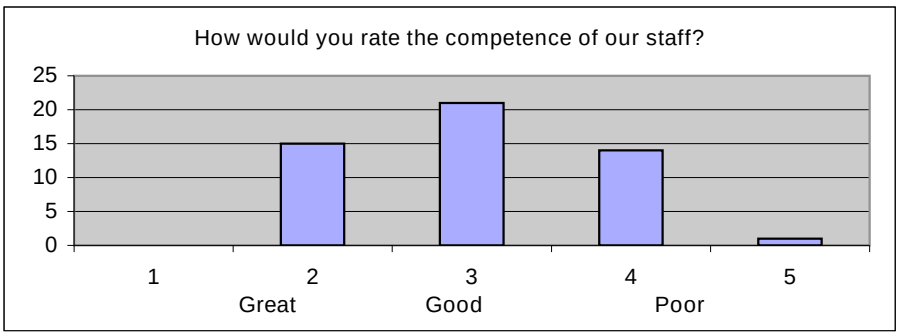
1 Why did you vist Health Services?

Illness	Injury	Pharmacy	Lab	Nutritionist	Women's Clinic	Other
49	13	21	12	6	16	4



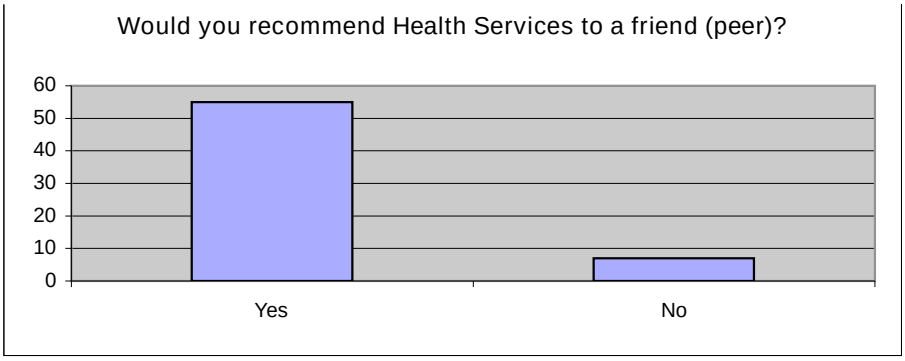
4. How would you rate the competence of the staff?

Great		Good		Poor
1	2	3	4	5
0	15	21	14	1



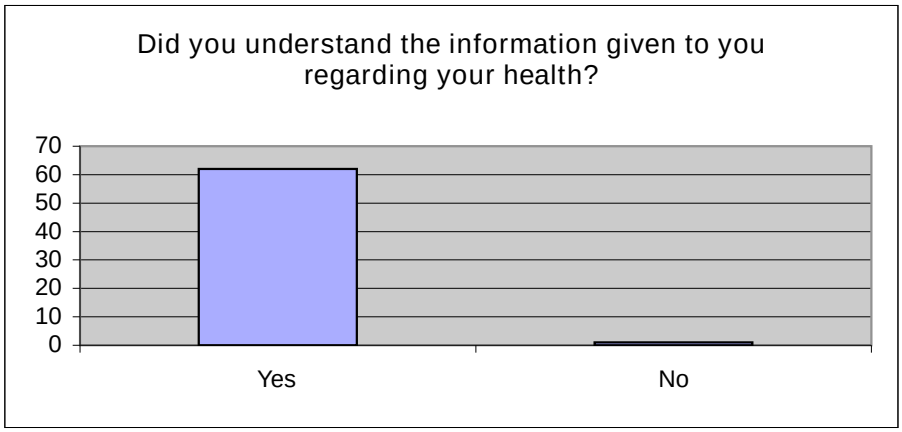
5. Would you recommend Health Services to a friend (peer)?

Yes	No
55	7

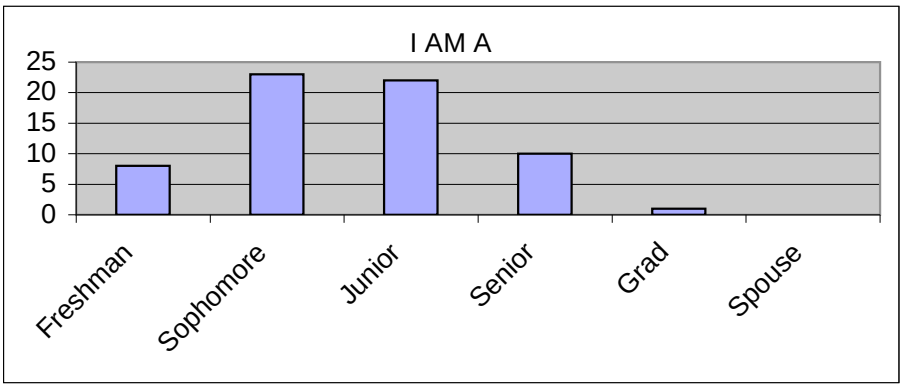


6. Did you understand the information given to you regarding your health?

Yes	No
62	1

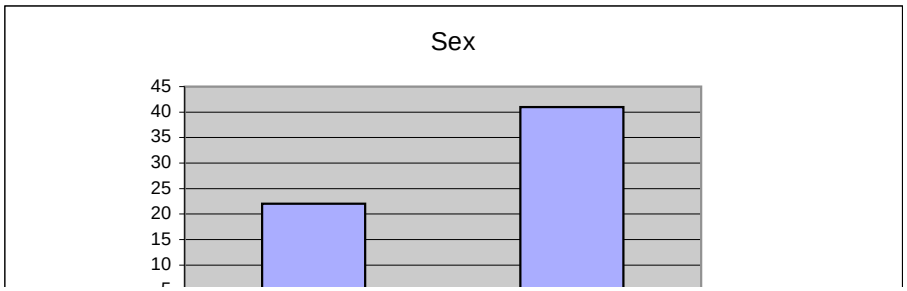


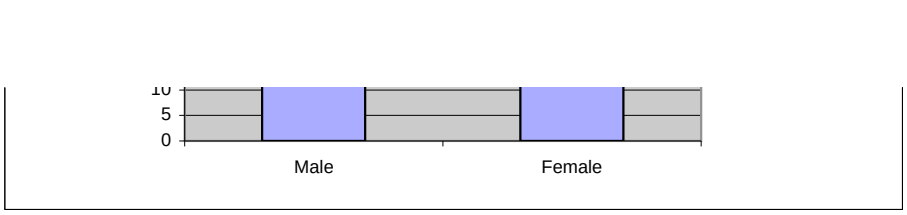
I am a	Freshman	Sophomore	Junior	Senior	Grad	Spouse
	8	23	22	10	1	0



I am a:

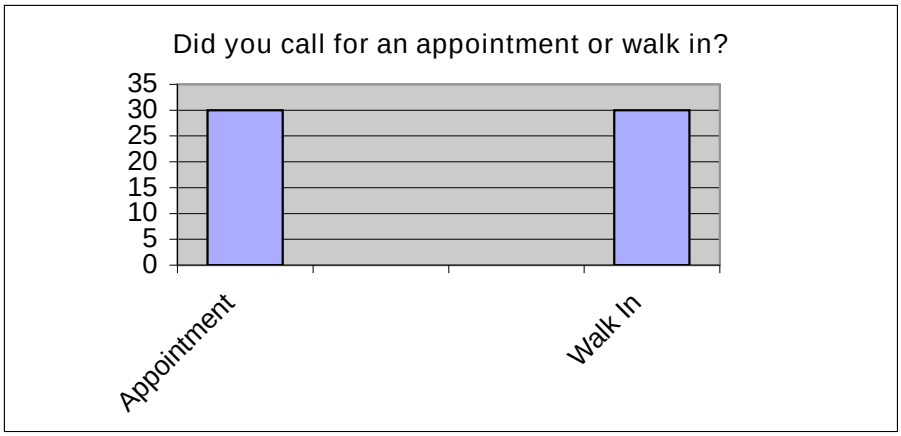
Male	Female
22	41





Did you call for an appointment or walk in?

Appointment	Walk In
30	30



SHAC SURVEY SPRING 2005
NON-USERS
Surveys Completed 11

1. Why haven't you used Health Services?

Haven't been ill	4
Have my own doctor	4
Didn't know about Health Services	1
Use walk-in center or local hospital for care	0
Thought I couldn't use it because I waived the insurance	1
Have friends with bad experiences	1
Hours not convent	0
Couldn't get convenient appointment	0
Other	1

2. Did you know Health Services offers:

	Yes	No
Free cold self-care medications	8	3
Pharmacy	6	5
Health Education	6	5
STI testing	5	6
Allergy/travel immunizations	4	7
Lab services	3	8
X-ray services	3	8
Nutritionist	3	8

3. How could we best inform you about Health Services?

Web page	1
Cigar	4
Word of mouth	3
Flyers/posters in mailbox	2
E-mail	4
Lounge programs	2
Orientation packet	2
New Student Welcome Packet	1
RA's/Greek system	1
Voice mail	0
Other	0

4. Would you consider trying Health Services?

Yes	No
9	1

If not, why not?
Sure
I don't really need it. I have my own doctor.
I'm a commuter.

I am a . . .

	Freshman	5	
	Sophomore	2	
	Junior	4	
	Senior	0	
	Grad Student	0	
	Spoouse of Student	0	
I live . . .			
	On campus	8	
	Off campus	3	
Age			
	18	3	
	19	2	
	20	3	
	21	3	
Sex		F	M
		3	6
Ethnic/Cultural background			
White		8	
Native black		1	

The University of Rhode Island

Office of Student Life, 330 Memorial Union, Kingston RI 02881 401-874-2101

Weekend Culture

This information was prepared by Meeghan Harrington and Fran Cohen in November, 2004 with valuable contributions from Jonathan Corey. This is a review of past and current evaluations of URI's social and recreation opportunities, specifically on weekends.

Introduction: why is social environment important?

The social environment of a college campus is critical to recruitment and retention. Maslow's hierarchy reminds us that some degree of social comfort is necessary before higher intellectual needs can be well addressed. Campuses with vitality and multiple leisure options are safer campuses because there are alternatives to dangerous partying and substance abuse. A college community that successfully meets the social needs of its students may be forgiven other shortcomings and is fondly remembered by alumni.

Past efforts

In Spring 2004, a group convened to discuss the campus Weekend Culture. Similar groups convened in 1995, 1996, 1997, 2002, and concerns about a "suitcase campus" date back to the 1970's. In the past, discussions and committees were entitled, Preferred Social Activities, Perfect Social Scene, What Students Want. Prior efforts have included surveys, inventories, brainstorming, and visualization.

Students' interests and needs documented over the years haven't changed much. They talk about essentials such as atmosphere and mood. They ask for a diner or restaurant, a club, an after hours hangout, outdoor events, concerts on the Quad and music festivals.

Directly or indirectly, past discussions have led to some improvements, notably, the creation of Ram Tours, 193º Coffeehouse, First Night, and Rhody Relays. Most everyone would agree there is room for improvement.

Which students are concerned?

A quick web survey will be launched in January '05 to get students' ideas and thoughts. Based on previous surveys and discussions, it is likely that students in their first year and a half are the most dissatisfied with weekend offerings. As students settle in and find their niche, some may even have too much to do. Still, we know there are juniors and seniors who have not established satisfactory or safe social and recreation patterns.

Almost two-thirds of the student body lives off campus and it takes something special to get them back on a weekend. It has been suggested that students are not interested in University-sponsored weekend activities because they are busy partying or working on weekends. A time use survey from a few years ago indicates that students don't spend as much time "partying" as one might assume (an average of .9 hours per weekend). Of the students surveyed last spring by Kate O'Malley, 47% work on the weekend. While this is not definitive information, it is safe to assume that a good percentage of the student body would be happy to have additional weekend options.

What are other Colleges and Universities doing?
Other colleges and universities have been tackling this issue as well, largely in connection with substance abuse prevention efforts. Examples include:
-University of Chicago received this year's USDOE award for a model program that includes alcohol-free events.
-West Virginia University has a nationally recognized social and recreational program called WVUp All Night that provides free food and entertainment in their student Union. More than a thousand students participate each weekend.
-Boston College has a community service program and sports competition designed to replace an annual high-risk weekend event.
-University of Redlands has been recognized for its "PRIDE" program which features live entertainment and hit movies.
-Case Western purchased a fully-furnished old-time diner open until 3 a.m. on Thursdays, Fridays and Saturdays.
-The UNH student union has a series of regular weekend events scheduled and has good student participation on weekends.

What next?
What needs to happen to make this campus come alive all seven days of the week? What if there were more course offering on weekends? How could staffing and programming resources be realigned to make the campus welcoming on weekends? How do we get buy-in from the various stakeholders? Improving the weekend culture at URI will take open minds, imagination, persistence and resources. New challenges will emerge as new campus housing increases the number of campus residents. Site visits to other campuses could generate ideas and enthusiasm to move us forward.

Attachments: Wish List, Inventory

URI WEEKEND INVENTORY
2003-2004

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
Thurs.										
Ath	0	1	1	0	0	0	0	0	0	2
Club Sp	0	0	0	0	3	2	0	0	0	5
OR	4	4	3	1	3	4	3	5	0	27
Ent	2	1	3	2	0	1	0	9	0	18
Social	3	2	1	0	1	1	1	1	0	10
HRL	13	12	8	3	5	3	0	0	0	44
Friday										
Ath	3	4	4	1	1	1	0	0	0	14
Club	0	2	2	1	2	2	1	0	0	10
OR	4	4	3	1	2	4	2	5	2	27
Ent	2	8	5	3	1	3	0	11	0	33
Social	2	3	1	0	0	2	0	1	0	9
HRL	7	12	6	0	0	7	0	0	0	32
Saturday										
Ath	6	9	4	4	5	2	4	5	5	44
Club Sp	3	10	5	2	2	3	2	4	0	31
OR	4	4*	4*	1	3	2	1	4	2	17
Ent	1	3	5	3	3	5	1	6	1	28
Social	4	1	2	1	0	1	1	6	3	19
HRL	8	0	2	3	5	2	0	0	0	20
Sunday										
Ath	1	4	2	3	1	3	3	3	2	22
Club Sp	0	3	3	0	0	1	2	3	0	12
OR	3	3	4	1	2	4	1	0	1	19
Ent	2	7	8	3	1	6	0	4	3	34
Social	0	0	0	0	0	0	0	0	0	0
HRL	6	4	5	7	3	11	2	0	0	38
Overall total	74	97	77	40	43	70	24	67	19	511

Ath= Varsity Athletic Event

OR= Open Recreation In the Athletic Complex. * Signifies Altered Times Due to Althletic Events

Ent= Entertainment. Any event that those attending do not interact with each other
Concerts, Comedians, and Lecturers were placed in this category

Social= Any activity that those attending interacted directly with each other. Example, LASA Dances

HRL= Housing Residential Life. Programming that took place in the Residence Halls sponsored by Resident Assistants

Note: Programming that took place in the dorms accounted for 100 of the programs that took place.
1/5 of all campus programming was geared for only 1/3 of the campus population

Weekend Culture Wish List Spring '04-Fall '05

Need regularity (e.g., always same weekend of the month)
Package smaller events on one weekend
Event selection is important
Free Food always attracts a crowd

Teasers in the dining halls
Ads on buses

Night lights on timers for a variety of outdoor rec areas
Use Boss Arena for late night events
Broom ball
Skateboard park and street hockey
Bowling or Cosmic Bowling
More pool tables on campus

Giant screen halo2 tournament (trial tournament in Dec.)
Air hockey table
Poker tournament
Monopoly / Scrabble Tournament
Weakest Link
90's Trivial Pursuit
video arcade
Increase rec center access / facilities
Karaoke
Open mic
Multiple bands
Transportation to Providence + aferhours program on campus

Late-night non-alcohol club or diner at Emporium with food and talent
Sound barrier around Quad to allow increased use
Haven Brother's type food truck
Variety in food vendors inside with good atmosphere
Brewed Awakenings
More than one location for coffee
Dave and Busters
Starbucks
Create combinations of food, music and sports

Movies not out on video / DVD
Movies with food / costume / theme (e.g., My Greek Wedding with Greek food; Barbershop with free hair styling)

Dorm Competitions
Comfy student-owned-decorated dorm lounges
Trading spaces in lounges
Boardgame set ups in dorms
Commuter lounge big TV, home theater, student decorated

Reasons for Shifting from a Three-Credit Curriculum to a Four-Credit Curriculum

Statement of Problem

The problem we seek to address is reducing the relatively high rate of attrition of URI undergraduates and the relatively low rate of graduation. Our premise is that offering courses in a four credit format rather than the existing three credit format will facilitate retention and reduced time to graduation.

The University of Rhode Island (URI) offers three-credits for most courses, with the exception of various physical science courses, computer science courses and math courses (see Appendix 1, which lists approximately 180 courses offered for 4 credits, most at the 300 and 400 levels). Full-time students are assumed to enroll for 15 credits, i.e., five classes at three credits each. An analysis of student credit load at URI, however, shows that nearly one-half of all students carry fewer than 15 credits. While almost all students at URI register for five classes in the beginning of the semester, they typically drop at least one class by the end of the drop deadline (See Table 1).

Why our students act in this way is not always clear. Interviews with many academic administrators around the country reveal that this pattern is not unusual, and most express a belief that five classes are simply too many for many students to "wrap their minds around." In fact, interviews with students reveal that many plan this strategy intentionally, and often try to take "four serious classes and one easy class," or plan to drop one course if they find the load too much. At URI, the impact on our graduation rate is obvious. Even with summer classes included

in their plan, most students cannot graduate in four years if their actual course load is four courses per semester.

Four credit benefits

Moving from three credits to a four credit per courses format creates both problems and solutions. The transition from standard three credit courses to four credit courses requires a re-thinking of the class syllabi and a re-thinking of class time usage. While many schools have made the change from three to four, there is no consensus as to how to manage this change. Some schools increase the actual seat time or teacher-student contact (University of Oregon, University of Main at Farmington, Keen State College). Other schools such as University of New Hampshire increased the amount of work required of students outside of class. Another model is to add an experiential or active learning component to the course, a strategy piloted by Elon University and Keene State College, whereby each department is encouraged to creatively incorporate an engaging learning component into their class. For example, at Elon University the history department uses the extra credit to help students learn to use primary source materials in their research.

Moving to a four-credit system would allow URI to add such an experiential learning component to each course. This is consistent with our mission statement in which URI is described as a place that takes "responsibility for expanding knowledge, for transmitting it, and for fostering its application." We describe "opportunities for learning outside the classroom and for community service," and we say that students "are expected to be active participants both in and beyond the classroom." In the 1998 Academic Plan Assumptions, we state that our learner-centered education is proposed to be the "driving pedagogical force in the development of curricula" (URI

website). This learner-centered pedagogy refers to a shift from lectures to a focus on "collaborative and cooperative learning, learning communities, service-learning, and experiential learning." It also implies shifts in curricula to include a variety of delivery systems and time patterns for course and program offerings, and developing flexible instructional modules and certificate programs to meet emerging student needs. " (URI website)

Data from the NSSE study in 2005 found that URI students spend a good deal of time actively engaged (presentation, projects, community based projects) in class at a level comparable to students in our peer institutions. On the other hand, they spend less time talking about these concepts outside of class. Their satisfaction with practicum/field experiences are reported to be about the same as students from comparable schools and the interactions URI students have with faculty is reported to be about the same as students from comparable schools. Students at URI, however, are assigned fewer books and write fewer papers than other students at doctoral-extensive schools. Adding an extra credit hour would enable faculty to increase and improve all venues for more experiential learning and increase in the amount of reading and writing they expect of students. It would make possible the goal of increasing faculty time with students through various experiential activities, both in and out of the classroom.

The Standard for four-credit courses

While this was not an exhaustive search, and unfortunately no organization keeps tabs on credits offered at various institutions, we did find that many top schools around the country offer a four-credit system. Centenary College in New Jersey reported, "90% of the top 50 liberal arts colleges use a four credit system" (Greenhalgh, Eastern University). A number of Ivy League schools (Yale, Harvard, Brown) use the four-credit system as well as our peer school, University of New

Hampshire. All public schools in Oregon have or are in the process of moving to a four-credit system. As well, a number of state schools have shifted to a four-credit system (SUNY Binghamton, Keene State College, University of Maine at Farmington). There are also a number of schools which are currently considering the idea of shifting to this new four-credit system.

There are already many four-credit courses at URI (see Appendix 1 for 180 separate course titles) and within certain programs it is standard practice. It is interesting that within the College of the Environment and Life Sciences, many students participate in experiential focused learning programs, participating in both internships outside the University and apprenticeships/practicum within the University. Many of these courses are offered for four credits. One could argue that there is a natural relationship between experientially based programs and a four-credit course format.

Motivation to Change Credit Systems

We called the academic officers in many of the institutions where we had learned used four-credits to better understand the impetus for making this change. Their responses typically included one or more the following imperatives: more effective pedagogy, improved faculty workload, and better scheduling. In terms of pedagogy, several schools stated they did so to "raise academic standards" (University of Maine at Farmington, University of New Hampshire), in concert with a belief that students were overloaded by managing five classes (UNH, Keene State College, St. Joseph's College of Maine). By increasing the number of credits and decreasing the number of classes required, students are able to focus on fewer class subjects and achieve a greater depth of understanding, thereby meeting a higher level of academic excellence.

Other institutions mentioned a great concern around faculty workload. Increasing the number of credit hours per class requires faculty to prepare for fewer classes, providing time to increase focus on each. (University of Oregon, St. Joseph's College of Maine, Elon University). Comments made by academic officers at both Portland State University and Portland Community College included the possibility for this system to better serve a more non-traditional, working class student population, who need the flexibility provided by four credit classes to better manage time.

Other benefits of the four-credit system cited relate to student excellence. Respondents indicated that the four credit classes allow teachers to ask more of students, thereby increasing the intensity of study in each class. Faculty expect students to complete more readings and course work, to focus in depth and to think and analyze on a greater level (as reported by Binghamton University, UNH, Elon U., Portland State University). Both Keene State College and Elon University were able to add an experiential component to their classes when they moved to four credits, enabling the Elon faculty to help students focus on the process of learning. Keene State College reported that students received more feedback from faculty and had more opportunities to participate in class when they had four credit classes.

Some institutions reported that their faculty experienced a reduction in course load under this model. The number of classes decreases and classroom space increases, resulting in more flexible class scheduling (University of Oregon, Keene State College, St. Joseph's College of Maine, Portland State University). St. Joseph's College of Maine representatives said this format even allowed the school to increase the standards of "scholastic productivity." In addition to the benefit of having all departments re-evaluate their curriculum, it was also noted by Elon

University and St. Joseph's College of Maine, that students could, if they wanted and needed to, now take more credits for the same price and graduate earlier.

A plus, indicated by Elon University, was that since they made this shift in credits, the GRE scores of their students have increased and they have more students attending graduate school. The academic officer at Elon credits this success to the new curriculum, stating that students are "more engaged in the way they think about the material."

Drawbacks

In addition to the benefits, there have been drawbacks to this credit change. There may be some difficult challenges in scheduling the new time blocks, limits to the number of classes students can take, issues around transferring credits, establishing standards for the extra credit hour, and issues around accommodating faculty. Taking fewer classes diminishes breath, while enhancing depth (a concern cited by Binghamton U., UNH, University of Maine at Farmington). Students may take as many as eight fewer courses by graduation time. Another problem was the concern that students would enroll in the same number of classes, and then complain of an increased workload (Keene State College). At UNH, this problem was dealt with by allowing new students and transfers to take only four classes. Once a person has established a solid GPA, only then can he/she take an additional course.

Schools had various ways of dealing with transfer credits, but because so many schools now use four credits, this problem will eventually solve itself. However, currently the schools in Oregon will only accept transfer credits from other schools at the earned credit level. In other words,

students may transfer in 3 credits for a class that PSU offers for four credits. This may result in transfer students needing to take extra classes to make up for some of these credits.

Another issue is how to account for the extra credit-hour. At the University of Oregon some faculty tried to add to their courses a discussion section to be taught by a TA. This increased the cost of the course. Others tried to increase the workload by adding readings and papers, but it was not clear if the workload actually was increased to the quantity value of a credit. And sometimes courses remained the same, despite the additional credit.

The issues around faculty workload were varied. Schools that compensate faculty based on credits taught now had more "expensive" instruction costs. The academic officer at the University of Oregon indicated that in some cases, because faculty had less to teach (three classes instead of four) they were also less available on campus, to students and for other administrative requirements.

Process of Switching

How schools change from three credits to four differs from campus to campus. In almost all cases, however, the Faculty Senate is a prime mover, as is the Provost. In many cases, the change came as a result of a general education review at the institution. The Provost and Vice President of Academic Affairs at the University of Maine at Farmington reported that they had been working on curriculum revisions for two years and "switching to four credits has meant re-thinking the mix of courses in all our programs; in some instances, old courses have been retained but revised; in other cases, portions of a discipline have been redesigned to create a different mix of offerings". The other thing that has been redesigned is the class-scheduling grid.

"Our faculty agreed that four credits merited more class meeting time, but settled on a system with some flexibility (180-200 minutes per week for a standard course)" (U Maine, Farmington)

The Interim Vice President of Academic Affairs at Keene State College said that their impetus for change came initially from the English department. They were given some money to examine their program and student feedback. They were the first department to move to a four-credit system, followed by Management and then Film Studies; soon after, an institution-wide change was proposed and was recently passed by the faculty senate. It will go into full effect Fall 2007.

At St. Joseph's College of Maine the change was suggested to the faculty senate. Each department was asked to do a full program review and to demonstrate how the change would affect each major and minor. All faculty were involved in the process, and the school is now all four-credit. At Portland Community College, the process began almost three years ago with a college-wide discussion with the faculty and student services serving on an exploratory committee. Their results were then given to the Faculty Senate for support. From there the process went to an educational advisory counsel made up of student representatives, administration and faculty. Once they agreed to it, it went to the President. Then each department was asked to address how courses would be changed, how the increased credit was justified, and what the benefit or loss would be to the students. Each revised class had to be approved by a curriculum committee made up of faculty and administrators.

Assessment/Learning Outcome

The issue of assessment and learning outcomes has not yet been addressed.

References

Kolb, D.A. (1984). The process of learning (Chapter 2) in Experiential Learning: Experience as the source of learning and development. Englewood Cliffs: New Jersey. Prentice-Hall, Inc. (p.20- 38)

URI website

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Allen Berger (Provost and VPAA)

Keene State College
Gordon Leversee (Interim VP of AA)

St. Joseph's College of Maine
Dr. Daniel Sheridan (Academic VP)-

Elon University
Dr. Nancy Midget (Associate Provost)

Table 1. Fall 2005

Percentage of Students in Each Year

Current Credits	Freshman	Sophomore	Junior	Senior
12	12	25.2	27	23.6
13	23.5	12	9	9.6
14	12.2	8.9	5.4	5
15	14.8	27.9	30.2	33.2
16	29.8	12.3	10.1	7.7
17	5.2	6.7	5.4	7.3
18	1.9	4.6	8.9	8.6
19	0.6	2	3.1	3
20			0.4	1
21		0.2	0.2	0.5
22				0.2

Appendix 1

Component	Min Units	Max Units	Subject	Catalog	Long Title
LEC	4	4	AFS	434	Aquatic Food Quality and Processing
LEC	4	4	APG	300	Human Fossil Record
LEC	4	4	BCH	481	Principles Of Biochemistry I
LEC	4	4	BCH	482	Principles Of Biochemistry Ii
LEC	4	4	BCH	522	Plant Molecular Biology
LEC	4	4	BIO	101	Principles of Biology I
LEC	4	4	BIO	102	Principles Of Biology II
LEC	4	4	BIO	121	Human Anatomy
LEC	4	4	BIO	302	Animal Development
LEC	4	4	BIO	304	Comparative Vertebrate Anatomy
LEC	4	4	BIO	311	Plant Anatomy
LEC	4	4	BIO	323	Field Botany And Taxonomy
LEC	4	4	BIO	332	Plant Pathology
LEC	4	4	BIO	350	Evolution
LEC	4	4	BIO	354	Invertebrate Zoology
LEC	4	4	BIO	360	Marine Biology
LEC	4	4	BIO	418	Ecology of Marine Plants
LEC	4	4	BIO	432	Mycology: Introduction to Fungi
LEC	4	4	BIO	458	Freshwater Ecology
LEC	4	4	BIO	465	Biology Of Algae
LEC	4	4	BIO	515	Light Microscopy Research Methods
LEC	4	4	BIO	522	Plant Molecular Biology
LEC	4	4	BPS	410	Foundations of Human Disease IV: Endocrinology, Gastroenterology, Hematology-Oncology, Molecular Gen
LEC	4	4	CHE	447	Food Engineering
LEC	4	4	CHM	212	Quantitative Analysis
LEC	4	4	CHM	291	Organic Chemistry
LEC	4	4	CHM	292	Organic Chemistry
LEC	4	4	CMD	465	Clinical Methods In Communicative Disorders
LEC	4	4	CMD	551	Measurement Of Hearing I
LEC	4	4	CMD	552	Measurement Of Hearing Ii
LEC	4	4	CMD	557	Electrophysiological Measures In Audiology
LEC	4	4	CMD	564	Language Disorders In School-Aged Children

LEC	4	4	CMD	584	Language Disorders in Developmentally Young Children
LEC	4	4	CMD	658	Advanced Electrophysiological Assessment of Hearing
LEC	4	4	CPL	525	Introduction To Planning Methods
LEC	4	4	CPL	526	Techniques And Methodologies Of Planning Research
LEC	4	4	CSC	101	Computing Concepts
LEC	4	4	CSC	110	Survey of Computer Science
LEC	4	4	CSC	200	Computer Problelm Solving For Science And Engineering
LEC	4	4	CSC	201	Introduction To Computer Programming
LEC	4	4	CSC	211	Introductory Programming and Design
LEC	4	4	CSC	212	Data Structures and Abstractions
LEC	4	4	CSC	301	Fundamentals of Programming Languages
LEC	4	4	CSC	305	Software Engineering
LEC	4	4	CSC	320	Social Issues in Computing
LEC	4	4	CSC	340	Mathematical Foundations of Computer Science
LEC	4	4	CSC	350	Fundamentals Of Mathematical Computation
LEC	4	4	CSC	402	Compiler Design
LEC	4	4	CSC	406	Computer Graphics
LEC	4	4	CSC	411	Computer Organization
LEC	4	4	CSC	412	Operating Systems and Networks
LEC	4	4	CSC	415	Introduction to Parallel Computing
LEC	4	4	CSC	436	Database Management Systems
LEC	4	4	CSC	440	Algorithms and Data Structures
LEC	4	4	CSC	445	Models of Computation
LEC	4	4	CSC	481	Artificial Intelligence
LEC	4	4	CSC	501	Programming Language Semantics
LEC	4	4	CSC	502	Theory of Compilers
LEC	4	4	CSC	505	Advanced Topics in Software Engineering
LEC	4	4	CSC	509	Object-Oriented System Design
LEC	4	4	CSC	511	Advanced Computer Organization
LEC	4	4	CSC	512	Topics In Distributed Systems
LEC	4	4	CSC	517	Design and Analysis of VLSI Systems
LEC	4	4	CSC	519	Computer Networks
LEC	4	4	CSC	536	Topics in Data Management Systems
LEC	4	4	CSC	541	Advanced Topics In Algorithms
LEC	4	4	CSC	542	Mathematical Analysis of Algorithms

LEC	4	4	CSC	544	Theory Of Computation
LEC	4	4	CSC	550	Computer Algebra
LEC	4	4	CSC	492K	Machine Learning & Data Mining In The Internet Age
LEC	4	4	CSC	492L	Multimedia Programming
LEC	4	4	CSC	492M	3D Graphics Design
LEC	4	4	CSC	492Q	Web Databases
LEC	4	4	CSC	592Q	Web Databases
LEC	4	4	CSC	592R	Three D Graphics: Geometry, Models and Animation
LEC	4	4	CSC	592S	Special Topics:Bioinformatics I
LEC	4	4	CSC	592T	3D Graphics for Games Design
LEC	4	4	CVE	450	Simulation Based Design For Civil Engineers
LEC	4	4	ECN	376	Introduction To Econometrics
LEC	4	4	ECN	576	Econometrics
LEC	4	4	ECN	676	Advanced Econometrics
LEC	4	4	EDC	426	Methods and Materials in Primary School Teaching
LEC	4	4	EDC	564	Diagnosis of Literacy Difficulties
LEC	4	4	ELE	306	Electronic Design Automation Laboratory
LEC	4	4	ELE	342	Electronics I
LEC	4	4	ELE	343	Electronics II
LEC	4	4	ELE	401	Lasers, Optical Systems And Communications
LEC	4	4	ELE	405	Digital Computer Design
LEC	4	4	ELE	408	Computer Organization Laboratory
LEC	4	4	ELE	423	Electromagnetic Fields II
LEC	4	4	ELE	427	Electromechanical Systems Lab
LEC	4	4	ELE	432	Electrical Engineering Materials
LEC	4	4	ELE	436	Communication Systems
LEC	4	4	ELE	444	Advanced Electronic Design
LEC	4	4	ELE	447	Digital Integrated Circuit Design
LEC	4	4	ELE	458	Digital Controls Laboratory
LEC	4	4	ELE	488	Biomedical Engineering I
LEC	4	4	ELE	489	Biomedical Engineering II
LEC	4	4	ELE	503	Linear Control Systems
LEC	4	4	ELE	506	Digital Signal Processing
LEC	4	4	ELE	509	Introduction to Random Processes
LEC	4	4	ELE	510	Communication Theory
LEC	4	4	ELE	535	Bicmos Integrated Circuit Design

LEC	4	4	ELE	537	Digital Integrated Circuit Design II
LEC	4	4	ELE	541	Semiconductor Test Engineering Instrumentation
LEC	4	4	ELE	543	Computer Networks
LEC	4	4	ELE	544	Computer Arithmetic for VLSI
LEC	4	4	ELE	545	Design of Digital Circuits
LEC	4	4	ELE	548	Computer Architecture
LEC	4	4	ELE	549	Computer System Modeling
LEC	4	4	ELE	588	Biomedical Engineering I
LEC	4	4	ELE	589	Biomedical Engineering II
LEC	4	4	ELE	658	Instruction Level Parallelism
LEC	4	4	EVS	482	Innovative Subsurface Remediation Technologies
LEC	4	4	EVS	484	Environmental Hydrogeology
LEC	4	4	EVS	582	Innovative Subsurface Remediation Technologies
LEC	4	4	EVS	584	Environmental Hydrogeology
LEC	4	4	FST	341	Marine Propulsion Systems
LEC	4	4	GEO	103	Understanding the Earth
LEC	4	4	GEO	210	Landforms: Origin and Evolution
LEC	4	4	GEO	240	Prehistoric Life
LEC	4	4	GEO	320	Earth Materials
LEC	4	4	GEO	321	Rocks and Geologic Processes
LEC	4	4	GEO	350	Evolution
LEC	4	4	GEO	370	Structure of the Earth
LEC	4	4	GEO	450	Introduction Of Sedimentary Geology
LEC	4	4	GEO	468	Ground-water Chemistry
LEC	4	4	GEO	482	Innovative Subsurface Remediation Technologies
LEC	4	4	GEO	483	Hydrogeology
LEC	4	4	GEO	484	Environmental Hydrogeology
LEC	4	4	GEO	488	Geologic Evolution of North America
LEC	4	4	GEO	582	Innovative Subsurface Remediation Technologies
LEC	4	4	GEO	584	Environmental Hydrogeology
LEC	4	4	GER	111	Intensive Beginning German
LEC	4	4	GER	112	Intensive Beginning German
LEC	4	4	GER	113	Intensive Intermediate German
LEC	4	4	GER	114	Intensive Intermediate German
LEC	4	4	GER	215	Advanced Conversational German
LEC	4	4	GER	216	Advanced Conversational German

LEC	4	4	HDF	203	Introduction to Work with Children
LEC	4	4	HDF	303	Early Childhood Practicum
LEC	4	4	HDF	306	Infant Development
LEC	4	4	HDF	314	Introduction to Gerontology
LEC	4	4	LAR	300	Computers In Landscape Architecture
LEC	4	4	LAR	345	Landscape Construction I
LEC	4	4	LAR	346	Landscape Construction Ii
LEC	4	4	MCE	503	Linear Control Systems
LEC	4	4	MIC	201	Introductory Medical Microbiology
LEC	4	4	MIC	211	Introductory Microbiology
LEC	4	4	MIC	576	Marine Bact
LEC	4	4	MTH	141	Introductory Calculus With Analytic Geometry
LEC	4	4	MTH	142	Intermediate Calculus With Analytic Geometry
LEC	4	4	NFS	434	Marine Food Processing
LEC	4	4	NFS	435	Food Product Development
LEC	4	4	NRS	583	Innovative Subsurface Remediation Technologies
LEC	4	4	NRS	584	Environmental Hydrogeology
LEC	4	4	NUR	500	General Study Of Nursing Knowledge For Nursing Practice
LEC	4	4	OCE	311	Coastal Measurements And Applications
LEC	4	4	OCE	425	Coastal Experiments
LEC	4	4	OCG	123	Oceans, Atmospheres, And Global Change
LEC	4	4	OCG	561	Biological Oceanography
LEC	4	4	OCG	576	Marine Bact
LEC	4	4	PHP	410	Foundations of Human Disease IV: Endocrinology, Gastroenterology, Hematology-Oncology, Molecular Gen
LEC	4	4	PHT	500	Human Anatomy and Histology
LEC	4	4	PHT	538	Professional Problems and Public Relations
LEC	4	4	PLS	200	Introduction to Plant Protection
LEC	4	4	PLS	205	Population, Environment And Plant Biology I
LEC	4	4	PLS	215	Propagation Of Plant Materials
LEC	4	4	PLS	250	Plant Breeding And Genetics
LEC	4	4	PLS	332	Plant Pathology
LEC	4	4	PLS	471	Plant Improvement

LEC	4	4	PLS	475	Plant Nutrition and Soil Fertility
LEC	4	4	PLS	571	Plant Improvement
LEC	4	4	PSY	301	Introduction To Experimental Psychology
LEC	4	4	REN	534	Economics of Natural Resources
LEC	4	4	REN	576	Econometrics
LEC	4	4	REN	634	Advanced Economics of Natural and Environmental Resources
LEC	4	4	REN	676	Advanced Econometrics
LEC	4	4	STA	576	Econometrics
LEC	4	4	TMD	325	Apparel I
LEC	4	4	TMD	335	Apparel II

URI Initiative:
COMPREHENSIVE PLAN: ADVISING FOR STUDENT ACADEMIC SUCCESS FROM ADMISSIONS TO GRADUATION

Introduction

The role of academic advising in student success (retention and graduation) is clear: students who engage with advisors are more successful than those who do not. Still, we have not yet developed a comprehensive advising model that will support student advising at the level we believe is needed. The Provost has asked University College to help lead the effort for improved advising across the institution. Because student learning and success must be seen as a campus-wide initiative, it is important that all departments involved in advising be part of the planning and delivery of advising services that are effective and efficient. We will use our expertise in advising to help identify a plan that will allow students to navigate successfully through URI from Orientation to Graduation. In this plan we will 1) identify goals of effective academic advising, 2) maximize current resources, 3) identify new resources needed to reach our goals, and 4) evaluate success in each initiative.

Our current advising services in University College and through the Degree-granting Colleges are adequate at best. We know from NSSE data and various surveys on student satisfaction at the University of Rhode Island that advising across the undergraduate experience is not consistent and remains an area of concern. There are a number of reasons why this is the case. First of all, while we excel in caring about students and being knowledgeable about what they may need, we simply have too few people serving too many students. Further, too many faculty are cajoled into this role. Many view their advising responsibilities as a burden, added to already full schedules of teaching and research.

Some faculty are simply more comfortable advising juniors and seniors, working more as "mentors" for career and professional advice; they are not as comfortable in the more technical aspect of advising. Good advising requires both knowledge of the curriculum and strong listening and mentoring skills. Advisor training can help make advisors more effective in both of these roles. Combined with a program of recognition and reward for faculty serving as advisors, this strategy is a way to maximize our limited resources.

Since first year retention is a strong indicator of eventual graduation, focusing on excellence in first year advising makes sense. We have been working on ways to build a solid advising foundation in the first year experience, but we must pay attention as well to how those services continue throughout a student's undergraduate years. We need, for example, clear communication between and among Admissions, University College and the degree granting colleges, so that we can follow the progress of students and be ready to help them find solutions to whatever problem they encounter. Each degree granting college has its own unique model for addressing advising, and it is important that everyone involves knows how those processes work. We must be committed to

maximizing current resources through 1) improved faculty and staff knowledge and skill in the advising role and 2) improved communication between departments/colleges.

Each campus office involved in advising provides unique information and perspectives that must be considered in a comprehensive advising plan. The degree-granting colleges (including ASFCCE), our colleagues at CCRI, Admissions and Enrollment Management are essential partners for University College in guiding the process in developing an excellent (i.e., accessible, knowledgeable and caring) advising model for the institution. Improving academic advising at the University of Rhode Island-- faculty advisor preparation, advisor reward structures, interdepartmental communication, and better data management--requires the diligent work of many people.

The goals and strategies below should serve as a guide for discussing essential elements of a comprehensive advising plan for the University of Rhode Island.

URI/University College Initiative: Develop a comprehensive advising plan for student academic success

Goal 1: Develop and design an advising model that is consistent across the University and addresses the academic advising needs of all students from admission through to graduation.

Strategy 1: Identify the leadership who will coordinate with all degree granting colleges, CCE, Enrollment Services, and Admissions to design a comprehensive advising model

Action 1: Under the direction of the Provost, convene a steering committee with representatives from each of the above offices to outline an advising model that includes standards for guidelines and processes.

Action 2: Seek endorsement and cooperation from the Council of Deans, the Enrollment Management Advisory Committee, and the Enrollment Services Advisory Committee to ensure that practices and policies are cohesive.

Action 3: Each Dean will approve the implementation plan created by the steering committee, which will include unique and specific requirements for each college, and which will then be approved by the Provost.

Strategy 2: Focus on first year students and advising in University College.

Action 1: All colleges will assign advisors to Summer Orientation who will then serve as the UC advisor for their majors, for at least one year, preferably two.

Action 2: Departments that do not have an orientation advisor (due to small numbers) will collaborate with the assigned orientation

advisor of the compatible major, providing updated curriculum sheets and any other major advising issues.
Action 3: Whenever possible, first year advisors will teach URI 101 for their majors.
Action 4: Ensure that all majors provide the necessary number of advisors per majors.
Action 5: Develop group-advising approaches in and out of the classroom (living learning communities, URI 101, gateway courses for majors)

Strategy 3: Ensure a smooth transition from University College to the Degree Granting College

Action 1: Each advisor and liaison (see Goal 2, Strategy 2) will determine the process for student transcript evaluation for transfer from UC. This will be completed in February and again in July.
Action 2: Once students are ready to transfer, they will be administratively moved and the welcoming DGC will communicate immediately with students regarding who their advisor is and how to contact their advisor.
Action 3: Faculty advisors will receive immediate updates concerning advisees' contact information so advisors can send a welcoming and informative letter to each advisee, encouraging them to make an appointment for advising.
Action 4: DGC will use "URI Advisement" System to inform students about their college home (communication function).

Strategy 4: A unified Advising Plan will be created across all DGCs outlining the advising process for their majors through to graduation (see Goal 3).

Action 1. Each Department Chair will agree upon and sign off on the unified Advising Plan.
Action 2. Each college will assign faculty advisors to advise within their respective colleges.
Action 3. Each DGC will train faculty advisors for advising within their college
Action 4. All DGC will utilize the "URI Advisement" System (contact log function).
Action 5. All DGC will conduct an evaluation of the Advising Plan within their college.

Strategy 5: Create incentives (recognition and rewards) for outstanding faculty advising

Action 1: Make advising part of the Tenure and Promotion process
Action 2: Add advising role to new faculty letter of employment
Action 3: Establish stipends when appropriate
Action 4: Include advising in consideration of sabbatical leave

Action 5: Establish protocol for release time
Action 6: Establish guidelines for University-wide (URI Foundation) Excellence award for advising with monetary reward

Goal 2: Engage committed faculty advisors, liaisons, and department chairpersons who will address the academic advising needs for their major/college.

Strategy 1: By April, identify faculty who will be advisors in UC, willing to serve a minimum of one year

Action 1: Provost will require that each college dean and department select and assign faculty advisors who are interested in and committed to the advising role in University College, for no less than one year, by April 1, 2006 for the following year. This time is essential for trainings to occur.

Strategy 2: Appoint a liaison for each degree college (as appropriate) who will work 20 hours per week assisting in the advising process in UC

Action 1: The Dean of each college, in collaboration with University College, will appoint a 20-hour per week advising liaison to University College who will support the work of the faculty advisors.
Action 2: Establish job description for each liaison to include managing of transfer credit evaluations; managing the transfer of majors from University College to each degree granting college; summer advising for continuing as well as incoming new and transfer students to the major who do not attend orientation; work with readmitted students; be responsible for communicating to their college faculty any changes in policies or curriculum for their majors; assist with training faculty advisors in their colleges to use the URI Advisement System
Action 3: Liaisons will be available at the very start of the semester to deal with "walk-ins" in their colleges. UC manages over 200 walk-ins per day during the first week of school, with only two advisors on staff. These students across majors need schedule adjustments and access to upper level classes that should be addressed by major advisors and departments. Liaisons are ready to assist in this critical time of student academic support.
Action 4: Liaisons will work with the Assistant Deans and Chairs to ensure that updated/accurate advising materials are made available to the University College advising resource website.

Strategy 3: Each Department Chair will assign DGC Advisors

Action 1. The department chair will ensure that all faculty who do advising are able and willing to use the advising system.

Action 2. Each department chair will ensure that all faculty advisors have updated rosters of advisees and will assist in the communication with advisees whenever necessary.

Strategy 4: Peer advisors will provide assistance and support to academic advising

Action 1. Provide walk-in hours in Roosevelt Hall
Action 2. Provide walk-in hours within Living/Learning Communities in the residence halls
Action 3. Assist in URI101 academic advising presentations
Action 4. Assist with coordination and presentation of group pre-registration sessions
Action 5. Assist all UC liaisons with DGC administrative processes
Action 6. Assist faculty advisors in communicating with students
Action 7. Provide evening peer advising hours
Action 8. Host evening homework tables in AEC for high-failure courses

Goal 3: Provide opportunities for advisors to be more knowledgeable and supported in developmental and prescriptive advising processes.

Strategy 1: Provide mandatory professional development for all faculty advisors in each college (including workshops, listserves, web sites).

Action 1. University College, working with each liaison, will assist in advisor training programs in each DGC.
Action 2. Each degree granting college, through their department chairpersons or each Dean's student services office will ensure participation in advising workshops.

Strategy 2: Require that all advisors and department chairs be trained on the use of the "URI Advisement" System.

Action 1: University College will provide training to each DGC (dean's office, student services), to department chairs, and to all college liaisons to ensure that all faculty are able to use the system
Action 2: Each Dean will schedule mandatory meetings for training on the system for all advisors, in all colleges, run by the college liaisons and when desired, UC staff.
Action 3: Assigned UC advisors will assist in training faculty in their home departments in the use of the system
Action 4: All advisors and department chairs will use the on-line data management system to record all advising notes
Action 5: All faculty advisor assignments will be posted on the on-line system so students may use e-campus to make appointments and know where and when to find their advisor.

Strategy 3: Develop effective model for group advising

Action 1: Use major focused URI 101's and specific major-required courses as an opportunity for group/classroom advising.
Action 2: Enhance the URI Advisement System to further allow for the management of group sessions.
Action 3: Renovate classroom space in Roosevelt (room 20) to accommodate faculty group advising for all majors, including computers and projection system.
Action 4: Explore use of upper-class Peer Mentors to assist Faculty Advisors in group advising.
Action 5: Use Living Learning Communities to do group advising in the residence halls.

Goal 4: Improve communication and data sharing between colleges, enrollment management and admissions

Strategy 1: Improve the integrity of the academic record

Action 1: Policy concerning all prior approval decisions (currently decentralized) will be developed. Approved courses will be added to an electronic data base for consistency across the colleges.
Action 2: Degree audits will be used for both transfer to and graduation from each degree-granting college
Action 3: Each DGC liaison will ensure that transcripts are evaluated using the current articulation guide and the electronic data transfer system, so records are evaluated based on URI requirements, rather than specific college requirements.

Strategy 2: Expand the utilization of the URI Advising Data Management System

Action 1: Set policy and expectations for all advisors use of the on-line system
Action 2: Hire a half-time person to assist IT to maintain and enhance the advising management system as needed.
Action 3: Continuously expand and improve the system to include more automated processes (lifting of advisor holds, processing change of majors, transfer to degree granting colleges, prior approvals for off campus study, group advising record keeping, and more).
Action 4: Aggressively work to sell this system to other schools so that URI can re-invest the money to make this flagship system better for URI students, faculty, and staff.

Strategy 3: Update curriculum templates and web pages for all majors

Action 1: Each Dean, with support from the college's UC advising liaison, will work with each department to ensure they have

updated materials for advising guidelines and updated web pages regarding the curriculum, and will ensure that these materials will be distributed to University College before the start of each academic year.

Strategy 4: Improve the accuracy and effectiveness of transfer credit evaluations

Action 1: Admissions and University College will work together to insure that new incoming and transfer students are accurately assigned to either UC or an appropriate DGC.

Action 2: Each DGC will work within the agreed-upon time line for college transcript evaluation.

Action 3: Admissions and colleges will use electronic transfer of data whenever possible.

Goal 5: The advising steering committee will develop an assessment of advising services at URI.

Strategy 1: The committee will work with the Office of Student Learning Outcomes to design evaluation measures of advising across the university

Action 1: Identify what students should *know* through Academic Advising

Action 2: Identify what students should *value*

Action 3: Identify what students should *do*

Strategy 2: Each college will provide Provost with annual evaluation of effectiveness of advising strategies.

Action 1: Satisfaction survey

Action 2. Needs Assessment Surveys

Action 3. Evaluations of academic support services

NSSE and Orientation Summary and Highlights

George Kuh, author of NSSE (National Survey of Student Engagement), describes five benchmarks issues that institutions should understand and measure for working toward improvement in student learning and student engagement. He believes that it is the responsibility of all members of the institution to be clear on these issues, and to have our policies and practices -- of boards, administrators, and faculty -- reflect how we will increase student time and effort on these engaging benchmark activities. As a result, retention and graduation rates will improve, and most important, student learning will increase.

NSSE comparisons based on 5 benchmark issues:

1) Academic Challenge – measures the time students spend preparing for class, including reading and writing; how much students apply more advanced thinking skills in their classes; and the amount of time that students think their school emphasizes studying and academic work.
2) Active and collaborative learning – measures student participation in class, and working collaboratively with peers both in and out of the classroom.
3) Student interaction with faculty, in and out of the classroom.
4) Enriching educational experiences – measures diversity experiences, technology usage, internships, community service, international experiences, co-curricular experiences and culminating senior experiences.
5) Supportive campus environment – measures student perception of the university's assistance with academic, social and logistical issues, as well as supportive relationships with peers, faculty, and administrative offices.

Highlights of significant differences for URI comparisons with peers:

1) In terms of academic challenge, we found that both freshmen and seniors are on par with comparison groups for "meeting instructors' expectations." However URI freshmen spend significantly fewer hours preparing for class than other doctoral-extensive schools. Though a t-test was not run, it appears URI Seniors spend slightly more hours preparing for class than do freshmen. Also, URI students work at the same level of higher thinking (analyzing, synthesizing, and applying theories) as do students in other Doctoral-Extensive schools.

In terms of reading and writing, almost 50% of URI freshmen are assigned to read between 5 and 10 books a year. This is significantly fewer than first years at other doctoral-extensive schools and our peer schools. These first year students at URI also write fewer papers than students from our peer schools.

2) Highlights concerning active and collaborative learning show that both freshmen and seniors at URI are more actively engaged in class than students from comparable schools. However, freshmen spend significantly less time talking about ideas outside of the class than those in comparative institutions. Freshmen at URI are much more likely to participate in community based projects as part of their course work, while URI seniors spend comparable time as seniors from other schools in this regard.

3) Measures of how well and how much students interact with faculty show that both URI first years and seniors interact with faculty at the same levels as students in most other doctoral-extensive programs and our selected peer group.

4) Enriching educational experiences show significant difference in several areas. We find that seniors at URI report being more challenged to move outside of their comfort zone and interact with people of different ethnicities, class backgrounds and views on life, than do seniors at other institutions. At URI, 53% of first years have participated in community service or volunteer work, which is significantly greater than students from our peer group and from other doctoral-extensive programs. Also, 61% of seniors have participated in hands-on experiences, which is significantly greater than students from other doctoral-extensive schools. Sixty-four percent of our seniors have studied a foreign language, which is significantly greater than both our peer schools and other doctoral-extensive schools. Finally, 56% of our first years and 40% of our seniors have participated in a learning community, which is significantly more than students from comparable schools.

5) Supportive campus environment shows that most of the students sampled at URI have positive relationships with their peers and the faculty, which is on par with our peer and doctoral-extensive schools. However, URI students, mainly seniors, perceive the relationships they have with administrative personnel and offices to be significantly more negative than students from other schools.

While URI Freshmen feel that the school environment is as supportive of both their academic and non-academic success, as first years in other schools feel, they perceive there to be less support to survive socially. And while no t-tests were done to compare seniors to first years, it appears that the seniors find the school environment less supportive in all areas: academically, non-academically and socially. They also feel they have less support than do their peers at other schools.

NSSE asked additional questions about how students use their time. It turns out that URI first year students and URI seniors spend many more hours than do students from other schools caring for dependents. And 50% of URI seniors spend 6 or more hours commuting a week, significantly more than seniors at comparable schools.

Measures of academic advising show that more than 2/3^{rds} of first years sampled found the quality of academic advising at URI to be “good” or “excellent,” whereas less than 50% of the seniors found the quality to be “good” or “excellent” -- significantly less than seniors in other comparable schools.

Questions concerning student satisfaction show that while 83% of freshmen found their first year to be “good” or “excellent,” only 33% said they would definitely come to URI if they could do it over again. Forty-five percent of students from other doctoral-extensive programs said they would definitely return. As for seniors, 74% said they had a “good” or “excellent” experience, significantly fewer than seniors at other comparable schools. Only 25% said they would definitely return, which is significantly fewer than those at other schools.

Some questions asked of incoming students during Summer Orientation 2005, reveal interesting facts on which to build upon the NSSE results. When asked about study habits, incoming students indicate that more than 50% of freshmen studied between 1-4 hours per week in their last year of high school, while more than 40% expected to study between 5-10 hours/week in their first year in college. When compared with NSSE results for what students actually do in their first year, we find that while about only 6% *expected* to study more than 20 hours per week, in *reality* about 17% report spending more than 20 hours per week preparing for class. And while about 10% *expected* to study between 1-4 hours per week, in *reality* 26% prepared between 1-5 hours per week. So more students will study more than they expected, and more students will study less than expected!

75% of students said they plan to work while in school, with 44% planning to work 11 or more hours per week. However, data from the NSSE show that after one year, 26% of URI first years worked on campus and 41% worked off campus, with 26% working 11 or more hours - significantly more than first year students at other schools.

When asked about confidence in academics, more than half the students said they would need help in math, and 40% expected to need help in foreign languages, science, and writing. We found that 2005 incoming freshmen anticipate needing more help than students who came in 2004, 2003, and 2001. We also found that fewer than 50% of the students coming in this year rate their skills as "very good" or "excellent," showing less confidence in their skills this year than in previous years.

Students coming to URI in 2005 (56%) said they feel it is "very important" to discuss their choice of major with their academic advisor. After one year in college URI first year students reported that their academic advising was good or excellent (67% - on par with comparison schools), while only 48% of seniors rated it as such (significantly fewer than seniors at comparable schools). Students expect that this relationship will be important and sustained, but their expectations are not being met.

When asked how important factors are in helping students to be successful at URI, first years said they believe that finding the right major is the most important aspect to being successful, followed closely by being prepared academically, and having an academic advisor who knows them and who cares about them. But these students do not feel prepared and their academic advising expectations have not been met – not a good recipe for success.

Finally, when asked how confident students are that URI is the right choice, we found that for incoming students, 91% are either "confident" or "very confident" they made the right choice in coming to URI. Compared with NSSE data, 74% of first year students said they would "probably" or "definitely" come back to URI if they could do it again, comparable with other institutions. However, 72% of seniors said they would "probably" or "definitely" come back to URI if they could do it again, which is significantly fewer than seniors at comparable schools. So as they progress through school fewer students are satisfied.

*Note: The 2002 NSSE data reveal that students reporting the highest degree of satisfaction with the quality of their academic advising were most likely to demonstrate the highest levels of student engagement. Since high levels of student engagement (involvement) have been found to be empirically associated with higher rates of student retention, the strong relationship between

level of student engagement and quality of academic advisement revealed in the latest NSSE research may be interpreted as providing additional evidence of an empirical link between academic advisement and student retention. (John Gardner, 2003)

**I recommend conducting this survey every other year. We are now instituting a common e-mail address system, and that, along with a reward system for participating (perhaps a raffle or other prizes) may increase response rates- boosting reliability. Also, we will add our own questions and follow up in this next year with some qualitative information concerning student responses in this report.

NSSE Highlights 2005

	First Years (FY)	Seniors (SR)
Sample Size	N= 276	N= 296
	1400 sent e-mails 70% received the survey 28% of those answered it	1400 sent e-mails 40% received the survey 52% of those answered it
Representation of URI students	10% of freshmen class	24% of senior class
Gender	Female = 65% Male = 35%	Female = 61% Male = 39%
Race/Ethnicity:		
Am. Indian/Native American	0%	0%
Asian Am./Native American	2%	2%
Black/African Am.	3%	3%
White (non-Hispanic)	78%	76%
Mexican/Mexican American	0%	0%
Puerto Rican	2%	0%
Other Hispanic/Latino	5%	4%
Multiracial	2%	1%
Other	0%	2%
I prefer not to respond	6%	11%
Enrollment Status:		
Full-time	92%	77%
Less than full-time	8%	23%
Place of Residence:		
On-Campus	68%	10%
Off-Campus	32%	90%
Transfer Students	12%	33%
Age:		
Non-Traditional (24+)	11%	30%
Traditional (less than 24)	89%	70%

Comparison Groups:

Peer Group:

Bridgewater State College
Pennsylvania State University-Penn State Altoona
Plymouth State University
Providence College
University of Connecticut
University of Delaware
University of Maine at Farmington
University of Massachusetts Amherst
University of Vermont

Doctoral-Extensive Schools:

These are schools with a wide range of baccalaureate programs as well as graduate programs through the doctoral level. They award more than 50 doctoral degrees a year in 15 or more disciplines

Carnegie Foundation for the Advancement of Teaching. (2005). Website: http://www.carnegiefoundation.org/Classification/CIHE2000/defNotes/Definitions.htm

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Data for the peer group and/or doctoral extensive schools are presented only when the data is significantly different from URI data

*( ) denotes the difference was significant but with a magnitude not even considered small. The numbers are presented but not discussed

** denotes the data was significantly different from URI data

Level of Academic Challenge

- •This looks at the time students spend preparing for class including reading and writing.
- •How much students apply more advanced thinking skills in their classes.
- •The amount students think their school emphasizes studying and academic work

Question		Frequency of Response				Mean
		Never = 1	Sometimes	Often	Very Often = 4	
Worked harder than you thought you could to meet an instructor's standards or expectations.	URI FY	9	45	30	16	2.53
	Peer Doc-Ext					
	URI SR	11	36	36	17	2.60
	Peer Doc-Ext					

- 46% of the freshmen worked "often" or "very often" to meet instructors' expectations
- 53% of the senior class put this much effort in.
- This is on par with comparison schools

		Frequency of Hours of Work done in a week								Mean
		0	1-5	6-10	11-15	16-20	21-25	26-30	30+	
Amount of time spent preparing for class (studying, reading, writing, hw, lab work, analyzing data, rehearsing, other academic activities)	URI FY	0	26	21	25	10	11	2	4	3.80
	Peer Doc-Ext	1	16	25	23	16	10	6	5	** 4.13
	URI SR	0	23	28	14	16	8	5	5	3.93
	Peer Doc-Ext									*(4.18)

- About _ of the first years spend between 1 and 5 hrs/wk preparing for class
- _ of the first years prepare between 11 to 15 hrs/wk
- 1/5 of the first years spend between 6 to 10 hrs/wk doing schoolwork.
- •URI first years spend significantly fewer hours preparing for class than other doctoral-extensive schools.

•Though a t-test was not run, it appears URI Seniors spend slightly more hours preparing for class than freshmen.

During the current school year, how much has your coursework emphasized the following mental activities?

		Frequency of Response				Mean
		Very Little = 1	Some	Quite a bit	Very Much = 4	
Analyzing (basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components)	URI FY	2	23	45	30	3.03
	Peer					
	Doc-Ext					
	URI SR	1	20	46	33	3.11
	Peer					
	Doc-Ext					* (3.22)
Synthesizing (organizing ideas, information, experiences into new, more complex interpretations or relationships)	URI FY	6	30	44	20	2.78
	Peer					
	Doc-Ext					
	URI SR	4	29	40	26	2.88
	Peer					
	Doc-Ext					
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	URI FY	7	35	38	20	2.71
	Peer					
	Doc-Ext					
	URI SR	8	28	39	25	2.81
	Peer					
	Doc-Ext					
8. Applying theories or concepts to practical problems or in new situations	URI FY	3	25	41	30	2.99
	Peer					
	Doc-Ext					
	URI SR	4	19	37	40	3.12
	Peer					
	Doc-Ext					

To what extent does your school emphasize spending significant amounts of time studying and on academic work?	URI FY	4	20	45	31	3.04
	Peer					
	Doc-Ext					
	URI SR	3	20	51	26	2.99
	Peer					
	Doc-Ext					* (3.09)

- It appears that most URI students, both freshmen and seniors, are using higher levels of thinking/learning "quite a bit."
- Though no t-tests were run, this higher level of work, thinking critically and analytically, is seen even more so with the seniors than with first year students as is expected.
- It appears that URI students are working the same amount at this higher level of thinking as students in other Doctoral-Extensive schools.

During the current school year how much reading and writing have you done?

		Frequency of Assigned Books/Papers					Mean
		None	1-4	5-10	11-20	20+	
Assigned textbooks, books, course readings	URI FY	2	20	48	23	7	3.12
	Peer	1	18	39	29	13	**3.36
	Doc-Ext	1	19	41	28	12	**3.31
	URI SR	1	30	37	19	13	3.12
	Peer	1	23	37	23	17	**3.32
	Doc-Ext						
Written papers/reports of 20+ pages	URI FY	82	14	2	1	0	1.23
	Peer						
	Doc-Ext						
	URI SR	43	47	7	3	1	1.73
	Peer						
	Doc-Ext						*(1.61)
Written papers/reports between 5 and 19 pages	URI FY	16	62	17	4	0	2.11
	Peer	11	48	30	9	2	**2.43
	Doc-Ext	14	50	26	8	2	**2.32
	URI SR	8	42	34	10	6	2.65
	Peer						
	Doc-Ext						
Written papers/reports less than 5 pages	URI FY	4	33	36	17	10	2.94
	Peer	3	26	34	25	13	**3.20
	Doc-Ext						
	URI SR	5	34	24	22	15	3.08
	Peer	4	26	26	25	20	**3.33
	Doc-Ext						

•Almost 50% of URI freshmen are assigned to read between 5 and 10 books a year. This is significantly fewer than first years at other doctoral-extensive schools and our peer schools.
•82% of freshmen do not write papers longer than 19 similar to students at other schools.
•62% write between 1-4 papers of 5 to 19 pages.
•About 1/3 write between 1- 4 short papers and 1/3 write 5 -10 short papers (fewer than 5 pages).
•First years at URI write fewer papers than students from our peer schools.

Active and collaborative learning

•Participating in class, working collaboratively with other students inside and outside of class, tutoring, etc.

How often have you:

Question		Frequency of Response				Mean
		Never = 1	Sometimes	Often	Very Often = 4	
Asked questions in class or contributed to class discussions?	URI FY	6	45	33	16	2.59
	Peer					
	Doc-Ext					
	URI SR	2	26	36	36	3.06
	Peer					
	Doc-Ext					*(2.91)
Made a class presentation?	URI FY	13	58	23	7	2.23
	Peer	22	60	14	4	**2.00
	Doc-Ext	23	56	17	4	**2.03
	URI SR	4	36	35	24	2.80
	Peer					
	Doc-Ext					*(2.63)
Worked with other students on projects during class?	URI FY	6	47	38	9	2.50
	Peer	12	51	30	7	**2.31
	Doc-Ext	14	48	29	9	**2.32
	URI SR	11	40	34	15	2.54
	Peer					
	Doc-Ext					*(2.43)
Worked with classmates outside of class to prepare class assignments?	URI FY	13	46	31	10	2.37
	Peer					*(2.24)
	Doc-Ext					
	URI SR	8	34	30	28	2.77
	Peer					
	Doc-Ext					
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?	URI FY	10	42	34	14	2.51
	Peer					*(2.65)
	Doc-Ext	7	38	36	20	**2.68
	URI SR	7	37	32	23	2.71
	Peer					
	Doc-Ext					*(2.83)
Participated in a community-based project (e.g. service learning) as part of a regular course?	URI FY	42	47	6	4	1.73
	Peer	74	19	5	2	**1.36
	Doc-Ext	69	20	8	3	**1.45
	URI SR	49	36	10	5	1.70
	Peer					
	Doc-Ext					
Tutored or taught other students (paid/voluntary)?	URI FY	59	30	9	3	1.55
	Peer					
	Doc-Ext	48	36	12	5	**1.74
	URI SR	47	32	11	9	1.83
	Peer					
	Doc-Ext					

•Based on the amount of times students ask questions, make presentations, and work with each other during class, it appears both first years and seniors spend significantly more time actively engaged in class than students from comparable schools

•URI first years, though, spend significantly less time talking about these ideas outside of the class.

•URI first years are much more likely to participate in community based projects as part of their course work
•URI seniors spend as much time as seniors in other schools participating in these activities.

Student interactions with faculty members

• Ways students interact with faculty and how much they interact with faculty.

Question		Frequency of Response				Mean
		Never = 1	Sometimes	Often	Very Often = 4	
Discussed grades or assignments with an instructor	URI FY	10	47	28	15	2.49
	Peer					
	Doc-Ext					
	URI SR	4	37	34	25	2.79
	Peer					
	Doc-Ext					
Talked about career plans with a faculty member or advisor	URI FY	32	46	13	9	1.98
	Peer					
	Doc-Ext					
	URI SR	20	42	22	16	2.35
	Peer					*(2.51)
	Doc-Ext					
Discussed ideas from your readings or classes with faculty members outside of class	URI FY	45	37	13	4	1.76
	Peer					
	Doc-Ext					
	URI SR	36	39	15	10	1.98
	Peer					
	Doc-Ext					
Worked with faculty members on activities other than coursework (committees, orientation, student life, activities, etc.)	URI FY	62	26	10	2	1.52
	Peer					
	Doc-Ext					
	URI SR	49	31	12	8	1.78
	Peer					
	Doc-Ext					
Received prompt feedback from faculty on your academic performance (oral or written)	URI FY	5	37	46	12	2.65
	Peer					
	Doc-Ext					
	URI SR	5	34	44	17	2.73
	Peer					*(2.87)
	Doc-Ext					

Question		Frequency of Response				Mean (Done =1; All Other responses =0)
		Have not decided	Do not plan to	Plan to do	Done	
Worked with a faculty member on a research project outside of course or program requirements	URI FY	44	21	29	6	.06
	Peer					
	Doc-Ext					
	URI SR	15	56	8	21	.21
	Peer					
	Doc-Ext					

•Both URI first years and seniors interact with faculty at the same levels as students in most other doctoral-extensive programs and our selected peer group.

- 2/3rds received prompt feedback from faculty on performance in class "often" or "very often"
- 22% of first years and 38% of seniors have talked about career plans with faculty/advisors "often" or "very often"
- 17% of first years and 25% of seniors have discussed ideas/readings with faculty outside of class "often" or "very often"
- As first years 62% have never worked with faculty on activities other than coursework and only 6% have actually worked on a research project with faculty.
- As seniors 49% still have not worked on non-course related projects with faculty while only 21% have done a research project with faculty.

Enriching educational experiences

- Interacting with students of different racial or ethnic backgrounds or with different political opinions/values
- Using electronic technology
- Participating in such activities as internships, community service, study abroad, co-curricular activities, or a culminating senior experience

Question		Frequency of Response				Mean
		Never = 1	Sometimes	Often	Very Often = 4	
How often have you used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment?	URI FY	11	32	33	24	2.70
	Peer Doc-Ext					
	URI SR	10	28	31	31	2.85
	Peer Doc-Ext					
Had serious conversations with students of a different race or ethnicity than your own?	URI FY	18	33	29	21	2.53
	Peer Doc-Ext					
	URI SR	12	33	31	25	2.69
	Peer Doc-Ext	19	39	22	20	**2.42
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?	URI FY	14	35	28	23	2.61
	Peer Doc-Ext	9	31	31	30	**2.81
	URI SR	9	35	28	27	2.73
	Peer Doc-Ext					
To what extent do students feel their institute encourages contact among students from different economic, social, and racial or ethnic backgrounds?	URI FY	14	37	35	14	2.49
	Peer Doc-Ext					
	URI SR	31	39	21	9	2.08
	Peer Doc-Ext	22	38	27	14	**2.32

- About 90% of our freshmen and senior students have used electronic media as a method for completing assignments.
- More than half of our students have been challenged to move outside of their comfort zone and interact with people of different ethnicities, class backgrounds and views on life.
- URI senior do this significantly more than seniors at other institutions

		Frequency of Hours spent on this activity a week								Mean
		0	1-5	6-10	11-15	16-20	21-25	26-30	30+	
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	URI FY	46	29	8	7	4	2	2	2	2.15
	Peer									
	Doc-Ext									
	URI SR	49	25	13	5	4	3	0	2	2.06
	Peer									
	Doc-Ext									

• Almost 50% of the students do not participate in any extra-curricular activity on a weekly basis and of those that do it, they spend between 1 and 5 hrs/wk.
•Though no t-test was performed it appears that seniors are less involved than first year students.

Question		Frequency of Response				Mean (Done =1; All Other responses =0)
		Have not decided	Do not plan to	Plan to do	Done	
Study abroad	URI FY	33	23	44	0	.00
	Peer					
	Doc-Ext					*(.02)
	URI SR	8	73	3	15	.15
	Peer					
	Doc-Ext					
Practicum, internship, field experience, co-op experience, or clinical assignment	URI FY	16	3	73	9	.09
	Peer					
	Doc-Ext					
	URI SR	5	16	18	61	.61
	Peer					
	Doc-Ext					*(.54)
Community service or volunteer work	URI FY	15	5	27	53	.53
	Peer	19	8	42	31	**.31
	Doc-Ext	14	6	38	41	**.41
	URI SR	8	23	10	60	.60
	Peer					
	Doc-Ext					
Independent study or self-designed major	URI FY	35	47	13	6	.06
	Peer	34	49	15	2	**.02
	Doc-Ext	33	51	13	2	**.02
	URI SR	10	61	8	21	.21
	Peer					
	Doc-Ext					
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	URI FY	47	10	41	2	.02
	Peer					
	Doc-Ext					
	URI SR	11	37	21	30	.30
	Peer					
	Doc-Ext					
Foreign language coursework	URI FY	15	15	47	23	.23
	Peer					
	Doc-Ext					
	URI SR	4	28	5	64	.64
	Peer	7	45	4	45	**.45
	Doc-Ext	6	38	7	48	**.48

• 53% of first years have participated in community service or volunteer work, which is significantly greater than students from our peer group and from other doctoral-extensive programs.
• 6% of our first year students, significantly more students than from our peer schools, complete an independent study or have a self-designed major
• 21% of our senior students have done the same.
• 61% of seniors have participated in hands-on experiences, which is significantly great than students from other doctoral-extensive schools.
• 64% of our seniors have studied a foreign language, which is significantly greater than both our peer schools and other doctoral-extensive schools.

(Following question is not part of the benchmark questions but relevant)

Question		Frequency of Response				Mean (Done =1; All Other responses =0)
		Have not decided	Do not plan to	Have not decided	Do not plan to	
Participate in a learning community or some other formal program where groups of students take two or more classes together	URI FY	19	14	12	56	.56
	Peer	38	30	20	12	**.12
	Doc-Ext	33	31	19	17	**.17
	URI SR	9	46	5	40	.40
	Peer	13	57	5	25	**.25
	Doc-Ext	12	57	6	25	**.25

• 56% of our first years and 40% of our seniors have participated in a learning community.
• A significantly larger number of our students have been involved in this type of learning experience than students from comparable schools.

Supportive campus environment

• Looks at the extent to which students perceive that the University helps them succeed academically, socially, assists them in coping with non-academic responsibilities, and promotes supportive relations among students and their peers, faculty members, and administrative personnel and offices.

		Frequency of Response							Mean
		1 (Unfriendly, unsupportive, alienation	2	3	4	5	6	7 (Available, helpful, sympathetic)	
Relationships with other students	URI FY	1	2	8	15	25	24	24	5.29
	Peer								
	Doc-Ext								*(5.47)
	URI SR	0	2	8	15	21	31	22	5.38
	Peer								
	Doc-Ext								
Relationships with faculty members	URI FY	1	3	7	22	33	23	10	4.94
	Peer								
	Doc-Ext								
	URI SR	0	3	8	16	22	32	18	5.26
	Peer								*(5.47)
	Doc-Ext								
Relationships with administrative personnel and offices	URI FY	4	12	15	29	18	15	7	4.18
	Peer								*(4.43)
	Doc-Ext								*(4.44)
	URI SR	8	17	13	25	15	11	11	3.98
	Peer	6	8	14	25	21	16	10	**4.36
	Doc-Ext	6	10	14	22	20	17	10	**4.32

• It appears that most of the students sampled at URI have positive relationships with their peers and the faculty, which is about on par with our peer and doctoral-extensive schools.

• On the other hand, URI students, mainly seniors, perceive the relationships they have with administrative personnel and offices more negatively than students from other schools.

To what extent does your institution emphasize each of the following?

Question		Frequency of Response				Mean
		Very little = 1	Some	Quite a bit	Very much = 4	
Providing the support you need to help you succeed academically	URI FY	3	25	49	23	2.91
	Peer					
	Doc-Ext					
	URI SR	11	32	41	16	2.61
	Peer	6	28	44	22	**2.82
	Doc-Ext					*(2.75)
Helping you cope with your non-academic responsibilities (work, family, etc.)	URI FY	36	34	21	9	2.04
	Peer					
	Doc-Ext					
	URI SR	49	34	13	4	1.73
	Peer					*(1.86)
	Doc-Ext					
Providing the support you need to thrive socially	URI FY	24	40	28	8	2.18
	Peer					*(2.32)
	Doc-Ext					*(2.35)
	URI SR	40	37	15	5	1.88
	Peer	26	42	25	7	**2.13
	Doc-Ext	29	41	23	8	**2.11

•URI Freshmen feel that the school environment is somewhat supportive of both their academic and non-academic success, which is similar to first years at other schools.

• On the other hand, relative to their peers, they perceive there to be less support at URI to survive socially.

• Though no t-tests were done to compare seniors to first years, it appears that the seniors find the school environment less supportive in all areas: academically, non-academically and socially.

• They also feel they have less support than their peers do in other schools.

Additional Data:

1. How students use their time

		Frequency of Hours spent on this activity a week								Mean
		0	1-5	6-10	11-15	16-20	21-25	26-30	30+	
Amount of time spent preparing for class (studying, reading, writing, hw, lab work, analyzing data, rehearsing, other academic activities)	URI FY	0	26	21	25	10	11	2	4	3.80
	Peer Doc-Ext	1	16	25	23	16	10	6	5	**4.13
	URI SR	0	23	28	14	16	8	5	5	3.93
	Peer Doc-Ext									*(4.18)
Working for pay on campus	URI FY	74	4	12	5	3	0	0	0	1.63
	Peer Doc-Ext									
	URI SR	66	3	7	8	10	3	1	2	2.18
	Peer Doc-Ext									
Working for pay off campus	URI FY	59	7	7	7	7	4	3	5	2.49
	Peer	73	5	5	4	4	4	3	2	**1.94
	Doc-Ext	75	5	4	5	4	3	2	2	**1.89
	URI SR	37	4	11	10	9	7	7	16	3.75
	Peer	48	5	8	8	10	6	4	10	**3.10
	Doc-Ext	48	5	7	7	10	8	4	10	**3.19
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	URI FY	46	29	8	7	4	2	2	2	2.15
	Peer Doc-Ext									
	URI SR	49	25	13	5	4	3	0	2	2.06
	Peer Doc-Ext									
Relaxing and socializing watching TV, partying, etc.)	URI FY	2	24	29	19	12	4	3	7	3.70
	Peer Doc-Ext									
	URI SR	2	27	27	19	13	4	1	6	3.60
	Peer Doc-Ext									
Providing care for dependents living with you (parents, children, spouse, etc.)	URI FY	73	12	4	3	3	0	0	3	1.70
	Peer	84	8	4	1	1	1	0	1	**1.35
	Doc-Ext	84	8	3	2	1	1	0	1	**1.36
	URI SR	61	14	8	5	2	2	1	8	2.20
	Peer	76	9	3	3	1	1	1	6	**1.81
	Doc-Ext									*(1.89)
Commuting to class (driving, walking, etc.)	URI FY	9	68	15	4	2	1	0	1	2.32
	Peer Doc-Ext									*(2.15)
	URI SR	2	48	32	13	3	1	1	0	2.74
	Peer	11	66	17	4	1	0	0	1	**2.26
	Doc-Ext	5	68	18	6	2	0	0	1	**2.39

- 25% of URI first year students care for dependents with 9% spending over 11hr/wk doing it
- URI first year student spend many more hours than students from other schools caring for dependents
- 39 % of URI seniors care for dependents with 18% spending over 11hr/wk doing it
- URI seniors spend significantly more time caring for dependents than seniors at our peer schools

• 68% of URI first years spend between 1 and 5 hours commuting to class each week
• 50% of URI seniors spend 6 or more hours commuting a week, significantly more than seniors at comparable schools
• See Orientation Survey Frequency Results 2005 for further discussion of the other questions in this table

2. Academic Advising

Question		Frequency of Response				Mean
		Poor =1	Fair	Good	Excellent = 4	
Overall, how would you evaluate the quality of academic advising you have received at your institution?	URI FY	6	27	48	19	2.81
	Peer					
	Doc-Ext					
	URI SR	22	30	34	14	2.40
	Peer	12	22	39	27	**2.80
	Doc-Ext	13	26	39	22	**2.71

• More than 2/3^{rds} of first years that were sampled found the quality of academic advising at URI to be "good" or "excellent"
•Almost 50% of the seniors found the quality to be "good" or "excellent" which is significantly less than seniors in other comparable schools.

3. Student Satisfaction

Question		Frequency of Response				Mean
		Poor =1	Fair	Good	Excellent = 4	
How would you evaluate your entire educational experience at this institution?	URI FY	1	17	59	24	3.05
	Peer					
	Doc-Ext					*(3.18)
	URI SR	2	22	51	24	2.97
	Peer	2	12	50	36	**3.20
	Doc-Ext	2	13	50	35	**3.17

Question		Frequency of Response				Mean
		Definitely No = 1	Probably No	Probably yes	Definitely yes = 4	
If you could start over again, would you go to the same institution you are now attending?	URI FY	6	20	41	33	3.01
	Peer					*(3.16)
	Doc-Ext	4	12	39	45	**3.26
	URI SR	7	20	47	25	2.91
	Peer	6	15	39	41	**3.15
	Doc-Ext	5	13	39	43	**3.19

• 83% of freshmen found their first year to be "good" or "excellent" but only 33% said they would definitely come to URI if they could do it over again.
• In other doctoral-extensive programs 45% said they would definitely return
• As for seniors, 74% said they had a "good" or "excellent" experience, significantly fewer seniors than at other comparable schools.
• Only 25% said they would definitely return, significantly less than those at other schools.

Orientation Survey Frequency Results 2005

How Students Plan to Spend Their Time

1.Preparing for Class:

	Number of hours/week					
	< 1	1-4	5-10	11-15	16-20	20+
How many hours a week did you study outside of class during your last year of high school?	20.2	52.8	20.2	4.7	1.5	0.7
How many hours a week do you believe you will need to study in college to earn the grades you want?	0.2	10.1	42.4	29.8	11.7	5.8

NSSE results for URI FY	0	1-5	6-10	11-15	16-20	21+
Amount of time spent preparing for class (studying, reading, writing, hw, lab work, analyzing data, rehearsing, other academic activities)	0	26	21	25	10	17

- More than 50% of freshmen studied between 1-4 hours in high school.
- And more than 40% expected to study between 5-10 hours/week.

- 5.8 % *expected* to study more than 20 hrs/wk but in *reality* 17% prepared more than 21 hrs/wk
- 10% *expected* to study between 1-4 hrs/wk but in *reality* 26% prepared between 1-5 hrs/wk

2.Working Outside of School:

How many hours do you plan to work during your first semester at URI?	%
I do not plan to work	25.0
Less than 10 hours/wk	31.2
11-20 hours/wk	40.0
More than 20 hours/wk	3.7

- 75% of students plan to work while in school
- 43.7% plan to work 11 or more hours/week
- NSSE data said:
    - 26% of URI first years worked on campus
        - 12% worked 6-10 hours on campus, 8% worked 11 or more hours on campus,
    - 41% of URI first years worked off campus
        - 26 % worked 11 or more hours off campus
            (Significantly more than first years at other schools)

3.Extra-Curricular Activities:

Freshmen who are interested in participating in the following activities	2005	2004	2003
Community service/volunteering	45.3	32.7	37
Internships for credit	60.8	49.6	65
International study abroad	55.9	42.3	47
Leadership programs	34.7	16.0	20
Greek organizations (fraternity/sorority)	36.7	22.9	23
Intramural/clubs sports/varsity sports	66.7		

- Students in 2005 appear most interested in athletics
    - 60.8% are interested in completing an internship
    - 55.9% are interested in going abroad
- Students appear more interested in being involved on campus than students who came in 2004
- NSSE data said;
    - 46% of the URI first years (last year) did not participate in any activity
    - 29% spent 1-5 hours in extra-curricular activities

How Prepared Students Think They are for College

Overall, how prepared do you feel you are to succeed during your first year at URI?	%
Very prepared	28.6
Prepared	58.7
Somewhat prepared	12.4
Not prepared at all	0.4

- 87.3% say they are either “very prepared” or “prepared” enough to succeed in college

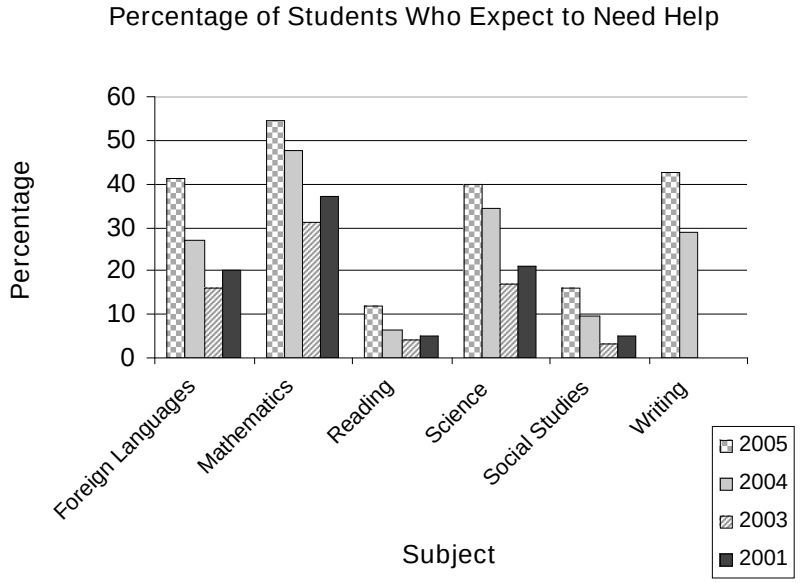
1.Expectation for Needing Help:

Do you believe you will need extra help or tutoring in any of the following college-level subjects?	YES	NO	Expectations for needing help in previous years		
			2004	2003	2001
Foreign Languages	41.2	58.8	27	16	20
Mathematics	54.5	45.5	47.8	31	37
Reading	12.1	87.9	6.4	4	5
Science	40	60	34.4	17	21
Social Studies	16.3	83.7	9.8	3	5
Writing	42.6	57.4	29.0		

* This questions was not worded exactly the same in each year:

- More than half the students feel they will need help in math.
- 40% of the students feel they will need help in foreign languages, science, and writing.

- 2005 incoming freshmen anticipate needing more help than did 2004, 2003 and 2001 incoming freshmen in all subjects
  - 41% anticipate needing help this year in "foreign languages" while only 27% expected to need help last year, 16% in 2003 and 20% in 2001.
  - This year 40% believe they will need help in "science" while only 34.4% thought they would need help in this subject last year, 17% in 2003 and 21% in 2001.



2. Rating their Own Skills:

How would you rate your skills in the following areas?	Year	Frequency of Response					
		0 = Poor/ Not at all Confident	Fair/ Somewhat Confident	Good/ Mostly Confident	Very Good/ Mostly Confident	5 = Excellent/ Very Confident	Mean
Test Taking	2005	5.4	20.9	42.7	25.1	5.9	2.05
	2004	2.9	14.1	42.8	32.6	7.6	
	2003	4.6	13.3	37.5	32.5	12.1	
Note Taking	2005	2.3	13.5	34.6	36.6	13.0	2.44
	2004	1.3	9.8	30.4	40.0	18.5	
	2003	1.1	7.8	24.7	38.6	27.8	
Learning from Textbooks	2005	2.9	18.8	44.3	28.3	5.6	2.15
	2004						
	2003						
Creating your own study guides or self-tests	2005	7.8	28.6	35.0	21.4	7.3	1.92
	2004						
	2003						
Time management	2005	7.3	25.8	36.1	23.4	7.3	1.98
	2004	3.8	16.4	35.9	31.0	12.9	
	2003	3.5	16.6	33.4	32.5	14.0	
Using the library effectively	2005	5.9	25.2	39.7	22.4	6.7	1.99
	2004	3.5	19.0	36.9	28.2	12.4	
	2003	.6	5.3	21.1	43.0	30.1	
Conducting research and/or developing your own ideas	2005	2.5	15.0	42.7	29.9	9.9	2.30
	2004						
	2003						

* This questions was not worded exactly the same in each year:

- Fewer than 50% of the students coming in this year rate their skills as "very good" or "excellent"
- Students appear less confident in their skills this year than students who came to URI last year
    - 30% of students this year, as compared to 42% in 2004 and 44.6% in 2003, feel they have "very good" or "excellent" test taking skills.
    - 49.6% of students this year, as compared to 58.5% in 2004 and 66.5% in 2003, feel they have "very good" or "excellent" note taking skills.
    - 30.7% of students this year, as compared to 43.9% in 2004 and 46.5% in 2003, feel they have "very good" or "excellent" time management skills.
    - 29.1% of students this year, as compared to 40.6% in 2004 and 73.1% in 2003, feel they will be able to use the library effectively

3. Motivation:

Overall, how motivated are you to succeed at URI?	%
Very Motivated	78.4
Motivated	20.7
Somewhat motivated	0.8
Not motivated at all	0

- Almost all of the incoming students say they are motivated to work

Ingredients for Success

1. What students need to succeed:

How important do you believe the following factors are in helping you to be successful at URI?	3 = Very Important	Important	Somewhat important	0 = Not important at all	Mean
Receiving adequate financial aid	44.8	27.7	16.5	11.0	2.06
Finding the right major	71.8	24.1	3.1	1.0	2.67
Having an academic advisor who knows you	56.7	34.6	8.4	0.3	2.48
Fitting in	38.9	41.9	16.2	3.0	2.17
Taking challenging classes	20.3	55.6	22.9	1.2	1.95
Being prepared to meet academic challenges	60.4	35.9	3.7	0	2.57

- First years feel that finding the right major is the most important aspect to being successful
- 96.3 % feel being prepared academically is "important" or "very important" to succeed
- 91.3% feel having an academic advisor is as important to being successful

2.Topics to be discussed with Academic Advisors:

How important is it for you to discuss the following with your academic advisor?	3 = Very Important	Important	Somewhat important	0 = Not important at all	Mean
Choice of major	56.2	30.4	10.1	3.3	2.4
Academic requirements	65.7	28.8	5.1	0.4	2.6
Your academic abilities	39.8	44.0	14.2	1.9	2.22
Adjustment to college	20.5	35.2	36.3	8.0	1.68
Study skills	30.0	40.8	25.1	4.0	1.97
Career plans	53.8	34.8	10.1	1.3	2.41
Personal problems	8.1	15.6	44.3	32.0	1.00

- More than 56% of incoming students feel it is "very important" to discuss their choice of major with their academic advisor
- 65.6% want to discuss academic requirements
- 53% want to discuss career plans
- NSSE data said:
    - 67% of URI first years thought their academic advising was "good" or "excellent"
    - 48% of seniors thought their academic advising was "good" or "excellent," significantly fewer than seniors at comparable schools

Overall, how confident are you that URI is the right choice for you?	%
Very confident	45.8
Confident	45.2
Somewhat confident	8.2
Not confident at all	0.8

- 91% are either "confident" or "very confident" they made the right choice in coming to URI

- NSSE data:
  - 74% of first years said they would "probably" or "definitely" come back to URI if they could do it again
  - 72% of seniors said they would "probably" or "definitely" come back to URI if they could do it again, significantly fewer than seniors at comparable schools

** Note:
NSSE2005 Sampling Method

NSSE randomly selected 1400 first year and 1400 senior students from all undergraduates enrolled in the Fall 2004 semester for participation in the online survey. Attempts were made to contact these students by email during Feb-Apr 2005 and a total of 575 submitted surveys (276 by first year and 296 by senior students) produced an overall response rate of 20.5%. Non-responses were divided between declined/ignored (35.5%, 993 individuals) and undeliverable email (44%, 1232 individuals). The high number of undeliverable messages results from difficulties with maintaining an accurate and up-to-date email address list in a dynamic environment where accounts are easily created and abandoned.

The distribution of respondents by demographic characteristics of gender, race/ethnicity, full-time credit load, age (under or over 24 years), place of residence (on-campus or off-campus), and major compares well to the overall undergraduate population and represents a reasonable sampling. The number of responses for both the first year and senior groups is sufficient to provide an acceptable margin of error for evaluating results.

University of Rhode Island
Strategic Plan: 2006-2009
Steps Toward Transformation

Vision

In our quest for knowledge, the University of Rhode Island is building a new culture for learning. We will share in the power of discovery through collaborative teaching, learning and research, and through independent inquiry and free speech. This culture generates a spirited public life for our students, who will become engaged and productive leaders. Our research, scholarship, critical analysis and creative expression serve Rhode Island, the nation and the world. In this evolving future, our commitment to continuous improvement and high quality will guide our decisions.

The University community respects the dignity of each individual, valuing the diversity among us. We demand of ourselves uncompromising integrity, with imagination and pride evident in every aspect of our work.

Mission

The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island's heritage of independent thought, we value:

- *Creativity and Scholarship*
- *Diversity, Fairness, and Respect*
- *Engaged Learning and Civic Involvement*
- *Intellectual and Ethical Leadership*

Endorsed by the URI Faculty Senate October 20, 2005; Approved by the President November 1, 2005; Approved by the Board of Governors for Higher Education January 23, 2006

Organizational Values

Guiding foundational values

as articulated by the JSPC, 2004

As a community of learners, we believe in:

- Excellence and distinction in teaching, research, outreach, and service.
  - We will promote and further University areas of excellence and distinctiveness.
  - We will use a qualitative/quantitative analysis to identify, develop and promote excellence. (AIIM)
  - We are committed to providing strong undergraduate and graduate programs.

- An inclusive environment that values diversity, openness, and fairness.

- Excellence in our students
  - We will attract high quality students.
  - We will transform lives through education, ensuring an enlightened. citizenry for RI and beyond, and helping all students reach their level of excellence.

- The knowledge gained through using learning outcomes and assessment.

- A commitment to affordability and accessibility.

- University campuses that reflect our commitment to sustainability, aesthetics, and progress, creating a New England collegiate environment in Kingston and Narragansett and an urban learning experience in Providence.

- A commitment to our heritage as a land grant, sea grant, and urban grant institution.

The Strategic Plan: Steps Toward Transformation Initiatives

Page

University-Wide Initiative 1: **4**
Enhance student recruitment, retention, involvement and graduation rates

University-Wide Initiative 2: 7
Improve the fiscal health of the University

University-Wide Initiative 3: 8
Create a more inclusive environment

University-Wide Initiative 4: 13
Improve the efficiency and effectiveness of research and outreach support

The Strategic Plan: Steps Toward Transformation

*(*Unless otherwise stipulated all metrics relate to the final year of the three year strategic plan)*

University-Wide Initiative 1: Enhance student recruitment, retention, involvement and graduation rates

***Goal 1*: Achieve the enrollment of a talented and diverse community of students totaling 16,000 (13,000 fte) by the conclusion of this planning period.**

Strategies:

A. Develop and implement an annual Enrollment Management Strategic Plan that delineates demographic projections, enrollment targets, strategies, and yield goals.
B. Develop an integrated marketing and communications plan to capitalize on URI strengths, opportunities, and new programs including establishing a URI brand position in the marketplace, and a complete redesign of the University website tailored to students, prospective students, and visitors.
C. Increase institutional financial aid to realize a competitive average tuition discount rate.
D. Increase institutional financial aid to students with need by $1M over the course of the plan.
E. Build the undergraduate programs offered at the Providence Campus, consistent with the enrollment targets set by the Faculty Senate.
F. Promote simultaneous admission to CCRI and URI.
G. Complete study of the optional use of SAT/ACT scores for all applicants, and implement a plan consistent with the conclusion of that study by the fall of 2008.
H. Implement recommendations from the Minority Retention Study Commission and the URI Retention Task Force.
I. Advance high school recruiting programs that actively involve faculty, Student Affairs staff, student leaders, and alumni.
J. Study the melding of Admissions, Enrollment Services and University College in order to develop a more efficient and seamless process for student enrollment, matriculation and graduation.
K. Create integrated programming among Advancement, Admissions, and Athletics to build a student recruitment and alumni relations program that takes URI into geographical areas with favorable student demographics and where URI alumni are based.
L. Develop a mechanism for graduate faculty to be more integrally involved in the recruitment/admissions of graduate students.

Metrics:

1. Applications and enrollments of new freshmen and transfer students have increased by 5%.
2. Graduate student enrollments have increased by 10%.
3. Average SAT/ACT average scores in reading and math for first-year students have increased to 1120. SAT writing test is used for post admissions assessment purposes.
4. Minority student population has increased by 10%.
5. Centennial Scholarships and endowed merit-based scholarships awarded have

increased by 15%.

6. The URI tuition discount rate is equal to the average rate of New York, New Jersey and New England land-grant universities.
7. 35% of recruiting programs include faculty, student leaders, alumni, and/or Student Affairs staff.

Goal 2: **Increase first-year retention of freshmen to 84% in 2008-2009.**

Strategies:

A. Create a Freshman Master Teaching Fellows program under the leadership of the Instructional Development Program to recognize, reward and support those who teach freshmen and those who advise them.
B. Improve tenure track/adjunct ratio by hiring at least 6 new faculty members over the course of the plan and redirect efforts so that a greater percentage of tenure track (or experienced) faculty teach general education courses.
C. Develop need-based financial aid program(s) for second-year students.
D. Create a University-wide campaign on student-centered academic success, focused on increasing time spent outside of the classroom between faculty and students.
    1. Develop recommendations, provide support, and allocate resources to faculty to host out-of-class programs, events, and opportunities that promote interaction between students and faculty.
    2. Increase University sponsored events that promote this interaction.
    3. Develop places on campus conducive to and marketed for this purpose.
    4. Develop support structures for faculty and students to participate in such programs and events.
    5. Develop a comprehensive advising plan that includes provisions for advisor training.
E. Increase Academic Enhancement Center (AEC) support by 25% over the plan for students in most challenging courses (determined by failure and drop rates).
F. Increase student participation in living/learning communities over the course of this plan.
G. Integrate and increase learning partnerships within the Division of Student Affairs and with other divisions and campuses, including the Alan Shawn Feinstein/Providence Campus.
H. Implement peer mentoring program in first-year residence halls
I. For freshmen, increase number of class sections of twenty-five students or fewer by 3% over the plan.
J. Improve student internship and employment opportunities and experiences.
K. Restructure hours dedicated to advising in each Dean's office to include evening hours on at least one day each week during the semester.

Metrics:

1. Freshman to sophomore retention rate has increased to 84%.
2. Student participation in living/learning communities has increased by 20%.
3. Student use of the AEC has increased 15%.
4. The ratio of large lecture classes to small classes per freshmen has improved.
5. Advisor/student ratio has improved to ensure that each advisor has no more than thirty advisees.

6. Student internship and internal employment opportunities have increased by 5%.
7. Student survey results indicate time spent outside of class with faculty has increased each year of the plan.

Goal 3: **Increase the number of students who graduate in six years by 2% over the course of this plan.**

Strategies:

A. Increase the number of four-credit courses offered to first and second-year students.
B. Offer a continuous enrollment option (academic year plus summer) that includes financial aid and scholarship support based on credits earned.
C. Develop a program that enables students to contract for a range of graduation plans: three, four, six and eight years.
D. Develop appropriate tuition and financial aid packaging for flexible graduation plans.
E. Encourage incoming students to begin studies in the summer immediately following high school graduation.
F. Provide electronic alerts to students who have fallen behind in credits earned and urge them to enroll in summer school.
G. Increase offerings in summer school for those courses with highest academic year drop out rates.
H. Offer tutorial sections in those foundational courses known to have high failure or drop out rates.
I. Increase the effectiveness of mentoring, career and personal advising, and leadership development throughout the student's entire experience.

Metrics:

1. Six-year graduation rate has increased 2%.
2. Summer school enrollment has increased 5% each year with a total increase of 15% over the course of the plan.
3. Number of students carrying fifteen credits or more per semester has increased by 7%.
4. Number of four-credit courses has grown by 20%, enabling first and second-year students to enroll for sixteen hours in four courses a semester.
5. 100% of high-risk courses have tutorial support programs. The failure rate in high-risk courses has decreased by at least 10%.
6. Participation in mentoring and advising programs has increased by at least 10%.
7. Summer school offering for courses with high withdrawal rates has increased by 5%.

Goal 4: Develop a University-wide new and invigorated focus on students

Strategies:

A. Support the growth and depth of the Honors Program, including appointing a new director of national scholarship preparation. Use the Honors Colloquium as a focal point for the academic year and increase promotion of the speakers series.
B. Provide a more attractive and efficient point of initial contact with the University by combining or centrally locating the Information and Visitor Centers.
C. Expand the Memorial Union web page to include all campus events and programs for students—art, theatre, music, athletics, residential life, student life, multicultural center, etc.
D. Secure funding and complete construction designs for an additional 600 beds on campus in

the apartment format.

E. Create an attractive and inviting campus by improving the appearance of the campus landscape and providing building maintenance to meet academic need and safety.

F. Ensure that all new construction promotes recreation, wellness and out of class social interaction.
G. Complete construction already authorized and funded for Independence Hall and Lippitt Hall.
H. Rehabilitate and convert the Roger Williams dining facility into the campus "Wellness Center."
I. Provide the right complement/capacity of new and rehabilitated facilities to match academic programs.
J. Develop robust opportunities for students to connect with campus programs, peer groups, and URI traditions.
K. Increase the number of student employees through creation of a web-based clearinghouse for student employment opportunities on all University campuses.

Metrics:

1. The Honors Program will be fully staffed and will reside in new and improved space.
2. We will see significant improvement in URI results on the *National Survey on Student Engagement*.
3. New construction initiated by 2009 so as to house 50% of total undergraduate student population.
4. There will be a 10% increase in campus social interaction/networking spaces across campus.
5. The number and capacity of facilities to match curriculum needs is demonstrably improved.
6. The design for conversion of Fogarty Hall to new academic uses is completed.
7. Wellness Center design is complete.

University-Wide Initiative 2: Improve the fiscal health of the University

Goal 1: Enhance Total Annual Non-State Revenue by 15% over the course of this plan.

Strategies and related metrics:

A. Tuition and fee income will increase by 5% per year, net of institutional financial aid.
B. Capital Campaign will make public its goal of $100M and have commitments in lead and major gifts of $80M by the end of FY09.
C. Distribution of endowment income by the URI Foundation to the University will be no less than 5% per year.
D. Division of Student Affairs will increase grants and donations to support programs by 10%.
E. Over the course of the plan, the University's auxiliary and enterprise accounts will contribute $1M to University need-based financial aid.
F. University will sell selected unused real estate totaling $5M over the course of the plan and add that money to endowment.
G. University will establish new revenue streams from the use of real assets totaling $3M.
H. Intellectual property sales and licenses will total $5M.

***Goal 2*: Increase public financial support for the University**.

Strategies and related metrics:

A. The University's total externally funded research will increase to $90M by the end of FY09.
B. We will secure earmarked federal funding averaging $3M per year over the course of this plan.
C. Indirect cost recovery from public grants and contracts will total $13.5M per year at the end of FY09.
D. Rhode Island state support of the University will increase by at least 4% per year in general revenue.
E. Rhode Island Capital Fund support of asset protection at the University will increase by 7% per year.
F. Rhode Island will approve general revenue bonds for a new pharmacy building, a new nursing building and a new chemistry building totaling $140M. In 2008, the voters will approve a major rehabilitation of the Fine Arts Center.

Goal 3: Enhance fiscal stability

Strategies and related metrics:

A. Manage University resources to maximize student satisfaction and faculty productivity. We will develop and implement more powerful and timelier feedback loops to allow for continuous improvement that meets the needs of our constituents as they define them.
B. Gain State approval to carry over funds from year to year. Secure this authority first for federally funded research programs in 2007 and for other funds by the completion of this plan.
C. Establish our own version of "responsibility-centered management" empowering administrators, faculty and staff to make operating decisions consistent with our vision and mission and in furtherance of this plan. The ability to carry over funds is the first step.
D. Establish a preventative maintenance program that takes into account the normal rates of deterioration and is funded by a fixed capital funding source.
E. Develop an energy performance contract to use energy savings to pay for necessary equipment and facility upgrades with no negative impact on current year budgets.
F. Establish the URI Foundation as the University's fundraising arm and support the URI Foundation Board in fulfilling its expanded mission.

University-Wide Initiative 3: Create a more inclusive environment

Goal 1: Increase the enrollment, retention and graduation rates of underrepresented groups, including students with disabilities.

Strategies:

A. Increase institutional financial aid to students with need by $1M over the course of the plan.
B. Develop need-based financial aid program(s) for second year students.

C. Develop a program that enables students to contract for a range of graduation plans: three, four, six and eight years.
D. Develop appropriate tuition and financial aid packaging for flexible graduation plans.
E. Develop and present a checklist and best practices instrument for assessing needs, developing and evaluating programs and progress towards diversity goals.
F. Each undergraduate college will develop a bridge program to support success for all students in its "gatekeeper" courses (i.e., those with high failure rates).
G. As part of an overall University assessment, a review of strategies and outcomes will be conducted in Talent Development, the Multicultural Center, the GLBT Center, Disability Services, the Women's Center, the Academic Enhancement Center, and the Center for Student Leadership, and the consequent recommendations funded as appropriate.
H. All course syllabi and campus announcements/flyers will identify the availability of accommodations for students with disabilities.
I. Develop a funded program that increases out-of-class time students spend with faculty.
J. Increase membership participation of underrepresented students in existing student leadership and organization training.
K. Each undergraduate college will develop and implement an alumni-mentoring program that increases interaction between students and alumni from underrepresented groups.
L. Each academic department, working with the Alumni Association, will develop a career/majors-mentoring program involving alumni and other mentors from underrepresented groups.
M. Student Affairs will target a specific high school to maximize impact and establish an ongoing relationship between Student Affairs' staff and participating students in that high school.

Metrics:

1. Total enrollment of students from underrepresented groups will increase 3.3% annually, 10% over the course of the plan.
2. Sophomore to junior retention of students from underrepresented groups will increase by 2% annually.
3. Graduation rates at six years of students from underrepresented groups will increase by 2% annually.

Goal 2: Increase hiring and retention of faculty and staff from underrepresented groups, by Divisions.

Student Affairs:
Strategies:

A. Develop strategies to increase recruitment and retention of staff from underrepresented groups based upon national best practices.
B. Many University employees enter full-time positions from temporary or interim positions. To increase minority hires, we will develop and maintain a pool of résumés from underrepresented groups to hire into temporary, interim positions. The goal is to hire staff from underrepresented groups for all temporary appointments.
C. Build an active and current résumé file of potential employees from underrepresented groups who can be recruited into hiring pools.
D. Identify graduating students or new staff from underrepresented groups and recruit and nurture their career ("grow your own").
E. Explore semester or yearlong staff exchanges with diverse colleagues from other institutions.
F. Create a mentor system for new hires from underrepresented groups.
G. Establish a Student Affairs mentor program for new employees.

Metrics:

1. An increase of 5% of staff members from underrepresented groups has been achieved.

Academic Affairs

Strategies:

A. When the opportunity arises to hire a qualified individual from an underrepresented group, we will move forward to employ that person, if in the judgment of the Provost an appropriate vacancy within that department or program is projected within the next three years.
B. We will support and mentor "grow our own" graduate students from underrepresented group for professional positions within the University.
C. Develop and maintain a pool of résumés of individuals from underrepresented groups to hire into interim/monthly/temporary staff positions (See Student Affairs strategies above.)
D. Plan a dual career couples program for faculty and staff that includes a regularly updated list of searches in the area.
E. Develop an assessment program to learn why individuals leave URI employment.

Metrics:

1. The number of underrepresented faculty and staff in Academic Affairs has grown by 5%.
2. A "grow your own" program is in place and such individuals are recruited into the pool of candidates for appropriate faculty and staff positions.
3. A web-based pool of résumés of members of underrepresented groups who are interested in interim/monthly/temporary staff positions has been created and is operational.
4. Annual report of data gleaned from exit interviews about why individuals leave URI employment is available.

Division of Administration

Strategies:

A. Conduct a comprehensive utilization analysis of underrepresented groups, based on national data, to determine appropriate diversity hiring targets for staff and faculty.
B. Develop approaches to recruiting that increase the pool of underrepresented candidates available for positions in the classified service.
C. Identify specific positions that are traditionally defined by gender and recruit to achieve better diversity.
D. Promote technology training and professional development opportunities that would help advance the careers of employees from underrepresented groups.
E. Work with OHE/BOG to develop a policy position on the creation of one inclusive/unified employment service for all employees.
F. Through leadership in Human Resource Administration, enhance the workplace environment and develop family-friendly work policies that promote a positive environment for dual career couples and women in the workplace.

Metrics:

1. Appropriate targets established based on a comprehensive utilization analysis of underrepresented groups.
2. Increased percentage of underrepresented candidates realized for positions in the classified service.
3. Increased diversity achieved in traditionally gender represented positions.

4. Progress achieved on a system-wide employment service for all employees.
5. Family-friendly policies have been developed.

Division of Advancement

Strategies:

A. Aggressively seek minority (persons of color) candidates for professional positions within the Division.
B. Use all Advancement communications to demonstrate the achievements and the participation of women and persons of color (alumni, faculty, and students) as well as publicize URI programs that promote diversity.
C. Develop Alumni Relations programming that attracts and involves women and persons of color.
D. In conjunction with the Alumni Association, actively recruit and retain persons of color as members of the Alumni Association Board and key committees. Goal of 10 set for 2006-07.
E. Involve more persons of color and women as donors to the University and as volunteers in the fundraising program.
F. Involve persons of color on the Division's Communications Advisory Council (at least 10%).
G. Increase the participation level of undergraduate minority students by 5% in the Student Alumni Association.
H. Create an undergraduate full-semester internship program earmarked for students of underrepresented groups.

Metrics:

1. Thirty students of color (out of a total of 90) serve as phone-a-thon callers in the Annual Fund program
2. Advancement communications routinely showcase women and persons of color, as do special events.
3. Participation of women and persons of color in donor participation rate and alumni events/programming settings reflects/corresponds to the female/male/persons of color ratio of the alumni base.
4. A female serves as Co-Chair of the Annual Fund, and at least four women serve on the Capital Campaign leadership committee.
5. Nine underrepresented alumni serve on either the Alumni Association Executive Board or its committees.
6. At least 10% of the Division's Communications Advisory council is from underrepresented populations.
7. Student Alumni Association participation reflects at least 10% minority students.

Goal 3: Create a visible and vibrant institutional commitment to multicultural competence (awareness, knowledge, skills).

Strategies:

A. Develop a comprehensive URI Diversity Climate Assessment program with methods and instruments, beginning with existing data and developing new sources.
B. Each college will develop and implement programs to eliminate identified barriers and strengthen existing programming that foster feelings of inclusion.
C. Chairs of college diversity committees meet regularly to share "pockets of excellence."
D. Develop and offer faculty and staff "cultural competence" training.
E. Assess current opportunities for awareness, education, and skill building (e.g., courses, co-curricular involvement, community service, programs).

F. Assess staff and students' knowledge of opportunities and participation in them.
G. Increase the quality and quantity of diversity and cultural competence training available to students, staff and faculty and develop new programs to enhance cultural competency attitudes, knowledge and skills.
H. Develop marketing efforts to make these opportunities more visible and accessible. (University web page, brochures, event announcements, course catalog, and other University publications.
I. Strengthen the advising of student organizations to enhance the cultural competence of student groups.
J. Strengthen the advising of multicultural student organizations to enhance the leadership and organizational skill of multicultural students.
K. Revitalize Rainbow Diversity House programming commitment.
L. Enhance the Study Abroad Program and increase its outreach; increase number of students from other countries who study here.
M. Ensure that residential education programs include activities promoting cultural competence every semester.
N. Identify external funding sources to support programs.

Metrics:

1. In the Diversity Climate Assessment Survey, we will see an increase of 10% of students, staff and faculty who indicate "agreement" or "strong agreement" with the item: "I believe the faculty, staff, and administration exhibit sufficient sensitivity to the multicultural needs of the campus.
2. All departmental web pages will list at least one opportunity for enhancing multicultural competence.
3. All academic departments will have identified a minimum of five course offerings that include explicit opportunities for gaining multicultural competence.
4. 300 faculty members will have participated in cultural competence training.
5. Number of students who study abroad will increase by 5% annually.

Goal 4: Improve the physical environment to promote diversity and inclusion.

Strategies:

A. Audit the physical environment and survey students, staff and faculty to determine opportunities to make the environment more conducive to inclusion.
B. Enhance the multicultural ambience of campus living units (e.g., décor, recognition of holidays….).
C. Identify a better facility and location for GLBT Center.
D. Identify resources to address maintenance needs for the Talent Development and the Multicultural Center facilities.
E. Complete fundraising and design of the new International Education Center.
F. Diversify the display and use of art and design in facilities.

Metrics:

1. The Campus Master Plan Review Team will have reviewed the Master Plan and made adjustments to enhance inclusion.
2. Programming standards will have been developed for residence hall managers and resident assistants related to multiculturalism.
3. The GLBT Center will have been re-located to a place that is prominent, convenient and accessible.

University-Wide Initiative 4: Improve the efficiency and effectiveness of research and outreach support

Goal 1: Provide facilities, systems and resources with improved support to meet the research needs of the University.

Strategies:

A. Develop a long-term vision for research at URI and propose a strategic plan and roadmap to accomplish that vision.
B. Improve planning and design of campus facilities that attract researchers.
C. Develop an endowed, dedicated fund of $10M to support research startup. This would be completed by the end of this plan and the first step in building a much larger research endowment in the future.
D. Develop business systems that support the work of the researchers at URI and reduce paperwork and time in process for such activities as purchasing, hiring and payroll, providing PI's simple access to grant accounting information.
E. Develop a successful bond referendum campaign in the fall '06 to build three (3) new science buildings, and in the fall of '08 to rehabilitate the Fine Arts Center.
F. Develop a funding strategy to maintain and renovate the new buildings.
G. Develop a research foundation and research park, and identify investors willing to work with URI for a share of future profits.
H. Secure earmarked federal funding for research and outreach averaging $3M per year over the course of this plan.
I. Support the advancement of women and students of color in the research enterprise.

Metrics:

1. Grant proposals submitted in each year of the plan have increased at least 3%.
2. Asset Protection program is funded to $8M annually.
3. Total research expenditures at URI exceed $90 million per year by June 30, 2009.
4. Total intellectual property income to the university exceeds $5 million over the course of the plan.

Goal 2: Increase capability and productivity in the areas of entrepreneurship, technology transfer and commercialization.

Strategies:

A. Consolidate responsibilities and resources for activities in these areas under the Vice Provost for Research.
B. Increase the generation of patents and licenses by educating faculty and graduate students on the process of taking ideas from the bench to the commercial sector.
C. Establish capabilities within the Research Office to create and provide incubator space in the University's Research Park in support of new company creation by faculty.
D. Divert revenues generated from technology transfer and commercialization to more directly support the creation and commercialization of URI intellectual property.

Metrics:

1. Patents and licenses have increased by 20%.
2. Incubator space has increased by 50,000 sq. ft.
3. Revenues from technology transfer and commercialization in support of URI intellectual property have increased by 50%.

Goal 3: Increase the size and competitiveness of graduate programs.

Strategies:

A. Examine the organization of graduate programs and make changes to improve national competitiveness.
B. Develop mechanisms that allow us to raise the graduate student stipend level to be more competitive regionally and nationally (with appropriate consideration of collective bargaining issues).
C. Provide faculty support for targeted recruiting days added to international trips and conference travel.
D. The Graduate School will develop recruitment packages for individual programs ands assist masters and doctoral programs in developing effective marketing tools for specific programs.
E. Support REUs for undergraduate research and other opportunities to grow our own graduate students with an emphasis on underrepresented groups. Develop exchange partnerships with other institutions to provide a breadth of experience.

Metrics:

1. Graduate enrollment will increase by 3% a year over the course of this plan.
2. Three or more URI graduate programs will be ranked nationally in the top twenty-five programs in that field
3. Our baseline for graduate student support is defined and compared to a national standard. Progress toward reaching that standard is measurable.

NCAA Division I 2004-05 Academic Progress Rate

Public Report

Institution: University of Rhode Island Date of Report: 02/27/2006

This report is based on academic progress rate (APR) information submitted by member institutions for the 2003-04 and 2004-05 academic year.

*[Note: All information contained in this report is for two academic years only, unless otherwise noted. This may lead to very small sample sizes within certain groups. The NCAA anticipates reporting data only on the basis of a four-year rolling rate for all sports when four years of data are available.] In accordance with FERPA's interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol.*

The following chart represents by sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Division I-A	Division I-AA	Division I-AAA
By Sport - Men's									
Baseball (283)	979	90th-100th	60th-70th	931	920	952	930	934	929
Basketball (326)	961	70th-80th	40th-50th	927	917	947	916	933	934
Cross Country (299)	*	*	*	959	948	980	956	959	963
Football (235)	927	40th-50th	10th-20th	929	920	955	930	929	NA
Fencing (20)	NA	NA	NA	974	959	983	964	986	979
Golf (286)	964	40th-50th	40th-50th	961	955	974	964	960	960
Gymnastics (17)	NA	NA	NA	973	972	1000	971	1000	962
Ice Hockey (58)	NA	NA	NA	971	961	982	975	983	961
Lacrosse (56)	NA	NA	NA	969	965	971	973	970	962
Skiing (13)	NA	NA	NA	961	952	982	944	985	951
Soccer (197)	920 +	10th-20th	10th-20th	953	943	963	946	959	954

* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, these data are not available.
N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
+ Denotes APR that does not subject the team to contemporaenous penalties due to the squad-size adjustment. The squad-size adjustment will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
^ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body.
~ Denotes APR based on a one year cohort

NCAA Division I 2004-05 Academic Progress Rate

Public Report

Institution: University of Rhode Island

Date of Report: 02/27/2006

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Division I-A	Division I-AA	Division I-AAA
Swimming (140)	967	40th-50th	40th-50th	966	961	975	966	970	963
Tennis (264)	950	30th-40th	30th-40th	960	954	969	961	957	963
Track, Indoor (243)	979	70th-80th	60th-70th	950	941	971	946	954	949
Track, Outdoor (260)	980	70th-80th	60th-70th	950	940	972	946	953	951
Volleyball (22)	NA	NA	NA	964	960	968	959	974	968
Water Polo (19)	NA	NA	NA	974	974	973	973	977	972
Wrestling (85)	NA	NA	NA	935	929	952	940	935	926
By Sport - Women's									
Basketball (324)	988	80th-90th	70th-80th	958	953	969	956	960	961
Bowling (29)	NA	NA	NA	932	925	952	917	932	948
Cross Country (322)	978	40th-50th	60th-70th	971	966	980	971	972	969
Fencing (25)	NA	NA	NA	975	948	990	972	989	954
Field Hockey (77)	986	40th-50th	70th-80th	983	980	986	979	986	983
Golf (228)	NA	NA	NA	971	968	977	980	964	965
Gymnastics (64)	958	10th-20th	40th-50th	981	979	987	980	988	969
Ice Hockey (29)	NA	NA	NA	977	972	981	985	982	973
Lacrosse (80)	NA	NA	NA	982	978	984	986	983	976
Rowing (83)	969	20th-30th	50th-60th	981	975	987	975	986	987
Skiing (15)	NA	NA	NA	960	946	990	940	976	971

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N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
+ Denotes APR that does not subject the team to contemporaenous penalties due to the squad-size adjustment. The squad-size adjustment will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
^ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body.
~ Denotes APR based on a one year cohort

NCAA Division I 2004-05 Academic Progress Rate

Public Report

Institution: University of Rhode Island Date of Report: 02/27/2006

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Division I-A	Division I-AA	Division I-AAA
Soccer (297)	959	20th-30th	40th-50th	971	964	982	970	971	972
Softball (265)	945	20th-30th	20th-30th	966	959	979	968	963	966
Swimming (186)	979	40th-50th	60th-70th	978	974	985	978	977	982
Tennis (310)	950	20th-30th	30th-40th	968	964	975	972	965	966
Track, Indoor (289)	967	40th-50th	40th-50th	964	958	980	962	967	964
Track, Outdoor (296)	975	50th-60th	50th-60th	965	959	979	963	967	966
Volleyball (311)	957	20th-30th	30th-40th	968	963	979	968	966	971
Water Polo (31)	NA	NA	NA	973	967	978	973	974	971
By Sport - Co-Ed									
Rifle (28)	NA	NA	NA	967	965	973	963	979	959

* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, these data are not available.
N/A = No APR
N = Number of teams reporting
Percentile Rank: 0 to 100; 0 = low, 100 = high
+ Denotes APR that does not subject the team to contemporaenous penalties due to the squad-size adjustment. The squad-size adjustment will be eliminated when the fourth year of APR data is collected, provided the team's multiyear cohort includes 30 or more student-athletes.
^ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body.
~ Denotes APR based on a one year cohort

University of Rhode Island

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1998-99 Graduation Rate	57%	62%
Four-Class Average	57%	63%
Student-Athlete Graduation Success Rate		81%

1. Graduation-Rates Data

a. All Students

	Men				Women				Total			
	Freshman Rate				Freshman Rate				Freshman Rate			
	98-99		4-Class		98-99		4-Class		98-99		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am.Indian/AN	***	***	9	78	***	***	21	33	***	***	30	47
Asian/PI	41	44	128	54	43	58	132	53	84	51	260	53
Black	41	34	149	38	34	44	136	41	75	39	285	40
Hispanic	37	49	111	45	39	46	150	48	76	47	261	47
White	686	54	2672	55	909	63	3606	62	1595	59	6278	59
N-R Alien	***	***	13	46	***	***	18	56	***	***	31	52
Other	89	44	359	52	93	63	382	61	182	54	741	57
Total	898	52	3441	53	1133	62	4445	60	2031	57	7886	57

b. Student-Athletes

	Men						Women						Total					
	Freshman Rate						Freshman Rate						Freshman Rate					
	98-99		4-Class		GSR		98-99		4-Class		GSR		98-99		4-Class		GSR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am.Indian/AN	0	0	***	***	***	***	0	0	***	***	***	***	0	0	***	***	***	***
Asian/PI	0	0	***	***	0	0	0	0	***	***	0	0	0	0	***	***	0	0
Black	***	***	40	53	40	60	***	***	9	44	4	100	***	***	49	51	44	64
Hispanic	0	0	***	***	***	***	0	0	***	***	***	***	0	0	***	***	***	***
White	18	83	61	59	52	77	32	72	99	73	85	89	50	76	160	68	137	85
N-R Alien	0	0	***	***	***	***	0	0	***	***	***	***	0	0	***	***	***	***
Other	***	***	20	65	18	89	***	***	11	45	5	100	***	***	31	58	23	91
Total	48	60	126	59	114	74	38	63	122	67	95	91	86	62	248	63	209	81

#Only student-athletes receiving athletics aid are included in this report.

c. Student-Athletes by Sport Category

	Baseball			**Men's Basketball**			**Men's CC/Track**		
	Freshman Rate			Freshman Rate			Freshman Rate		
	98-99	4-Class	GSR	98-99	4-Class	GSR	98-99	4-Class	GSR
Am.Indian/AN	-	-	-	-	-	-	-	100-a	100-a
Asian/PI	-	-	-	-	-	-	-	-	-
Black	0-a	0-a	-	20-a	40-b	50-c	67-a	50-b	57-b
Hispanic	-	-	-	-	-	-	-	-	-
White	67-a	40-b	100-a	-	-	-	100-a	80-a	80-a
N-R Alien	-	-	-	-	100-a	100-a	-	-	-
Other	-	0-a	50-a	0-a	0-a	-	-	100-a	100-a
Total	50-a	33-c	83-b	17-b	42-c	54-c	86-b	67-c	73-c

	Football			**Men's Other**		
	Freshman Rate			Freshman Rate		
	98-99	4-Class	GSR	98-99	4-Class	GSR
Am.Indian/AN	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-
Black	44-b	61-d	67-d	100-a	67-a	67-a
Hispanic	-	0-a	-	-	100-a	100-a
White	88-b	60-e	74-e	67-a	63-d	75-d
N-R Alien	-	-	-	-	-	-
Other	50-a	71-b	100-a	60-a	70-b	89-b
Total	62-e	61-e	74-e	70-b	68-e	80-e

	Women's Basketball			**Women's CC/Track**			**Women's Other**		
	Freshman Rate			Freshman Rate			Freshman Rate		
	98-99	4-Class	GSR	98-99	4-Class	GSR	98-99	4-Class	GSR
Am.Indian/AN	-	0-a	-	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-	-	0-a	-
Black	-	40-a	100-a	0-a	0-a	-	-	100-a	100-a
Hispanic	-	-	-	-	-	-	-	100-a	100-a
White	33-a	36-c	86-b	75-a	67-c	90-b	76-e	79-e	90-e
N-R Alien	-	-	-	-	-	-	-	-	-
Other	0-a	0-a	-	33-a	50-a	100-a	0-a	60-a	100-a
Total	25-a	32-d	89-b	50-b	56-d	92-c	73-e	78-e	91-e

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1989-90 through 1998-99)

Number Exhausting Eligibility = 349 Graduation Rate = 85

Only student-athletes receiving athletics aid are included in this report.

2. Undergraduate-Enrollment Data (All full-time students enrolled Fall 2003-2004)

a. All Students	Men N	Women N	Total N
Am.Indian/AN	10	19	29
Asian/PI	124	140	264
Black	207	180	387
Hispanic	161	222	383
White	3185	4141	7326
N-R Alien	15	9	24
Other	436	456	892
Total	4138	5167	9305

b. Student-athletes	Men N	Women N	Total N
Am.Indian/AN	0	0	0
Asian/PI	0	3	3
Black	53	12	65
Hispanic	3	2	5
White	78	127	205
N-R Alien	7	0	7
Other	13	9	22
Total	154	153	307

c. Student-Athletes # By Sports Category

Men

	Basketball	Baseball	CC/Track	Football	Other
Am.Indian/AN	0	0	0	0	0
Asian/PI	0	0	0	0	0
Black	9	0	8	32	4
Hispanic	0	0	1	1	1
White	4	14	8	26	26
N-R Alien	1	0	0	0	6
Other	0	3	0	7	3
Total	14	17	17	66	40

Women

	Basketball	CC/Track	Other
Am.Indian/AN	0	0	0
Asian/PI	1	0	2
Black	5	5	2
Hispanic	0	0	2
White	6	27	94
N-R Alien	0	0	0
Other	2	0	7
Total	14	32	107

#Only student-athletes receiving athletics aid are included in this report.

URI

INTERCOLLEGIATE ATHLETICS

FALL SEMESTER 2005

GRADE PROFILE REPORT

SPORT	Fall	Cumulative	Total		Total on		Total on	
Women's	Average	Average	Athletes		Probation		Dean's List	
Basketball	3.00	2.91	14				5	
Cross Country	3.05	3.07	17		1		7	
Field Hockey	3.03	2.98	19				8	
Gymnastics	3.09	3.09	20				7	
Rowing	3.15	3.12	54				25	
Soccer	3.18	3.20	23				13	
Softball	2.64	2.61	16		2		3	
Swimming	3.19	3.12	35				17	
Tennis	2.95	2.98	13		2		5	
Track & Field (Indoor /Outdoor)	2.93	2.95	34	(50)	2		13	(20)
Volleyball	2.95	2.89	14		1		5	
Averages/Total (Women)	3.01	2.99	259		8		108	
Men's								
Baseball	2.71	2.65	27		3		4	
Basketball	2.68	2.58	15					
Cross Country	2.79	2.88	14				1	
Football	2.27	2.37	78	(79)	15	(16)	6	
Golf	2.85	2.74	10		2		3	
Soccer	2.57	2.72	25	(26)	2	(3)	3	
Swimming	2.63	2.71	22		2		5	
Tennis	2.66	2.62	11		2		2	
Track & Field (Indoor/Outdoor)	2.67	2.68	35	(49)	5	(6)	6	(7)
Averages/Totals (Men)	2.65	2.66	237		31		30	

Combined Totals:	
Number of Athletes:	496
Spring QPA for all athletes:	2.83
Cumulative QPA for all athletes:	2.83
% of all athletes are on probation:	8%
% of all athletes are on the dean's list:	28%

Note: *The number in parenthesis indicates the total number of athletes participating on that team, including athletes participating on other teams. There are no duplicate athletes in the "total" columns.

5/9/07

INTERCOLLEGIATE ATHLETICS
SPRING SEMESTER 2006
GRADE PROFILE REPORT

SPORT Women's	Spring Average	Cumulative Average	Total Athletes		Total on Probation		Total on Dean's List	
Basketball	2.90	2.87	14		1		6	
Cross Country	3.26	3.13	16		1		5	
Field Hockey	2.95	2.96	19		2		3	
Gymnastics	3.24	3.12	20				8	
Rowing	3.00	3.09	52		3		20	
Soccer	3.11	3.16	21		1		8	
Softball	2.38	2.53	15		4		3	
Swimming	3.03	3.09	32				10	
Tennis	3.13	3.01	14		1		6	
Track & Field (Indoor /Outdoor)	2.95	2.94	30	(46)*	3	(4)	9	(14)
Volleyball	3.18	2.96	13				6	
Averages/Total (Women)	3.01	2.99	246		16		84	
Men's								
Baseball	2.56	2.66	27		4		2	
Basketball	2.25	2.53	13					
Cross Country	2.95	2.91	14				4	
Football	2.45	2.45	75	(76)	14		10	
Golf	2.84	2.78	10		2		2	
Soccer	2.93	2.75	24				5	
Swimming	2.49	2.73	21		1		3	
Tennis	2.82	2.87	8				3	
Track & Field (Indoor/Outdoor)	2.73	2.68	30	(44)*	2	(4)	5	(7)
Averages/Totals (Men)	2.67	2.71	222		23		34	

Combined Totals:	
Number of Athletes:	468
Spring QPA for all athletes:	2.84
Cumulative QPA for all athletes:	2.85
% of all athletes are on probation:	8%
% of all athletes are on the dean's list:	25%

Note: * The number in parenthesis indicates the total number of track & field athletes, including Cross Country & Football athletes. **The number in parenthesis indicates the total number of athletes, including athletes listed on other teams. There are no duplicate athletes in the "total" columns.

Robert L. Carothers

President

The University of Rhode Island

July 7, 2006

MANAGEMENT LETTER 2005-2006

I. INTRODUCTION

The 2004-2005 Management Letter described in detail the University's progress, through the second year, toward the goals of the 2003-2006 Strategic Plan:

I) Grow total enrollment by 1000 FTE undergraduate and graduate students (800 and 200 respectively) over the course of this plan.
II) Increase institutional revenue and direct those revenues to a limited number of high quality programs and services.
III) Focus the university's research and outreach programs toward assisting Rhode Island achieve its goals for a strong economy, a highly productive workforce and an involved citizenry.

Specifically, last year's report highlighted: a) increased total enrollment of undergraduates and graduates, with undergraduate enrollment surpassing second year targets, b) increased revenue from summer school, c) increased support to the university from private giving, endowments and foundation assets, d) increased external funding for basic and applied research, e) implementation of the new General Education program, f) continued progress on the next comprehensive capital campaign, including completion of a feasibility study, and g) completion of the new Alumni Center and relocation of the Division of University Advancement.

As the third year of the Plan comes to a conclusion, there are reasons for pride and reasons for disappointment. The list of achievements described above, with additional progress in the current year, is substantial. The chief disappointments come from our failure to improve retention and graduation rates and the failure of the State to support the University at the level projected (+4% in each of the three years). The two disappointments are tied together, as we have raised the cost of tuition and fees beyond our goals to compensate for the low level of funding by the State. Even with dramatic increases in institutionally funded need and merit based aid, we cannot keep up with increased costs to students. Simply stated, we must find creative ways to reduce the cost of attendance to our students and their families. In addition, our efforts to increase housing, achieve greater student contact with faculty advisors, enhance support for mentoring and academic support programs, and improve amenities such as parking should enable us to increase overall student satisfaction. In the end, however, I am convinced that we will not make more than marginal improvements in retention and graduation rates unless we can reduce the net cost of attending URI.

As I have said above, the University of Rhode Island, like state universities around the nation, continues to operate in an environment of declining state support for operations. On the other hand, we have been fortunate to receive generous support from the State of Rhode Island for our capital construction and infrastructure needs. A massive building and rebuilding program continues, and more is on the horizon. Having this strong, modern infrastructure is the basis for our ability to become more self-sufficient.

At the same time, we must continue to focus on utilizing our financial and human resources to maximize our revenues and minimize our expenses. Balancing our investment in programs that have strong student demand with those that accomplish our mission is an ongoing challenge.

Enrollment increases and associated revenue have allowed us to fund areas like new information technologies, as well as enabling us to support faculty and staff salary increases and higher health insurance costs. However, there are limits to this strategy, coming as it does with increased costs for financial aid and classroom instruction.

The two-year long process of developing the Academic Investment and Improvement Model (AIIM), a risk/benefit model, has been completed, and we now have a way to evaluate academic programs more systematically in terms of quality, financial costs and benefits. It took strong leadership from the Faculty Senate Executive Committee to make this a successful venture with broad support, and I am grateful to them for their good work.

Finally, as we become more dependent on self-generated revenue, we also need to become a more entrepreneurial enterprise. We have and will continue to work aggressively on developing policies and practices that allow us to be more agile and less bureaucratic. State legislative action as well as organizational realignment within the university, including our fundraising infrastructure, are among the initiatives that we recognized as high priorities for 2005-2006. Tangible progress has been achieved in our lobbying efforts to adopt more autonomous state purchasing policies. In addition, the passage of legislation that allows for the Board to set policies for purchases for research and outreach and for fund carryover is other important steps toward good practice and disciplined planning on all levels of the University.

Additionally, the university identified several initiatives to be pursued in 2005-2006 to complement the goals of the final year of the 2003-2006 Strategic Plan. These included among others:

1. Enhanced marketing strategies for Summer Session 2006.
2. Implementation of the AIIM model of program assessment and investment.
3. Revision of the university Mission Statement and development of the next three-year strategic plan.
4. Development of a Plan of Work for the next ten-year accreditation visit in 2007 by the New England Association of Schools and Colleges (NEASC).
5. Continuation of the capital campaign with a focus on the advance gift phase.
6. Completion of the residence hall renovation project-- keeping the new residence hall projects and the new dining hall project on schedule, as well as the new ambulance corps facility. In addition, we sought to complete the Independence Hall renovation and bring the building back on line for the fall of 2006.

In summary then, this Management Letter will attempt to wrap-up the 2003-2006 Strategic Plan and describe our overall progress on the goals of that plan. Also, we will highlight our progress on the initiatives outlined above. Finally, we will review the goals selected for the 2006-2009 strategic plan, “Steps Toward Transformation,” as well as other initiatives in support of our broader mission and goals.

II. UNIVERSITY OF RHODE ISLAND 2005-2006 GOALS

Strategic Initiative I. Increase total enrollment, freshman retention rates and graduation rates.

The Goal: Grow total enrollment by 1000 FTE undergraduate and graduate students (800 and 200 respectively) over the course of this plan.

Total Enrollment

In FY03, the baseline for FTE undergraduate student enrollment was established at 9,892. Undergraduate student enrollment for FY06 was 10,914. Over the course of the strategic plan, FTE undergraduate enrollment has increased by 1,022 FTE, exceeding the strategic plan goal by 222 FTE. This includes pharmacy students, which are no longer considered undergraduates but rather "first professional degree" students in the IPED data.

Similarly, the baseline for FTE graduate students was established at 1,881 in FY03. FTE graduate student enrollment for the fall of FY06 stands at 1,963, an increase over the course of the plan of 82 FTE graduate students. However, this total increase falls short of the strategic plan target of 200 additional graduate students.

Overall, total enrollment grew by 1104 students over the course of the plan, surpassing the goal of 1000.

The critical metrics (*see Chart I*) of this goal include:
A. Increase the size of each incoming freshman class to 2600 students.
B. Increase transfer enrollment by 20% over the three-year period of this plan.
C. Increase summer school enrollment by 10% per year over the course of this plan.
D. Increase freshman retention to 83% by the end of this planning period.
E. Increase enrollment of part-time, non-matriculating students by 25%.
F. Increase graduation rates to 62% after six years, by the end of this planning period.

Metrics:

A. Increase the size of each incoming freshman class to 2600 students.

The most dramatic target achieved has been the increase in freshman enrollment. A goal of 2,600 freshman enrolled each year was exceeded in the first two years of the strategic plan. A total of 2,682 freshmen enrolled in FY04 and 2,705 freshmen enrolled in FY05. In FY06, however, we missed our goal and enrolled 2,491 new freshmen, an unwelcome surprise.

For the Fall of 2006 (FY07), a class of 2850 is anticipated following the summer melt, which we are estimating at 7% (this estimate exceeds the highest melt in the last decade which was 5.8% in fall of 2003). As we look at housing deposits and orientation enrollment, this number appears to be holding.

B. Increase transfer enrollment by 20% over the three-year period of this plan.

Transfer enrollment has increased from 592 in FY03 to 732 in FY06. This is an increase over the course of the strategic plan of 140 students. This represents a 24% increase, exceeding the goal of 20%. The university anticipated improvement in this metric with increased scholarship offers to eligible transfer students and improved on-campus housing opportunities. Given the initial size of the Fall 2005 freshman class, we were able to make housing generally available for FY 05-06 transfers and are able to continue that policy through careful housing management for the fall of 2006. The Joint Admissions Program (JAA) and other activities in Providence are being more aggressively pursued and should further impact this enrollment positively in the future. To date, however, the results have been disappointing.

C. Increase summer school enrollment by 10% per year over the course of this plan.

Summer enrollment (by credit hours) has increased from the FY04 (summer of 2003) baseline of 25,443 credit hours to 26,950 credit hours in FY06. This represents a total increase of 1,507 credits hours or 6%. There was a 10% increase in undergraduate enrollments but a 4% decrease in graduate enrollments. Although this increase has lagged behind established targets by 11%, summer school reorganization, on-line curriculum offerings and additional marketing efforts should yield additional gains in FY07.

For the summer of 2005, overall course offerings increased by 21%. The Budget Office pre-audit analysis of 11/29/05 showed a revenue target of $4.6 million and actual revenue of $4.5 million. Tuition revenue as of 1/31/06 indicated a 15% increase in the net contribution. Significant contributing factors in this include the doubling of web course enrollments during the summer of 2005. This produced a 16% increase in out-of-state undergraduate tuition revenue as a consequence of increased enrollments in summer online classes, which offset much of the loss in graduate tuition revenue.

D. Increase freshman retention to 83% by the end of this planning period.

After an initial modest 1% increase in freshman retention above the baseline of 80.3% in FY04, the rate decreased to 79.1% in FY05. The rate decreased in spite of the university's success in establishing freshman learning communities and several innovative programs established in University College to support first year students. The female out-of-state cohort experienced the greatest decline in retention, while in-state students and out-of-state men have experienced increases. In FY06, the freshman retention rate has again increased to 80.2%.

The university continues to aggressively pursue several additional strategies including new financial aid programs and college-based advising and retention initiatives. Learning communities are now the standard for all incoming students, arranged by major and including three to four courses that students share with a cohort of 20-25 other students. Fall 2006 is the first semester we will offer living learning communities for all undecided students, all students in the College of the Environment and Life Sciences, all Education majors, and many Psychology majors. These are complemented by our new "Rhodeways" program aimed at all undecided UC students who need additional help with finding a major that meets their needs. The online advising system has seen great success in its first year. Assistant and Associate Deans in all degree-granting colleges have been trained on the system, with the goal being to have all faculty advisors using the system this Fall semester. A final major retention initiative is in the area of academic support services. This includes new programs through the Academic Enhancement Center in supplemental instruction, programs in inter-cultural communication, and new aggressive interventions for students on probation and those whose dismissal from the university is waived. Our early alert programs are being well utilized, including PASS (for first year students in academic trouble) and our counseling services from faculty and staff and peer referrals. In the 2006-07 academic year, we will work more deliberately to improve academic advising in the degree-granting colleges.

E. Increase enrollment of part-time, non-matriculating students by 25%.

Part-time, non-matriculated student enrollment has increased over the course of the plan by 195 students. 1369 part-time, non-matriculating students enrolled in FY06. This represents an overall increase of 17% over the FY03 baseline of 1,174 students. This increase falls short of our overall goal of 25% increased enrollment over the course of the plan.

Non-matriculating students at the undergraduate and graduate levels declined about ten years ago. Availability of online courses and lower-cost alternatives at other institutions has contributed to the decreases. Substantially lower per course costs at nearby competitors (University of Massachusetts-Dartmouth and Eastern Connecticut State University) make it difficult to attract students from just over state borders. Only about 15% of non-matriculating

students come from outside of Rhode Island unlike matriculating students where the proportion is more balanced. We are expecting that courses such as the online biotechnology course in the final stages of planning with Dr. Albert Kausch will attract a wide variety of non-matriculated students from industry, high school students, K-12 teachers, and through sub-licensing, other universities. We also plan to allow students denied admission to take a limited number of courses in a non-matriculated status since any student whose credentials have never been reviewed may take a course as non-matriculated students.

F. Increase graduation rates to 62% after six years, by the end of this planning period.

The university established an aggressive goal of achieving a 62% graduation rate based on a six-year period from initial enrollment (the standard for IPEDS data). After maintaining the FY'03 baseline of 57.8% after the first year of the strategic plan (FY04), the six-year graduation rate declined to 56% in FY05. The graduation rate remained constant at 56% in FY'06.

Because nearly half of the students who leave do so before the start of their second year, graduation rates are most impacted by decisions made five years earlier. Students who make it into the second year have a high likelihood of graduating. Although not counted in official statistics, graduation in the seventh and eighth years adds approximately 4% and mostly impacts Rhode Island students. Graduation rates could be improved by helping these students to finish within the six-year window.

To that end, we have launched a pilot program for summer of 2006 to provide faculty support to investigate a four credit hour curriculum in the departments/ programs of Languages, Writing and Rhetoric, Honors, Sociology and English – departments that also offer significant service courses for General Education. In the fall of 2006, the Provost will review the findings and continue to support faculty in the pursuit of a more focused four credit curriculum as well as establishing a committee to review the efficacy of a university-wide four credit curriculum.

Chart I.

Metrics	Goal	Baseline FY '03	Target FY'04	Actual FY'04	Target FY'05	Actual FY'05	Target FY'06	Actual FY'06
FTE Undergrads	Increase by 800 over course of plan	9892	10159	10550	10426	10820	10692	10,914 **
Headcount Undergrads	Not defined in strategic plan	11277		11812		11946		12,099 **
FTE Grad Students	Increase by 200 over course of plan	1881	1948	2044	2015	1939	2081	1,963 **
Headcount Grads	Not defined in strategic plan	2921		2979		2803		2,996 **
Incoming Freshman	Increase to 2600 each year	2383	2600	2682	2600	2705	2600	2491 * paid deposits
Transfer Enrollment	Increase by 20% over the three years	592	633	626	678	639	710	732 ** paid deposits
Freshman Retention	Increase freshman retention to 83%	80.3% (2001 cohort)	81%	81.3% (2002 cohort)	82%	79.1% (2003 cohort)	83%	80.2% (2004 cohort)
Part-time, non-matric	Increase enrollment by 25%	1174	1268	1430	1362	1259	1468	1369
Graduation Rates	Increase graduation rates to 62% after 6 yrs	57.8% (1996 cohort)		57.8% (1997 cohort)	60.5%	56% (1998 cohort)	62%	56% (1999 cohort)
Summer Enrollment (credit hours)	Increase by 10%/year over the 3 years	Baseline FY'04	Target FY'05	Actual FY'05	Target FY'06	Actual FY'06	Target FY'07	Actual FY'07 ***
Instate undergrad		14767	16244	14473	17868	16086	19655	
Out of state undergrad		4566	5023	4796	5525	5139	6077	
Regional undergrad		325	358	356	393	451	433	
Instate graduate		4664	5130	4558	5643	4248	6208	
Out of state graduate		815	897	950	986	828	1085	
Regional graduate		306	337	346	370	198	407	
TOTAL		25443	27989	25479	30786	26950	33865	

*** as of Oct. 1, 2005 (*Just the Facts*, Institutional Research); ** Data as of Oct. 15, 2005; ***Data available August 2006**

Non-Metric Action Steps

A. Improve and integrate our data tracking system on student recruitment, enrollment, matriculation, transfer, attrition, and graduation.

The Provost established an Enrollment Management Committee. The committee's goals include the centralization of core enrollment data and the creation of a comprehensive set of cross-sectional data so that a predictive enrollment model can be developed. Membership on the committee includes representation from a broad spectrum of student experience from high school recruitment to career services (Enrollment Services, Planning Services, Budget and Financial Planning, Institutional Research, Career Services, Academic Affairs, University College, and Housing and Residential Life).

The University has contracted with Dr. Don Hossier of the School of Education of Indiana University Bloomington to audit our enrollment management system this fall and make recommendations for changes.

The Office of Planning Services and the Office of Information Services completed research on the development and implementation of an integrated, web-based digital dashboard data system. Due to budget constraints, the project was not funded in the current fiscal year.

B. Increase the number of full-time, tenure track faculty committed to undergraduate education by twenty.

We have not finished this cycle of appointing faculty. This number is dependent on the number of appointments, resignations and retirements in a given year. It is not an exact science.

C. Complete implementation of the new General Education program.

The revised General Education Program was implemented in the fall of 2004. We continue to hold pedagogy workshops, including some for lecturers and per-course instructors, to ensure appropriate integration of skills into content-area courses. Last summer, the Provost funded a group of faculty to develop core outcomes for General Education and this summer, a subcommittee of the University College and General Education Committee (UCGE) is developing assessment methods based on those outcomes. In addition, part of the charge to faculty receiving summer support to examine a four-credit curriculum is to focus on General Education classes. We anticipate that four-credit courses could expedite their accumulation of credits and time toward graduation as well as allowing them to focus on basic content and skills more intensively.

It should be noted that we continue to make progress in increasing the number of sections and seats available in General Education courses. Since the fall of 2004, we have increased the number of General Education sections and seats offered by 22%. This has allowed us to address significant numbers of students with unmet need in General Education. The reduction of any significant backlog of students needing General Education courses will be of value as we address the demands of a sizeable incoming freshman class. Furthermore, the ability to get a seat in a required class is a major factor in retaining students.

D. Increase hours of use of Kingston and Providence facilities by 15%.

The overall increase in courses using the Kingston campus has been 6.23% since Fall 2004. This increase was accommodated mainly through increased efficiency in classroom utilization. By requiring that departments adhere to standardized scheduling guidelines, we have been able to reduce the number of General Assignment classrooms from 112 to 104. This has additionally allowed for the expansion of needed office and meeting space.

Summer school has increased its asynchronous WebCT course offerings by 27% or 12 course sections since Summer 2004. This also impacts the need for General Assignment classrooms.

Vice Provost McCray has proposed the acquisition of additional space in Providence (e.g., for a bookstore). This will allow for more creative use of existing space in the Shepard Building.

E. Articulate and secure approval for a degree completion program in South Providence (CCRI, RIC and URI)

The concept of a "metro campus" or of a "city campus" has gone a glimmering. The death of Kathy Mallon marked the loss of its greatest champion.

Chart II.

Additional Metrics: "Action Steps"								
Metrics	Goal	Baseline FY '03	Target FY'04	Actual FY'04	Target FY'05	Actual FY'05	Target FY'06	Actual FY'06
Unmet Financial Aid (undergrad)	Reduce average unmet need by 5%			$3,595	$3,505	$3,960	$3,415	$3,963
Unmet Financial Aid (grad)	Reduce average unmet need by 5%			$5,561	$5,422	$4,312	$5,283	$4,331
Merit scholarships for transfer students	Create merit scholarships to $500,000 by year 3			$130,000	$300,000	$87,725 (offered: $173,648)	$500,000	$188,900 (Year to Date) (offered: $288,500)
On Campus Housing	Increase by 500 beds	3967				On target +800 beds Fall '06		Slippage in completion dates. 300 in the fall of 2006, 800 by January 2007
Tenure Track Faculty (committed to undergrad education	Increase faculty committed to undergrad education by 20		6	6	12	11	20	*
Tenure Track Faculty (total)	Increase total by 20	600	607	610	613	614	620	*
Tenure Track Faculty (total)	Increase total by 20	593		603	605	607	613	*
Freshman students in Learning Communities	90% of freshman in at least one learning community	95%		95%	**Goal achieved in Year One of the Strategic Plan**		90%	95%

* Compilation of Faculty data in progress.

Strategic Initiative II: Increase total institutional revenue and reduce operating costs on a per student basis

The Goal: Increase institutional revenue and direct those revenues to a limited number of high quality programs and services.

Chart III.

Metrics	Goal	Baseline FY '03	Target FY'04	Actual FY'04	Target FY'05	Actual FY'05	Target FY'06	Actual FY'06
Undergrad Instate Tuition	4% per year	$3,864	$4,019	$4,136	$4,179	$4,680	$4,346	$5,258
Mandatory Fees	4% per year	$1,990	$2,070	$2,066	$2,152	$2,072	$2,238	$2,026
Undergraduate Out of State Tuition	4% per year	$13,334	$13,867	$14,268	$14,422	$16,266	$14,999	$17,900
Mandatory Fees	4% per year	$1990	$2,070	$2066	$2,152	$2072	$2,238	$2,026
Graduate Instate Tuition	4% per year	$4,054	$4,216	$4,338	$4,385	$4,894	$4,560	$5,522
Mandatory Fees	4% per year	$1,766	$1,837	$1,840	$1,910	$1,844	$1,986	$1,786
Graduate Out of State Tuition	4% per year	$11,624	$12,089	$12,438	$12,573	$14,180	$13,075	$15,992
Mandatory Fees	4% per year	$1,766	$1,837	$1,840	$1,910	$1,844	$1,986	$1,786
Annual State Support	4% per year	$81.94M	$85.22M	$82.95M	$88.63M	$81.84M	$92.17M	$82.4M
Commissioner Enrollment Incentive Grant	Secure 60% - $300,000 available to URI	$500,000	$300,000	$257,555	$300,000	$225,000	Enrollment Incentive Grant not available FY'06	Enrollment Incentive Grant not available FY'06
Increase Private Giving	$1 Million per year	$13.79M	$14.79	$15.52M	$16.62M	$16.59M	$17.59M	$17M
Federal Funding for research	20% increase over course of plan	$50.9M	$54.29M	$47.6M	$57.69M	$47.9M *	$61.08M	$59.8M
Earmarked federal funding	Avg. $3M/year (2002 - $1.615M)	$8.27M	$3M	$2.86M	$3M	$3.37M	$3M	$6.79M

*adjusted 6/9/06;

Chart IV.

Additional Metrics: "Action Steps"

Metrics	Goal	Baseline FY '03	Target FY'04	Actual FY'04	Target FY'05	Actual FY'05	Target FY'06	Actual FY'06
Alumni contacted by electronic means	20% increase	7,690	8,203	19,164	8715	28,287	9,228	40,000
Alumni who support the university	6% increase per year	10,884	11,537	11,151	12,887	10,422	13,660	10047
Booster giving / intercollegiate athletic events revenue	10% increase per year	$2.033M	$2.237M	$2.306M	$2.536M	$2.647M	$2.790M	$2.188M *
Campaign for the Humanities	Exceed $1 Million	$228,400	$333,333	$536,000	$666,666	$733,000	$1M	*Campaign suspended – merged in Univ. Capital Campaign*
Endowment Gifts	$2 Million per year	$2.36M	$2M	$3.96M	$2M	$3.91M	$2M	$6M*
URI Foundation Endowment Assets	7% appreciation per year	$45.96M	$49.18M	$62.34M	$66.70M	$67.09M	$71.37M	$77.68M
URI Foundation income from endowment	5% per year		$2.378M	(for FY'05) $2.735M	$2.872M	(for FY'06) $3.260M	$2.985M	$3.58M

* Year to Date; Final Year-End totals not yet available

Non-Metric Action Steps

A. Implement PeopleSoft modules. <u>E-Campus (PeopleSoft):</u>

We have finalized the implementation of the e-Campus System (PeopleSoft) modules in Human Resources, Financials and Student Systems. This fiscal year we implemented a major upgrade in the PeopleSoft Financial Systems from 8.4 to 8.9. This upgrade will allow us to further develop paperless systems over the next eighteen months in electronic procurement/purchasing and human resource/personnel applications and processes. Priority will be given to the e-Procurement.

In FY06, we have eliminated high-priced special PeopleSoft consultants by employing highly qualified, well experienced staff members at the University. This change has resulted in savings in excess of $400,000. As we move into the implementations of e-Procurement and human resources/personnel modules, it is expected that we will acquire the services of some special consultants on a short term basis.

The recent acquisition of PeopleSoft by Oracle, will lead to integration of the respective systems and related licensing agreements. This will result in cost savings for the university in three to four years when the integration is complete. Until then, the university will continue paying nearly $700,000 in fees.

IITS has enhanced the existing PeopleSoft modules with several custom applications. The academic advisement scheduling system improves communication and efficiency by allowing students and faculty to make and track appointments with each other. Registration for non-matriculated students for web-based learning can now be completed over the web, and the development of exit surveys for departing students and the statistical data generated from these surveys has provided better data used for analyzing student retention.

The upgrade of the University Advancement software, Sungard BSR, is 65% completed. The system is scheduled to go live in September 2006. This new software, with state-of-the-art fundraising technology and telecommunications capabilities is the foundation for gift/pledge drives, events, capital campaigns, etc. The success of this implementation is essential to support the capital campaign.

Funding eCampus maintenance and ongoing development remains one of the biggest challenges. High consulting costs and decreased state funding make implementing additional modules extremely challenging. In addition, we need to focus more on intensive academic applications of software, something that the significant investment of human and fiscal resources has prohibited.

B. Suspend/eliminate undergrad degree programs w/ (-) net contribution margin & which graduate fewer than 5 students/year.

During the academic year 2005-06, we eliminated the following programs:

BA	Russian	BA	Linguistics
BS	Statistical Science	BA/BS	Urban Affairs

Coming forward for elimination in academic year 2006-07 or upon completion of currently enrolled students will be the following programs:

BS	Water and Soil Sciences	BS	Financial Services
BS	Environmental Plant Biology		

C. Suspend or eliminate <u>combined</u> graduate degree programs (masters and doctorate) which graduate fewer than three students per year.

During the academic year 2005-06, we eliminated the following programs:

MA	Comparative Literature	MS	Environmental Health Sciences
MA	Economics	MPH	Public Health
MA	Philosophy	MA	French
MA	Sociology	MA	German
MA	Educational Research		

Coming forward for elimination in academic year 2006-07 or upon completion of currently enrolled students will be the following programs:

AuD	Audiology	MCP	Community Planning
MS	Audiology	PhD	Applied Mathematical Sciences

D. Achieve the integration of faculty salaries into major awards applied for and received from federal agencies, where federal regulations allow.

In addition to those agencies listed in last year's management letter, NOAA (Sea Grant) supports this initiative. The Research Office continues to build in partial and full salary support through federal grants when available.

E. Prepare for the next comprehensive capital campaign (including conducting a feasibility study), with a Leadership Gift phase occurring during 2005-2006.

The capital campaign feasibility study was completed, with a recommendation of a $100 million campaign (primarily for endowment). The campaign will go public in the fall of 2007, as recommended through the feasibility study and established in the campaign plan. The Vice President for Advancement and/or the Associate Vice President personally visited (or telephoned) each person who participated in the campaign feasibility study in order to share and discuss study results. These personal contacts also served as groundwork for later campaign solicitations.

The campaign materials were developed in-house by a team representing Development, Communications, and Publications and are in use. Considerable outside input was received, especially from the Communication Advisory Council and the campaign's chair.

This year, the University generated nearly $17 million in outright gifts and pledges (annual, endowment, and other), bringing its two year overall capital campaign total to more than $25 million.

F. Establish one or more ancillary businesses (e.g., a retirement village or companies spun off from faculty research), which will contribute a continuing revenue stream, with the first $500K per year to be, dedicated to our library and information systems.

This process has moved slowly but steadily forward. The university has retained consultants who are developing business plans and requests for development proposals. The business plans will be completed by the fall of 2006 and we will seek development proposals in spring 2007 for the Research and Technology Park, Alumni Village, Faculty Housing and golf learning center. A major step forward was authorization to purchase 114 acres of land adjacent to the developing North Campus Science and Technology Quad for uses that include a research park. Specifically, however, this goal was not achieved.

G. Complete construction projects already authorized and funded for Independence Hall, Lippitt Hall, the Alumni Center, a second IEP house and the next phase of the residence hall rehabilitation.

Independence Hall is under construction and will be completed September 2006. Additional funding for the project was received through the RI General Assembly ($3.7 million) bringing the total project to $8.7 million.

Lippitt Hall construction will be delayed until the spring of 2007 due to the delay of additional state funding. The project will be completed in August 2008 at a total cost of $8.5 million.

The Alumni Center: The Alumni Center opened to everyone's delight. A terrific building!

The IEP House II – Extensive negotiations and delayed approvals for financing have caused the delays in the acquisition and renovation for the former Chi Phi fraternity. The renovations will begin July 2006 and completion in May 2007.

Residence Hall rehabilitation and construction - The rehabilitation of the residence halls has gone well. Because of delays in the completion of new construction, however, we have had to delay some of the rehabilitation work in order to maintain beds available until construction is complete. All should be back on track by January 2007 and completed in spring 2008.

New Residence Halls - The new 800-bed upper-class student housing project has been delayed due to siting problems, weather problems and labor shortages. The three buildings which include 450 apartment style units and 350 suite style units are scheduled to be completed between September 2006 (Building A) and January 2007 (Building B and C).

I. Kingston Campus traffic and parking system - The university completed construction of two new parking areas (1475 new spaces) in September 2005 which greatly reduced the demand on other parts of the campus. Controlled gates were installed at the primary faculty and staff parking lots and additional control gates will be installed this September.

In 2007 and 2008, the university will implement the last phase of parking lot development along Plains Road and the extension of Flag Road connecting to Plains Road. Adjustments have been made in the parking enterprise system and organizational structure. This will enhance our ability to operate and maintain adequate parking for university students, faculty and staff.

J. West Kingston Municipal Landfill/URI Disposal Area Superfund Site. - Remediation and reconstruction began on the Superfund site in 2005 and have been completed this fiscal year. The remaining elements of the project include final review and evaluation by DEM and EPA to assure property maintenance and management of the landfill/superfund site.

Strategic Initiative III. Identify those areas of research and outreach which most directly support Rhode Island's goals for economic development, consistent with our founding mission as a land-grant institution.

The Goal: Focus the University's research and outreach programs toward assisting Rhode Island achieve its goals for a strong economy, a highly productive workforce and an involved citizenry.

Chart V.

Metrics	Goal	Baseline FY '03	Target FY'04	Actual FY'04	Target FY'05	Actual FY'05	Target FY'06	Actual FY'06
External Funding for Basic / Applied Research (state & private)*	Increase by 15%	$9,100,000	$9,555,000	$12,600,000	$10,010,000	$12,376,000	$10,465,000	$13,602,005
State		*$6,788,000*		*$9,200,000*		$9,036,000		$8,480,093
Other Non-Federal		*$2,312,000*		*$3,400,000*		$3,340,000		$5,121,912
Patent and License Income	Increase by 20%	$896,227	$955,975	$1,052,839	$1,015,724	$1,065,545	$1,075,472	$900,166
Facilities to support research	Secure Funding			See Mgt. Letter		See Mgt. Letter		See Mgt. Letter
Graduates in identified programs	Increase by 10%	266	274	319	282	291	293	Available August '06

Non-Metric Action Steps:

A. Secure exemption from position caps for all faculty and staff funded for research and outreach.

The General Assembly changed the method of allocating research positions in the 2004 session and effectively provided sufficient FTEs for all third party funded positions for the foreseeable future.

B. Encourage and facilitate the generation of new patents and licenses by faculty.

Twenty patent applications were filed in 2005, with nine patents issued within that year. However, since 1994, only two royalty-licensing agreements have been signed. The URI Foundation should promote licensing agreements with Rhode Island companies. The number of companies generating royalties in 2005 was seven, and there were six in 2006. Consequently, there were no new income streams.

The new license poster session developed by the Research Office to facilitate the generation of new licenses was expanded this year to engineering and materials inventions. A day devoted to technology transfer initiatives was a central component of Research Week at URI. The Research Office enlisted a panel of industry leaders as judges to evaluate marketing potential of a dozen inventions.

In 2005-06, the Research Office initiated internships in the technology transfer division of the Research Office for graduate students and advanced undergraduates in business and engineering. Funding will be sought through NSF's Entrepreneurship Program to expand this program.

The University of Rhode Island Foundation is in the process of reorganizing and has employed a new president, Glen Kerkian. Its chief goal will be fundraising, and the future of the Foundation as the vehicle for commercializing intellectual properties is under review.

C. Secure changes in legislation that would permit faculty to establish businesses and/or serve on the boards of such businesses using the technology which results from their research.

The Conflict of Interest Management Committee is assisting several faculty in producing management plans in accordance with the Public/Private Partnership Act. The University and the Board of Governors have approved the first faculty associated company, and a number of other public private partnerships are being considered or reviewed. In general, the new legislation and Board rules do not facilitate the creation of new businesses as contemplated. They do provide a path through state conflict of interest regulations, however, and that clarity is worth something.

D. Increase partnerships with major Rhode Island industries to meet research and outreach needs and thereby foster economic growth.

Here are a few of many examples of this partnership relationship: faculty members in the College of Business Administration are engaged in outreach by using students to assist non-profits across Rhode Island. Researchers are partnering with Yardley, Amgen and L'Oreal. The new $6.7M EPSCoR grant is designed to foster collaboration with industry and spur economic development. In addition, the 'Lab on a Chip Microfluidity Grant' was funded at $2.4M with the express purpose of using research to support technology transfer.

E. Secure at least $1M per year in dedicated Rhode Island State funding for research and outreach activities at URI and establish a state matching grant fund aimed at increasing the University's competitive position relative to research grant acquisition.

Legislation before the General Assembly to create this matching program was not enacted. $65M proposed for the construction of a new Pharmacy building, however, was authorized for

inclusion on the 2006 bond referendum. If approved, this facility will contribute to the further development of the state's medical health care system and growing medical industry.

F. Attract and retain highly productive research faculty in these areas of focus through competitive salaries funded in part by external sources and through investment in laboratories and related equipment and staff.

GSO appointed three new ADVANCE fellows in September 2005 and a fourth appointment has been made for September 2006. The Department of Transportation also has provided funds for the appointment of three faculty members. These positions are externally funded initially with a University commitment that they will become state funded after the initial period. The third position will become general revenue funded on June 26, 2006.

G. Establish a research corporation, with all appropriate approvals.

While the background work by consultants on this concept is complete, the University has not moved it forward. Changes in the position of Vice Provost for Research required that attention go elsewhere. With a new Vice Provost about to be appointed, I am hopeful we can begin to move forward once again. This is also closely tied to the changing mission of the URI Foundation. We have sought and received from the General Assembly a waiver from the state's time consuming purchasing requirements for all research and research related activity. This will assist us in our goal to make research a more independent enterprise.

H. Reallocate graduate faculty lines and 10% of current institutionally supported graduate student assistantships to the areas of focus identified above.

This goal has proven to be problematic because of teaching requirements and should be removed from the plan.

I. Invest in highly specialized library and data base systems specifically for those areas identified.

We continue to assess needs in this area and will do so with more deliberation when the new Vice Provost for Information Technology Services (on board as of July 1, 2006) and the new Dean of University Libraries are in their positions.

J. Over the course of this plan, secure funding to design, construct and equip appropriate research facilities on the Kingston and Narragansett Bay campuses. These include specifically the Pell Campus Center, the Biological Sciences Center and the Center for Biotechnology and Molecular Biosciences, the Center for Integrated Learning and Technology, and a new facility for the College of Pharmacy.

The Pell Center, including the Inner Space Center, is on track to open in the fall of 2008, as is the Center for Biotechnology and Molecular Biosciences. Both of these are highly sophisticated projects, with many design issues. The Center for Integrated Learning and Technology is currently without a funding source and its need is being reconsidered for elimination from our capital improvement plan. As noted above, approval to fund the new Pharmacy building is to be on the ballot in November.

III. 2005-2006 NEW INITIATIVES: RESULTS

The university identified several initiatives to be pursued in 2005-2006 to complement the goals of the final year of the 2003-2006 Strategic Plan. The progress on selected initiatives is described below:

1. Enhanced marketing strategies for Summer Session 2006.

Oversight for summer session has resided in the Office of the Provost for the duration of this plan. Extensive marketing efforts were undertaken over the past two years to enhance both awareness and desirability of summer session to URI students. A major focus was placed on summer session as a fast track to timely graduation and the comparatively low cost of summer courses. We have also focused on increasing the number of online courses (primarily WebCT) to attract both non-matriculated and matriculating students to summer session offerings.

Several pilot programs are in development to attract target groups such as K-12 teachers, students in need of developmental work and professionals seeking post baccalaureate training. With the assistance of Management Information Services (MIS), we now have a direct online registration so that students from anywhere on the globe can access URI courses. As one example, Professor Donna Hughes is attracting a diverse international enrollment in her course focused on human sex trafficking. We are actively encouraging and seeking new and innovative courses to attract a broader market.

Early indicators for summer of 2006 point to several upward trends in actual student enrollments (up 8% as of Summer Term 1) - a 5% increase in credits generated and a 12% increase in gross revenue as of June 1, 2006. There were increases in all student categories except out-of-state graduate students and a continued increase in out-of-state undergraduate students taking online classes.

2. Implementation of the AIIM model of program assessment and investment.

The development of the Academic Investment and Improvement Model (AIIM) was completed in conjunction with the Faculty Senate in the spring of 2005. AIIM was implemented to all 52 academic departments during the early fall of 2005. Results from this academic program assessment tool were shared with the departments and the deans. Qualitative and quantitative strengths as well as areas needing improvement were identified for each department. Currently, specific financial and non-financial investment strategies are being developed. In conjunction with AIIM, a more streamlined financial efficiency model was created (Cost Analysis Model).

3. Revision of the University Mission Statement and development of the next three-year strategic plan.

The Provost led a committee supported by the Office of Planning Services, which undertook the task of revising the University mission statement. This process has helped support the university's subsequent efforts to develop the next three year strategic plan as well as the NEASC reaccreditation process. The mission statement was endorsed by the URI Faculty Senate on October 20, 2005, approved by the President on November 1, 2005 and approved by the Board of Governors for Higher Education January 23, 2006.

The University's strategic plan was developed as a collaborative effort of the four divisions of the University, and the Joint Strategic Planning Committee (JSPC). The JSPC is chaired by the President and includes the Provost and Vice President of Academic Affairs, the Vice Presidents of Administration, Student Affairs and University Advancement, the Faculty Senate Executive Committee, the Presidents of the Student Senate and the Graduate Student Association, and two staff members. The Office of Planning Services facilitated the overall process, which began during the spring semester of 2005.

The JSPC began by examining current and future trends and environmental forces as well as the state, national and global landscape impacting higher education and the University specifically.

The Committee reaffirmed the vision and values for the future and the central mission of the University. In addition to environmental forces and the central mission of the University, the short and long term goals of the Rhode Island Board of Governors for Higher Education were also considered by the JSPC in identifying the four strategic initiatives that will drive our University wide planning for the next three years. Subsequently, under the direction and leadership of the Vice Presidents, the four divisions of the University have articulated goals and strategies for achieving the initiatives defined by the JSPC.

The four strategic initiatives of the 2006-2009 Strategic Plan: Steps Toward Transformation are:

I. **Enhance Student Recruitment, Involvement, Retention, and Graduation Rates**
II. **Improve the Fiscal Health of the University**
III. **Create a More Inclusive Environment**
IV. **Improve the efficiency and Effectiveness of Research and Outreach Support**

4. Development of a Plan of Work for the next ten-year accreditation visit in 2007 by the New England Association of Schools and Colleges (NEASC).

The University is scheduled for its ten-year accreditation review by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC) in the fall of 2007. Over the year we will engage in a comprehensive evaluation using the Commission's Standards for Accreditation. This self-study process is an intensive endeavor that will involve many individuals at the University and culminate with the development of a self-study report, which will provide the basis for the Commission's evaluation.

The self-study report provides a detailed description of the institution's programs, resources and operations. The process is designed to involve the entire University community in an analysis of the purposes and effectiveness of the institution, and in an examination of our strengths as well as areas that might need improvement.

In preparation for the self-study, we have established working subcommittees around the eleven standards developed by the Commission and a University-wide Steering Committee, which will plan and oversee the work of the subcommittees. The eleven standards and corresponding subcommittees are: Mission and Purposes, Planning and Evaluation, Organization and Governance, the Academic Program, Faculty, Students, Library and Other Information Resources, Physical and Technological Resources, Financial Resources, Public Disclosure, and Integrity.

We have asked Dr. James Kowalski from the Department of Computer Science and Statistics and Dr. Judy Beckman from the Graduate School and the College of Business Administration to co-chair the self study. They will be working closely with the Provost to oversee the process during the next two years. Glen Ramsay has been hired on a part-time basis to conduct institutional research in support of the self-study.

The steering committee met in May for an orientation to the NEASC accreditation process. Patricia O'Brien, Deputy Director, NEASC-CIHE described the process in detail.

5. Continuation of the capital campaign with a focus on the advance gift phase.

As described earlier (see Strategic Initiative II, Non-Metric Action Step E, pg. 13), significant progress has been achieved on the capital campaign. The capital campaign feasibility study was completed, with a recommendation of a $100 million campaign (primarily for endowment). The campaign will go public in the fall of 2007, as recommended through the feasibility study and established in the campaign plan. The Vice President for Advancement and/or the Associate Vice President personally visited (or telephoned) each person who participated in the campaign feasibility study in order to share and discuss study results. These personal contacts also served as groundwork for later campaign solicitations.

The campaign leadership committee was formed, with CVS Chairman and President Tom Ryan as chair. The committee has both a regional and national composition. It brings together a number of new fund raising volunteers, reflecting the past decade's success in identifying and cultivating new alumni and friend relationships. The campaign leadership committee held its first meeting in April and again in June, establishing the $100 million goal, along with a special campaign assessment fee to help fund the campaign.

A two-year lead gift program is being carried out, with focus on six and seven figure gift prospects. Each member of the campaign leadership committee and each member of the URI Foundation Executive Board will have been solicited by June 30, 2006.

The real measure of a campaign's lead gift phase is how much is generated by the time the campaign goes public. We project the campaign will succeed in having 30% to 40% of goal in place by fall, 2007.

As part of the preparation for the Campaign and consistent with the Board's admonition to take the fundraising enterprise at URI "to the next level," we are in the process of rethinking and reorganizing the URI Foundation, under new leadership. The URIF will become the fundraising arm of the University, with full responsibility for the Capital Campaign, as of June 30, 2007. Many logistics have yet to be worked out.

6. Complete the residence hall renovation project; keep the new residence hall projects, and the new dining hall project on schedule, as well as the new ambulance corps facility.

Residence Hall Rehabilitation and Construction - The University received voter approval of a $20 million General Obligation Bond in 2004. Heathman, Fayerweather, and Gorham residence hall renovations have been completed. Tucker, Merrow, Hutchinson, and Peck residence hall renovations will be completed by September 2007. The new 800-bed, upper-class student housing project is progressing, although not as rapidly as we had hoped. One building of 240 beds will open fall semester 2006 with completion of two additional buildings by the beginning of January term 2007.

New Dining Hall - We are well underway on the New Hope Commons. Construction is going well, and we anticipate a January 2007 completion date.

Ambulance Corps Facility - The new ambulance corps facility is nearing completion, and we expect to occupy this facility in September 2006.

7. Complete the arrangements for Hillel to occupy the former Alpha Xi Delta sorority and use this housing for transfer students.

Hillel is now occupying Alpha Xi Delta Sorority House. A new five-year lease gives Hillel a facility that better meets their program and educational needs.

IV. ADDITIONAL SIGNIFICANT INITIATIVES (2005-2006)

a. Academic Affairs

The University is pursuing a systems approach to the implementation of Outcomes Assessment. We have concentrated the majority of our early efforts in the development of a campus infrastructure and climate that will enable faculty and staff to engage in assessment without undue burden and with appropriate tools and technology. We have also developed multiple and sequential opportunities for training and support for faculty and staff to implement outcomes assessment at their program levels.

The University has made significant progress in these two areas, including:

- The establishment of a URI Office for Student Learning, Outcomes Assessment, and Accreditation. Ample space has been secured and a full-time Director appointed with a start date of July 1, 2006.
- Support of release time for a faculty member with expertise in Institutional Research to support the NEASC self-study and outcomes assessment data collection and analysis.
- Establishment of a robust campus-wide Student Learning Improvement Assessment Advisory Committee (SLIAAC).
- Implementation in five colleges of the assessment-rich electronic student portfolio system, TrueOutcomes.
- Purchase of a 100-volume assessment collection in the URI library.
- Establishment of a Faculty Senate-sponsored General Education Outcomes Assessment Committee. The committee has administered a self-assessment survey for students in General Education courses and is now collecting assignments and student work to gauge actual student learning within the overall program.
- Engagement of 25 percent of URI faculty (undergraduate and graduate) in one or more assessment training workshops or national conferences over the last eighteen months.
- Formation of college-wide assessment committees in seven of URI's academic colleges, which meet regularly.
- Continuation of an annual mini-grant assessment program/competition to provide faculty and staff with the tools and the means to devise program-specific assessment mechanisms. URI has provided $130,000 of institutional funding over the past two years to support over fifty mini-grants.
- Significant progress and actual assessment studies in all academic colleges as well as in the Division of Student Affairs.

While we have come very far in a short period of time in establishing an institutional presence and framework for outcomes assessment, we acknowledge that there is much work yet to be accomplished. We will continue to provide continuous campus training

opportunities for all programs, engage in multiple assessment studies at the program and university levels, and will begin to publicize expected outcomes for students and their families.

Under the guidance of the Office of the Provost and Vice President for Academic Affairs, the Office of Admissions expanded its recruitment efforts to include renewed contacts with RI high school guidance counselors, new contacts with a national network of high school guidance counselors, enriched direct contact with prospective students, direct marketing efforts, e.g., targeted email and phonathons.

The Council of Deans was directly involved in crafting goals for the Division of Academic Affairs that will respond to the four initiatives in the 2006-2009 Strategic Plan. We will continue to plan for the academic area, including such issues as bringing more focus to our research activities and developing a more transparent budgeting process.

Working with ADVANCE, we have increased the number of women faculty in the STEM disciplines by eight and supported dual career couples insofar as Affirmative Action guidelines provide latitude to do so. We continue to address this issue.

The academic applications of PeopleSoft have improved significantly, resulting in the highest proportion of timely grade reporting in recent history, efficient tracking and auditing of student progress toward graduation and timely, accurate class rosters.

Significant enhancements are in the works through ITS, and the arrival of Garry Bozylinsky as Vice Provost for Information Technology Services will further that work. A few examples include:

- Telephone service in the new residence halls will be provided via “Voice over IP” or VoIP. This technology will provide phones with display screens that provide information to the user through web-based applicants. Announcements, weather forecasts, dining hall menus and wakeup calls are a few examples of the types of applications that will be provided by these phones.

- Wireless access points with greater speed and capacity than those initially deployed have been installed in several academic and administrative buildings in Kingston and on the Narragansett Bay Campus. These units have also been installed at the Providence Campus and will be enabled during the summer of 2006.

- General academic applications, such as WebCT, TrueOutcomes (assessment management), Percussion web content management, and others allow faculty increased options for using the Internet as a supplement to classroom learning.

- ITS has generated a new URI Standard Classroom Specification to accommodate how students and faculty work with new technologies. This Specification was used for the renovation of Independence Hall and in the design of the Center for Biotechnology and Life Sciences.

- All public computing labs are being upgraded this year and many new classroom projectors put into service. The media-rich classroom is becoming a reality as ITS also assists faculty in generating digital content for use in classrooms.

b. Student Affairs

With the implementation of our $890,000 NIAAA Substance Abuse Grant, we have seen significant improvements in our fraternity and sorority system and a significant reduction in drinking and driving arrests in Narragansett. The Interfraternity and Panhellenic Councils received numerous awards at the Northeast Regional Interfraternity Conference. The Rhode Map to Safety publicity campaign raised awareness of the problems of drinking and driving and substance abuse.

Our Prevention of Violence Against Women Program was recognized nationally as having the number one peer advisement program. This program continues to be successful.

The National Fraternity delayed the renovation of the Alpha Epsilon Pi Fraternity house. We have made recent progress in moving this project forward and anticipate use of this facility by fall term 2007. We plan on housing the Talent Development Program Peer Advising Program in this facility.

The IEP House—With legislative approval in hand, we will begin the renovation of the Chi Phi Fraternity house on Upper College Road for use by the International Engineering Program beginning fall term 2007. Chi Phi Fraternity is expected to begin construction of their new chapter house on Fraternity Circle Road during the 2006-07 academic year.

c. University Advancement

Final fund raising numbers are not available until after the completion of the fiscal year. We project, however, that final numbers for 2005-2006 will show this to be one of URI's best fund raising years. We project that between $11 and $12 million in revenues will be realized; between $18 and $20 million in overall commitments (depending upon how the capital campaign leadership committee responds by June 30). It should also be noted that our numbers reflect continued improvement with the Annual Fund and the RIRAA annual fund.

While total giving is up, the percentage of URI alumni who give decreased by 3.6% so far this year. National data show public universities continuing to experience decreases in alumni who give. The national average for publics is 13%, consistent with URI. One contributing factor at URI is the size of each year's graduating classes---the URI alumni base overall is modest, therefore the large graduating classes have been significantly bolstering our alumni numbers with alums who have little ability to give back at the present time.

A major Journalism initiative was undertaken in conjunction with the Rhode Island Press Association and the Rhode Island Broadcasters Association. A campaign was launched to establish three new endowments in support of the Department of Journalism. At the same time, this effort has contributed to our on-going relationships with key members of the Rhode Island media. One major outcome was the appearance of Christiane Amanpour at a breakfast for URI alumni and Rhode Island media.

3939 articles about URI were published this past year. This is an increase of 53% over the past year. Of these, 1476 were published outside of Rhode Island, an increase of 150% over the previous year.

News articles about the University appeared in 47 states and 50 countries, compared with 47 and 20 during the previous year.

The master list of "personal" national media contacts (media with whom the URI News Bureau staff has a personal relationship) went from 28 to 57.

The Communications staff estimates (via tracking) that news stories about URI reached nearly 139 million readers through coverage in the top 100 out-of-state newspapers and magazines. This is an increase of 65% over last year.

230 talks were given through the URI Speakers Bureau, which is an increase of 23%. These talks reached more than 8600 people in Rhode Island and southern New England.

A well-received "Ask the Pharmacist" program was initiated with ABC6 television. This program is serving as a resource for the people of Rhode Island and southeastern New England. It is also helping promote the URI Pharmacy program at a time when funding is being sought for a new Pharmacy building on campus.

The Communications staff coordinated and managed several crisis communications situations, including the disappearance of three URI students. Media coverage and other public communication strategies helped position the University as credible and caring. Information was provided in a timely manner to the media and others.

More than 5000 alumni participated in our alumni events this past year. This does not include alumni who attended URI athletic events, cultural events, or such special occasions as Commencement.

318 alumni volunteered their time to participate on University and/or Alumni Association committees and advisory boards.

The Alumni Relations Office continued to offer a variety and mix of alumni programs designed to appeal to alumni of different age, social, and economic backgrounds. These included special career development workshops for students and alumni of color; a series of personal development workshops for all alumni; increased usage of faculty at out of state alumni events; family camp.

At the end of 2005, the Pacer was phased out. Existing resources were shifted to QuadAngles in order to expand its distribution to 5 times per year and to add a stand-alone Annual Donor Report. QuadAngles has also become four-color. This decision reflected the recommendations of our externally based Communications Advisory Council as well as findings from a series of marketing surveys. Effectively transitioning from the Pacer to QuadAngles has been a total team effort within the Division.

The electronic communications program continued to expand. Nearly 40,000 alumni are now in the e-mail database (up from 7500 three years ago). These alumni receive the bi-weekly InAdvance plus special notices of events and/or breaking campus news. The monthly live WebChat program continued, with an average of over 400 people participating per chat. The continued growth and success of the electronic program reflects a total team effort within the Division.

A review and revision of the University's main Web Site was undertaken in conjunction with the RDW marketing group. Representatives from Admissions, Athletics, Student Life, and Administration joined staff from University Advancement in working on this

project. Completion is planned for Summer of 2006. RDW was solicited to provide much of this work pro bono.

A branding process has been implemented in conjunction with the Office of Planning Services and the Office of Institutional Research. An on-campus branding conference will take place on July 17, 2006 as the first step in this process.

d. Division of Administration

The Division of Administration continues to provide leadership in coordinating unprecedented major facilities construction and rehabilitation. Administration has reorganized staffing and processes in addressing Capital Projects and administrative procedures and looks forward to additional efficiencies in the upcoming year. Several projects were completed or initiated this year:

1. The new Alumni Center has been completed.

2. We completed a second floor to the "Surge Building" at 210 Flagg Road, which was occupied this fall and spring with occupants from Independence Hall ($2.7M)

3. We begin renovations of Independence Hall in September 2005 and will complete the renovations by August 2006. ($8.8M)

4. We broke ground this spring for three new residence halls that will provide 800 new beds in apartment or suite style, and two new student-parking areas with 1450 spaces ($67M and $3.1M respectively). The residence halls will be completed by September 2006.

5. Construction has begun on a new Hope Dining Hall ($22M), which will be completed in December 2006.

6. We secured from the legislature this year RICAP funding for various asset protection projects ($5.2 M) for renovations/improvements to our facilities.

7. The University Classroom Management Team, in conjunction with Capital Projects, Capital Planning and OIS, has participated in the development of a University Classroom Management Plan that completed an inventory of instructional spaces and identifies technology and standards for future renovation and construction of classrooms.

8. Streamlining of administrative processes and forms has advanced with
    - the elimination of duplicative forms and approvals in purchasing and accounting,
    - PeopleSoft upgrades to 8.9 and software acquisition for E-procurement and human resource applications and processes,
    - implementation of Limited Value Purchase Orders, increase in delegated state purchasing authority and changes in travel policies and procedures,
    - continuing the development of 'customer friendly' culture in purchasing and accounting.

V. LOOKING FORWARD: UNIVERSITY GOALS FOR 2006-2007

Implementation of the "2006-2009 Strategic Plan: Steps Toward Transformation" will be the focus of the University for 2006-2007. The Rhode Island Board of Governors for Higher Education identified 9 priorities in the President's reappointment notice. These issues have been addressed by the University in a variety of ways during 2005-2006 and have also been articulated in the 2006-2009 Strategic Plan. The priorities are as follows:

1. Conduct comprehensive review of systems and programs targeted to improve retention and graduation – with special emphasis on improving rates overall for minority and low-income.

2. Continue fund raising improvement efforts raising it to the next level.

3. Expand continuing education offerings and enrollments at the graduate and undergraduate levels.

4. Continue efforts to increase overall graduate student enrollment.

5. Enhance strategies to increase federal funding for research.

6. Empower managers to deal more effectively with discrimination and harassment complaints through professional development and training.

7. Continue efforts to increase the quantity of student housing significantly beyond current levels.

8. Enhance efforts to further refine the process of academic program review and evaluation. Such program review could identify priority programs that would enable resource reallocation to those programs.

9. Conduct a re-examination of such core processes as enrollment management and financial systems for re-engineering possibilities that would improve results and free up resources for reallocation.

Selected goals from the 2006-2009 Strategic Plan are listed below:

1. **Strategic Initiative 1: Enhance student recruitment, involvement, retention and graduation rates**

   Goal 1: Achieve the enrollment of a talented and diverse community of students totaling 16,000 (13,000 FTE) by the conclusion of this planning period.

   a) Develop and implement an annual Enrollment Management Strategic Plan that delineates demographic projections, enrollment targets, strategies, and yield goals.
   b) Build the undergraduate programs offered at the Providence Campus, consistent with the enrollment targets set by the Faculty Senate.
   c) Promote the Joint Admissions Agreement and its goal of simultaneous admission to CCRI and URI.
   d) Implement recommendations from the Minority Retention Study Commission and the URI Retention Task Force.
   e) Develop a mechanism for graduate faculty to be more integrally involved in the recruitment/admissions of graduate students.

Goal 2: Increase first-year retention of freshmen to 84% in 2008-2009.

a) Create a Freshman Master Teaching Fellows program under the leadership of the Instructional Development Program to recognize, reward and support those who teach freshmen and those who advise them.
b) Develop need-based financial aid program(s) for second-year students.
c) Create a University-wide campaign on student-centered academic success, focused on increasing time spent outside of the classroom between faculty and students.
d) Increase Academic Enhancement Center (AEC) support by 25% over the plan for students in most challenging courses (determined by failure and drop rates).
e) Implement peer mentoring program in first-year residence halls.

Goal 3: Increase the number of students who graduate in six years by 2% over the course of this plan.

a) Increase the number of four-credit courses offered to first and second-year students.
b) Develop a program that enables students to contract for a range of graduation plans: three, four, six and eight years.
c) Develop appropriate tuition and financial aid packaging for flexible graduation plans.
d) Increase offerings in summer school for those courses with highest academic year drop out rates.
e) Offer tutorial sections in those foundational courses known to have high failure or drop out rates.

Goal 4: Develop a University-wide new and invigorated focus on students.

a) Expand the Memorial Union web page to include all campus events and programs for students—art, theatre, music, athletics, residential life, student life, multicultural center, etc.
b) Secure funding and complete construction designs for an additional 600 beds on campus in the apartment format.
c) Rehabilitate and convert the Roger Williams dining facility into the campus "Wellness Center."
d) Develop robust opportunities for students to connect with campus programs, peer groups, and URI traditions.
e) Increase the number of student employees through creation of a web-based clearinghouse for student employment opportunities on all University campuses.

2. Strategic Initiative 2: Improve the fiscal health of the University

Goal 1. Enhance total annual non-state revenue by 15% over the course of the plan

a) Tuition and fee income will increase by 5% per year, net of institutional financial aid.

b) Capital Campaign will make public its goal of $100M and have commitments in lead and major gifts of $80M by the end of FY09.
c) Over the course of the plan, the University's auxiliary and enterprise accounts will contribute $1M to University need-based financial aid.
d) The University will sell selected unused real estate totaling $5M over the course of the plan and add that money to endowment dedicated to need-based financial aid.
e) The University will establish new revenue streams totaling $3M from the use of real estate.

Goal 2. Increase public financial support for the University

a) The University's total externally funded research will increase to $90M by the end of FY09.
b) Rhode Island Capital Fund support of asset protection at the University will increase to 7% of current value per year.
c) Rhode Island state support of the University will increase by at least 4% per year in general revenue.
d) Rhode Island will approve general revenue bonds for a new pharmacy building in 2006. They will also approve general revenue bonds for a new nursing building and a new chemistry building in FY08. In 2008, we will also ask the voters to approve a major rehabilitation of the Fine Arts Center.

Goal 3. Enhance fiscal stability

a) Implement State approval to carry over funds from year to year.
b) Establish our own version of "responsibility-centered management" empowering administrators, faculty and staff to make operating decisions consistent with our vision and mission and in furtherance of this plan.
c) Establish a preventative maintenance program that takes into account the normal rates of deterioration and is funded by a fixed capital funding source (see Goal 2,b above).
d) Implement our energy performance contract to use energy savings to pay for necessary equipment and facility upgrades with no negative impact on current year budgets.
e) Establish the URI Foundation as the University's fundraising arm and support the URI Foundation Board in fulfilling its expanded mission.

3. Strategic Initiative 3: Create a more inclusive environment

Goal 1. Increase the enrollment, retention and graduation rates of underrepresented groups, including students with disabilities.

a) Increase institutional financial aid to students with need by $3M over the course of the plan.
b) Each undergraduate college will develop a bridge program to support success for all students in its "gatekeeper" courses (i.e., those with high failure rates).
c) As part of an overall University assessment, a review of strategies and outcomes will be conducted in Talent Development, the Multicultural Center, the GLBT Center, Disability Services, the Women's Center, the Academic Enhancement Center, and the Center for Student Leadership, and the consequent recommendations funded as appropriate.
d) Increase membership participation of underrepresented students in existing

student leadership and organization training.

e) Each undergraduate college will develop and implement an alumni mentoring program that increases interaction between students and alumni from underrepresented groups.

Goal 2. Increase hiring and retention of faculty and staff from underrepresented groups, by Divisions.

a) Develop strategies to increase recruitment and retention of staff from underrepresented groups based upon national best practices.

b) Many University employees enter full-time positions from temporary or interim positions. To increase minority hires, we will develop and maintain a pool of résumés from underrepresented groups to hire into temporary, interim positions. The goal is to hire staff from underrepresented groups for all temporary appointments.

c) Create a mentor system for new hires from underrepresented groups.

d) We will support and mentor "grow our own" graduate students from underrepresented group for professional positions within the University.

e) Conduct a comprehensive utilization analysis of underrepresented groups, based on national data, to determine appropriate diversity hiring targets for staff and faculty.

f) Work with OHE/BOG to develop a policy position on the creation of one inclusive/unified employment service for all employees.

g) In conjunction with the Alumni Association, actively recruit and retain persons of color as members of the Alumni Association Board and key committees. Goal of ten set for 2006-07.

Goal 3: Create a visible and vibrant institutional commitment to multicultural competence (awareness, knowledge, skills).

a) Develop a comprehensive URI Diversity Climate Assessment program with methods and instruments, beginning with existing data and developing new sources.

b) Develop and offer faculty and staff "cultural competence" training.

c) Strengthen the advising of multicultural student organizations to enhance the leadership and organizational skill of multicultural students.

d) Revitalize Rainbow Diversity House programming commitment.

e) Identify external funding sources to support programs.

Goal 4: Improve the physical environment to promote diversity and inclusion.

a) Audit the physical environment and survey students, staff and faculty to determine opportunities to make the environment more conducive to inclusion.

b) Enhance the multicultural ambience of campus living units (e.g., décor, recognition of holidays….).

c) Identify a better facility and location for GLBT Center.

d) Identify resources to address maintenance needs for the Talent Development and the Multicultural Center facilities.

e) Complete fund raising and design of the new International Education Center.

Goal 5: Increase minority involvement in Development and Alumni Affairs.

a) Aggressively seek minority (persons of color) candidates for professional positions within the Division.
b) Utilize all Advancement communications to demonstrate the achievements and the participation of women and persons of color (alumni, faculty, and students) as well as publicize URI programs that promote diversity. Those communications include, but are not limited to, QuadAngles, inAdvance, fund raising literature, stewardship materials, special events, and media/news stories.
c) Develop Alumni Relations programming that attracts and involves women and persons of color.
d) Involve more persons of color and women as donors to the University and as volunteers in the fund raising program
e) Involve persons of color on the Division's Communications Advisory Council (by 10%.
f) Increase the participation level of undergraduate minority students by 5% in the Student Alumni Association

4. Strategic Initiative 4: Improve the efficiency and effectiveness of research and outreach support

Goal 1: Provide facilities, systems and resources with improved support to meet the research needs of the University.

a) Develop a long-term vision for research at URI and propose a strategic plan and roadmap to accomplish that vision.
b) Develop an endowed, dedicated fund of $10M to support research startup. This would be the first step in building a much larger research endowment in the future.
c) Develop business systems that support the work of the researchers at URI and reduce paperwork and time in process for such activities as purchasing, hiring and payroll, providing PI's simple access to grant accounting information.
d) Continue work toward establishment of a research park and a research foundation.
e) Support the advancement of women and students of color in the research enterprise.

Goal 2: Increase capability and productivity in the areas of entrepreneurship, technology transfer and commercialization.

a) Consolidate responsibilities and resources for activities in these areas under the Vice Provost for Research.
b) Increase the generation of patents and licenses by educating faculty and graduate students on the process of taking ideas from the bench to the commercial sector.
c) Establish capabilities within the Research Office to create and provide incubator space in the University's Research Park in support of new company creation by faculty.
d) Divert revenues generated from technology transfer and commercialization to more directly support the creation and commercialization of URI intellectual property.

Goal 3: Increase the size and competitiveness of graduate programs.

a) Establish priorities among graduate programs using the AIIM process.
b) Examine the organization of graduate programs and make changes to improve national competitiveness.

c) Develop mechanisms that allow us to raise the graduate student stipend level to be more competitive regionally and nationally (with appropriate consideration of collective bargaining issues).
d) Provide faculty support for targeted recruiting days added to international trips and conference travel.
e) The Graduate School will develop recruitment packages for individual programs ands assist masters and doctoral programs in developing effective marketing tools for specific programs.
f) Support REUs for undergraduate research and other opportunities to grow our own graduate students with an emphasis on underrepresented groups. Develop exchange partnerships with other institutions to provide a breadth of experience.

VI. ADDITIONAL GOALS FOR 2006-2007

1. Academic Affairs

a) Rebuild Provost's Staff with new members. The Provost's Staff includes the Vice Provost for Academic Affairs, the Assistant Provost, the Vice Provost for Research, Graduate Studies, and Outreach and Dean of the Graduate School; the Vice Provost for Information Technology Services, and the Vice Provost for Urban Programs.
b) Complete key administrative searches including Vice Provost for Research, Graduate Studies, and Outreach and Dean of the Graduate School, Dean of the College of Business, and Dean of University Libraries.
c) Continue to work on enhancing the marketing strategy for Summer Session 2007.
d) Continue efforts on outcomes assessment (see update on page 13, number 4).
e) Find more meaningful and transparent ways to use the AIIM model for program evaluation, centrality to mission and investment.
f) Implement Plan of Work for next ten-year accreditation visit in 2007 by the New England Association of Schools and Colleges (NEASC). This includes completion of the Self-Study.
g) Increase and support graduate faculty engagement in recruitment of international students through partnership between and among the Graduate School and Office of International Education, and the colleges and departments.

2. Student Affairs

a) Continue to increase the number of living-learning opportunities for students. Weldin and Barlow Halls will serve first-year students who are undecided majors beginning Fall 2006. An Honors Program living-learning unit will be initiated this fall and a group of upperclass students from the College of Environmental and Life Sciences will form a new living-learning community in our new apartment-style residence hall.

b) Complete the residence hall renovation project, open a new dining hall in January 2007, and occupy the new ambulance corps building in September 2006.

c) We will initiate and complete the design of Roger Williams Dining Hall for use as a new student recreation and wellness center.

d) We will begin the design of an additional 600 beds on the Kingston Campus and will develop a strategy for the renovation and future use of the Complex Residence Halls: Aldrich, Burnside, Coddington, Dorr, Ellery, and Hopkins.

e) We will create and implement a learning outcome assessment program for every department in the Student Affairs Division.

f) We will develop, support, and fund programs designed to increase out-of-classroom interaction among faculty, staff, and students.

g) We will work to increase involvement opportunities for students in student organizations, in on-campus employment, and in internships and co-op educational opportunities.

VII. SUMMARY AND CONCLUDING REMARKS

All in all, the University had a good year, despite significant challenges in the budget. Last year I noted the positive impact of enrollment growth, a view underlined this year when growth was marginal. The challenge of financing the University was made more difficult by the budget proposed by the Executive Branch in the Fall and the promise (later fulfilled) of a mid-year reduction in the FY06 appropriation. In the end, however, several of the cuts in the Executive budget request for FY07 (e.g., asset protection) were restored in the General Assembly.

The University is, of course, an institution that is highly tuition dependant, a dynamic very evident in the funding pattern emerging. Looking back over the past three years of state funding, we see that our increase has been only six-tenths of one percent (.6%) during which time tuition increased by some 35% (calculated differently, tuition and mandatory fees by 24%). It is fair to say that most of the State's contribution to the operating budget now serves to buy down the cost of attendance for Rhode Island residents by about 70% of the average cost of delivering a college education at URI to them. But it is still not enough, particularly for the poorest among us. Financial aid for our students and their families—residents and non-residents--has become the single most important factor in the University's future.

On the other hand, the University continues aggressively to rebuild the infrastructure of the campuses. Building is everywhere, itself giving the community a sense of forward momentum. We have a chance in November to keep this ball rolling through passage of the bond referendum for a new home for the College of Pharmacy. These new and renewed buildings will also make us more and more attractive to students, hence helping to stabilize the operating budget.

I was gratified in December by the Board's action in offering me another three year term of office. While my tenure has been long, I have the passion and commitment to lead the University in adapting to change, of which there has been no shortage. Even greater change lies on the horizon, evident in the work of the Spelling Commission in Washington. America is awakening to the possible loss of economic world leadership, as other nations build their economies by investing in education. America will expect more and more of its universities, and URI has to lead, not by doing more than our larger and better financed sister institutions but by being more creative and imaginative in the way we do things. This was the hallmark of our work in the middle '90s, and it is time to change the paradigm yet again. (To do so, we will also have to change the way the State of Rhode Island does business, as the future belongs to the agile.) I am honored to have the chance to lead a great faculty and staff through these changes.

2003-2004 DIVISION I ATHLETICS CERTIFICATION SELF-STUDY INSTRUMENT

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public

2. Year institution was founded: 1892

3. Special Affilation? No

4. Coeducational? Yes

5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 12594

6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 665

7. Highest level of academic degree offered: Doctoral

8. Institution's governing entity: R.I Board of Governors for Higher Education

9. a. Regional accreditation agency: New England Association of Schools and Colleges

9. b. Date of most recent regional accreditation self-study: 1997

9. c. Current accreditation status: Fully accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2004): I-AA

2. Conference affiliation(s) or independent status (Academic Year 2004):

Baseball	Atlantic 10 Conference
Field Hockey	Atlantic 10 Conference
Football	Atlantic 10 Conference
Men's Basketball	Atlantic 10 Conference
Men's Cross Country	Atlantic 10 Conference
Men's Golf	Atlantic 10 Conference
Men's Soccer	Atlantic 10 Conference
Men's Swimming	Atlantic 10 Conference
Men's Tennis	Atlantic 10 Conference
Men's Track, Indoor	Atlantic 10 Conference
Men's Track, Outdoor	Atlantic 10 Conference
Softball	Atlantic 10 Conference
Women's Basketball	Atlantic 10 Conference
Women's Cross Country	Atlantic 10 Conference
Women's Gymnastics	Independent

Women's Rowing	Atlantic 10 Conference
Women's Soccer	Atlantic 10 Conference
Women's Swimming	Atlantic 10 Conference
Women's Tennis	Atlantic 10 Conference
Women's Track, Indoor	Atlantic 10 Conference
Women's Track, Outdoor	Atlantic 10 Conference
Women's Volleyball	Atlantic 10 Conference

3. Athletics program structure ('X' all that apply):

_X_ one combined athletics department
____ separate men's and women's departments
____ incorporated unit separate from institution
____ department within a physical education division

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.

There have been no major infraction cases to report since the previous certification of March 31, 1997. However on June 9, 2004 the NCAA enforcement staff concluded its review of a self-report submitted by the University of Rhode Island concerning possible violations of NCAA legislation in its basketball program from the 1997-98 through the 1999-00 academic years. It was determined that the violations acknowledged by the University were secondary in nature.

The NCAA staff accepted the University's self-imposed corrective and punitive actions as appropriate and took no further action. The University retained The Compliance Group (TCG) of Lenexa, Kansas, in March 2003 to assist in the inquiry, add expertise on NCAA infractions matters, and obtain an outside, independent assessment of the information. The University's report clarified in detail that nearly all violations occurred prior to the fall of 1999. The majority of the members of the coaching staff who were present during the time of many of the violations left the University in 1998 or 1999 and no current member of the men's basketball coaching staff were involved (nor were they employed) during the time of the violations. Further, the violations did not provide any significant recruiting or competitive advantage for the University.

The punitive actions accepted by the NCAA included a reduction in the number of total scholarships in men's basketball by one each year during the 2005-06, 2006-07, and 2007-08 academic years. It also included a reduction in the number of off-campus evaluation days during the academic year by three (from 40 to 37) during the 2004-05 academic year and two (from 40 to 38) during the 2005-06 academic year.

5. Other signification events (with dates) in the history of intercollegiate athletics program:

Since the last certification in March 1997 the University of Rhode Island has witnessed great change and growth in its athletics program. The biggest example of growth within the University community came in June of 2002 with the completion of the Thomas M. Ryan Center. This 200,000 square foot building is home to the University of Rhode Island's Rams Men's and Women's Basketball teams. The Ryan Center is a complete multi-purpose facility that hosts family entertainment, concerts and other community events. Amenities include two state-of-the-art, full-color scoreboards with video capabilities. The sound system is designed with acoustic provisions and provides a full range of high power sound to all of the 7,657 seats. When constructing the Ryan Center the emphasis remained on keeping the fans, particularly the student fans, enthusiastic at all times. As a result, the students have been given 700 courtside seats, including 50 reserved at mid-court for the "Fanatical Fans," who stand the entire game and make the Ryan Center an unfriendly place for visiting teams and coaches.

In addition to the Ryan Center, the University is also home to the new Bradford R. Boss Ice Arena, which hosts the university's men's and women's club hockey teams. This new arena opened its doors on September 15, 2002 and seats 2,500 spectators. It is the first indoor ice facility in all of Southern Rhode Island. More significantly, the Boss

Ice Arena is one of only two year-round operational ice rinks in the state of Rhode Island, with its doors opens seven days a week, fifty weeks out of the year, and for over fifteen hours a day.

The University has also witnessed numerous achievements from its athletes since the 1997 certification. Below is a summary of some of the highlights since the 1997 certification.

a. The men's basketball team is coming off two-straight 20-win seasons and back-to-back NIT appearances. The Rams won the 1999 Atlantic 10 Championship and earned their third-straight NCAA appearance. In 1998, Rhody made the school's first-ever appearance in the NCAA Elite Eight after upsetting No. 1 ranked Kansas and finishing the season ranked No. 11 in the country.

b. In 2004, the baseball team posted a school record in wins finishing 35-20 and posting a 20-4 mark in Atlantic 10 play, just the second time an A-10 school had won 20 conference games. The Rams won their second-straight Atlantic 10 East Division crown and won the Atlantic 10 regular season title. The baseball team has had three players selected in the Major League Baseball Draft in the past two years (Dan Batz, Jared Trout, and Reid Willett).

c. The men's soccer team won Atlantic 10 Championships in 1999, 2000, & 2003 and regular season crowns in 1999 and 2001.

d. The football team started the year 7-0 in 2001, being ranked as high as No. 4 nationally in the Division I-AA poll before finishing 8-3 and ranking No. 20 in the country.

e. The golf team has won four of the last six Atlantic 10 championships and seven-straight New England Division I titles. The Rams made their 13th-straight appearance in the NCAA Regional in 2004, finishing eighth at the NCAA East Regional, their highest finish ever, and becoming the first team from Northeast District I to qualify for the NCAA National Championships since the regional format was adopted in 1988.

f. The men's outdoor track & field team has won four-straight Atlantic 10 Championships and the men's indoor track & field team has won conference titles in three of the last four years.

g. The women's outdoor track & field team has won three-straight Atlantic 10 Championships and the women's indoor track & field team has won four of the last five titles.

h. Between the Fall of 1997 and the Spring of 2004 the number of student-athletes on academic probation has decreased from 9% to 7%.

i. Between the Fall of 1997 to the Spring of 2004 the number of student-athletes on the Dean's List has increased from 22% to 25%.

j. Since 1998, the University of Rhode Island has been ranked in the top 3 of the overall standings in the Atlantic 10 Commissioner's Cup.

Previous Certification Self-Study

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study.

The university has made several key senior level administrative changes and additions. Each of these changes and additions have been made to bring a higher degree of management oversight and accountability to the Department of Athletics. These changes and additions will enable the Department of Athletics to be more efficient in its management of financial resources as well as to effectively design and manage strategic goals.

In April 2002, the University of Rhode Island hired Ms. Susan Bergen, as its Associate Director of Athletics for Business and Finance. Ms. Bergen joined the University community with over 17 years of finance and budgeting experience. Prior to joining the University, Ms. Bergen served as the Financial Analyst and Associate Controller for the Mashantucket Pequot Tribal Nation. Ms. Bergen's financial and accounting experience also includes a former position as a Property Accounting Manager/Financial Accountant with Foxwoods Resort Casino. She has been a Certified Public Accountant in the State of Rhode Island since 1994. Ms. Bergen's diverse work experience is a crucial asset to the University and the entire athletics program.

It is significant to note that the Associate Director of Athletics for Business and Finance reports directly to the Controller. This reporting structure establishes a greater degree of fiscal integrity and expertise in the overall financial management of the Department of Athletics.

On June 2, 2004, the University of Rhode Island announced Thomas P. McElroy as the new Director of Athletics. Mr. McElroy's position became effective on July 1, 2004. Prior to coming to the University of Rhode Island, Mr. McElroy was the deputy director of athletics at the University of Connecticut. Mr. McElroy has over twenty years of experience in the administration of the Big East Conference, including policy decision-making, daily management with member institutions, television negotiations, scheduling and production, bowl administration, communication programs and championship management, including arena relations.

Mr. McElroy is expected to provide leadership in the development and management of a strategic plan and acquisition of resources to support growth for the Department of Athletics. He has already been instrumental in recommending and implementing administrative changes to facilitate the effective management of the department.

In September 2004, Mr. Gregg Burke joined the University's Department of Athletics as Deputy Director of Athletics. Gregg Burke joined the University with nearly 25 years of athletics administration experience. He has served in sports information roles at Boston College, the University of Michigan, and Holy Cross. In addition, Mr. Burke served as assistant and associate athletic director at Providence College for thirteen years. While at Providence College he was responsible for all revenue-producing activities including tickets, marketing, licensing, development, corporate partnerships and advertising in addition to a myriad of other responsibilities.

Mr. Burke's addition to the administrative structure in the Department of Athletics adds a critical level of management to the department. He provides additional operational management of the department as well fulfilling a supervisory role with the Associate Directors of Athletics.

Another key administrative change in the Department of Athletics has been the assignment of the role of "sport administrator" to the Associate Directors of Athletics. This new role enhances equitable management and resource acquisition and utilization by the various sports programs.

5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:

Some of the significant changes impacting the University since the last certification (March 31, 1997) include:

1. Women's Rowing has been added to the Atlantic 10 Conference;

2. The University's Athletic and Recreational Services Mission Statement has been revised to correspond with growth of the University's Athletic Program. The Mission Statement as of May 7, 2004 reads as follows:

The mission of the Department of Athletics and Recreational Services is to provide experiences that are consistent with the mission of the University and the NCAA Division I philosophy. The Department provides opportunities for students and the larger community that encourage the pursuit of lifetime activities, commitment, teamwork, competitive success, the development of personal character, and leadership skills. We maintain an environment that values integrity, diversity, gender equity, high academic achievement, and sound fiscal management. Athletics and Recreational Services strives to provide quality facilities and programs that cultivate an exciting atmosphere for the University and the community. WE SERVE, CHALLENGE, AND SUCCEED.

3. There have been no changes in admission policies since 1997. However, the number of freshmen applicants, the percentage of students accepted for admission, and the academic profile of the entering class has changed dramatically. In 1997, the University received 8,730 applications for freshmen admission and accepted 79% of the pool. At that time, enrolling students presented average SAT scores of 1082. For fall 2003, the University received 12,965 applications for freshmen admission and accepted 70% of the applicants. Enrolling students presented average combined SAT scores of 1112.

4. Two (2) FTE positions have been added to Athletic Fundraising. Both FTE's report to Division of University Advancement.

Certification Self-Study Information

1. Steering Committee Chair: Abu R. Bakr

2. Chief report writer/editor of self-study report: Ania Hopkins

3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

A detailed plan of how the University is addressing public input and the structure of the NCAA Certification process can be found in the University's NCAA Certification Plan. (See answer #4 for complete copy of plan). Below is a summary of the University's plan regarding public input and response.

The University has assigned the responsiblity of researching pertinent data consistent with the issues outlined by the NCAA and drafting answers to corresponding questions to three committees. Each committee is made up of faculty, staff, and students from within the University community. Upon completion of its data gathering and its analysis, each subcommittee will prepare a draft report summarizing its findings, setting forth its conclusions, and making recommendations for current and future action. Below is a list of each subcommittee, their assignments, and the subcommittee's respective chair.

Governance and Commitment to Rules Compliance - Chairperson Harry Amaral, Director of Enrollment Services. This group is addressing institutional control, presidential authority, and shared responsibilities and rules compliance.

Academic Integrity - Chairperson Judith M. Swift, Vice Provost for Academic Affairs. This group is examining academic standards, academic support, and scheduling.

Equity and Welfare, Chairperson Lynne Derbyshire, Chair & Associate Professor of Communication Studies. This subcommittee is addressing gender issues, minority issues, and student-athlete welfare.

In addition to the subcommittee assignments, the University has also established a Steering Committee made up of university faculty, staff and students, as well as alumni and other members to oversee and review the progress of each subcommittee. The Chair of the NCAA Steering Committee, along with the Director of Athletics, and the Faculty Representative will conduct a preliminary review of the drafts submitted by the three subcommittees and then work with the subcommittee chairs for follow-up revisions.

Subcommittees will rework their reports based upon the Steering Committee's feedback, campus forums, and other sources of activity and input. Ultimately, the Chief Report Writer, under the guidance of the Steering Committee Chair, will prepare the final self-study report based upon and incorporating, the three (3) subcommittee reports and community feedback.

To ensure that community concerns and suggestions are taken into consideration during the University's Certification, open forums will be scheduled to invite and provide a venue for the community to express their comments for athletics at the University within the context of NCAA Certification Process issues. These forums will be held for students, faculty, staff, and external constituencies.

In addition to the open forums the public will also be fully informed of certification process through periodic public reports and/or announcements, as appropriate. These reports and announcements will be issued to print and broadcast media throughout Rhode Island and to select media in New England covering URI athletics. They will also be distributed to the URI community and alumni through e-mail, the student newspaper, the University's official publication (the PACER), and alumni magazine (QUAD ANGLES).

4. Provide a copy of the institution's written plan for conducting the self-study.

PROPOSED PLAN FOR NCAA CERTIFICATION REVIEW AT THE UNIVERSITY OF RHODE ISLAND

I) The objectives of the Self-Study are as follows:

A) To conduct a comprehensive self-study of the University of Rhode Island athletic program in order to identify its strengths and weaknesses in the areas of academic integrity, governance and commitment to rules compliance, and equity, welfare, and sporting conduct.

B) To build upon existing strengths and to address existing weaknesses in order to improve the overall athletic program and to remain consistent with current and emerging NCAA priorities;

C) To help identify areas of potential growth and change within the athletics program;

D) To engage internal and external constituencies in the self-study process in order to more fully evaluate the program while engaging those constituencies in an understanding and appreciation of a Division I program at URI;

E) To assist the Athletics Department with the development of a long-range strategic plan.

F) To review the goals, objectives, and plans from the first-cycle self-study, including all appropriate supplemental material.

II) Institutional Plans and Committee Required Actions from First-Cycle Study 1997

A) Governance and Commitment to Rules Compliance

1) Revise the Department of Athletics' Mission statement. This amendment was to take place by March 1997 in draft form and be submitted to the Athletic Advisory Board (hereinafter "AAB") for review and approval.

2)In the Spring semester of 1997, the AAB shall send its final recommendation to the President for final approval.

3)Sixty (60) days post, the officially approved version shall be widely circulated to no less than the Faculty Senate, Rhode Island Rams Athletic Association as well as all athletic publications.

4) The University will develop an athletic compliance policies and procedures manual to be reviewed by the Board of Governors Athletics Committee, the Athletic Advisory Board, the Student Athletic Advisory Committee, the Registrar, the Vice Provost, and the Director of Financial Aid. The Athletic Advisory Board and the University President will approve the manual by January 1998. The manual will be distributed to all personnel responsible for compliance by February 1, 1998.

5) The Compliance Coordinator will meet with all booster Boards of Directors (women's basketball, women's booster club, Fifth Quarter, and Fast Break Clubs). The Compliance Coordinator will distribute written materials outlining rules compliance to all booster clubs by November 1, 1997. The Compliance Coordinator will arrange for compliance information to be published in the University's alumni publication. The Compliance Coordinator will post all updates on the URI Athletics Home Page website. The Compliance Coordinator will expand ongoing compliance educational efforts with coaches.

6) Booster Club members must be made more aware of NCAA Regulations. Thus, the Executive Director of the RIRAA will attend each booster club's annual meeting to review NCAA Rules and Compliance Issues.

7) To better centralize information about individual booster clubs, the Executive Director of the RIRAA will request a written summary of each booster club's activities.

8) The Athletic Advisory Board should be formally expanded to include at least one (1) representative from the Student Athletic Advisory Committee. This is to be implemented by September, 1997 and the University Manual's description of the Board composition should be thereafter amended.

9) The Self-Study Committee recommends that the budget of the Compliance Office should be funded entirely through the President's budget.

10) The President shall appoint a Rules Compliance Evaluation Committee, consisting of members from outside the Department of Athletics, to perform an evaluation of the Compliance Officer on a biannual basis.

11) By September 1, 1997, the President will appoint a Rules Compliance Evaluation Committee. The Committee will consist of the University Registrar, the Assistant Dean of Admissions, and the Director of Financial Aid. The Committee's mission will be to evaluate the Compliance Office in four (4) areas: Eligibility, Recruiting, Financial Aid and Rules-Education. The start date for conducting the initial evaluation will be mid-October 1997, with completion targeted for early February, 1998.

12) Reporting of alleged or self-discovered violations shall continue to be made by the Compliance Coordinator to the Athletic Director, the appropriate Associate Director, the NCAA faculty Athletics Representative, and to the president.

13) The peer review team suggests that the financial aid and eligibility sections of the current draft of the athletics compliance policies and procedures manual be reviewed by the individuals external to athletics who have compliance responsibilities in specific areas.

B) Academic Integrity

1) The 1997-1998 institutional budget will reflect a full funding commitment of at-risk academic counselors, and

tutorial support as the same level as 1995. One 9-month position has been expanded to 12 months, and the other 9-month position has been expanded to 10 months.

2) The updating and redrafting of the Athletic Student Handbook will be completed no later than April 1, 1998.

3) The University will request from each Booster Club that a portion of their funds be earmarked for academic support services annually.

4) At-risk academic counselors will continue to have a dual reporting relationship to the Associate Director of Athletics and the Dean of University College.

5) The Athletic Academic Review Committee will develop an instrument to measure student satisfaction with academic services. The data collected will be shared with academic personnel outside the Department of Athletics. Suggestions for improvement will be considered for implementation during the 1998-1999 year.

6) The Department of Athletics will develop a statement of philosophy and written policy concerning scheduling and absence from class. The policy will be presented to the Athletic Advisory Committee for review and submitted to the President for approval by December 1997.

7) The Department of Athletics will forward a recommendation to the Athletic Advisory Board and the University Registrar to allow priority registration for basketball players during the 1997-98 academic year.

8) The Athletics Advisory Board will prepare a proposal by December 1997 delineating a procedure for insuring Athletics Advisory Board oversight of the Department of Athletics' activities in the area of academic support services.

9) The University, through the President and the Department of Athletics, will transmit up-to-date information regarding the academic performance of student athletes to the Athletic Committee of the Rhode Island Board of Governors for Higher Education at the completion of each semester.

10) The Department of Athletics will develop two (2) written statements of philosophy for institutional adoption to be recommended to the Athletics Advisory Board for approval by the President by December 1997. The first statement will outline the scheduling philosophies to be employed and the travel procedures to be followed in order to minimize class absences by student athletes. The second statement shall outline the posture to be taken in encouraging the Atlantic-10 Conference to implement schedules that will minimize class absences by participants in men's and women's basketball.

11) The Department of Athletics will hold a workshop each fall to discuss the changes in policy or procedures regarding NCAA regulations, as well as appropriate procedures regarding the admission process with regard to acceptance at the institution. All coaches, academic deans involved with certification, as well as professional staff (e.g., registrar, associate dean of admission) should be included in these workshops.

C) Commitment to Equity (Gender Equity Plan)

1) The Director of Athletics will continue to appoint the Senior Woman Administrator to serve on committees that deal with equity-related issues.

2) The Department of Athletics will phase out the current system of sports prioritization and replace it with a new management strategy that is based on a common set of goals and aspirations. Initial implementation starting in the Summer of 1997; to occur by September 1 of each year.

3) The Department of Athletics will implement a plan to increase support for men's and women's soccer.

4) The Senior Woman Administrator will coordinate a plan with the Dean of the New Students Program to implement permanent procedures to gather data regarding students' athletic interests and abilities. The data will be used to determine if the sports offered match the athletic interests and abilities and previous high school experience of new students, with a specific goal of evaluating the availability of women's sports interest.

5) Participation opportunities for women athletes will be increased, and firm numbers of each large men's team will be established and maintained.

6) The ratio of total scholarships for male and female student athletes will improve at a rate of at least 1% per year from approximately 60:40 percent to 50:50 percent.

7) A plan to add one new women's varsity sport within the next five years will be refined and implemented.

8) For the 1998-99 school year, discussions are under way to develop plans for remedial upgrade for women's swimming, women's soccer, and field hockey, women's basketball, volleyball, baseball, and men's soccer. Approval has been given for the Second Floor Keaney Team Room/Locker Room Project, which provides upgrades to women's track and field, gymnastics, volleyball, men's soccer, track and field baseball, as well as equitable locker rooms for staff.

9) Requests for non-restricted funds will be made annually to the RIRAA. The Executive Director will continue to ask each sport's coach for their budget request.

10) The Department of Athletics has hired an outside marketing and advertising firm to provide us with recommendations on marketing, promotions, and advertising. After a full review, a policy will be developed to ensure equitable provision of services for women's sports programs.

11) The Department of Athletics will plan to recruit and hire minority employees as part of the overall University plan.

12) The compiling of data by the Affirmative Action Office will be used to identify under-represented individuals of a particular racial/ethnic group within the Department of Athletics. Targeted recruitment will be developed to address under-represented groups.

13) The Department of Athletics will continue to observe all University hiring policies and proactively seek qualified minorities.

14) The Office of the Director of Athletics will develop an internal mailing list comprised of relevant minority groups, institutions, and individuals who will be routinely notified when vacancies exist.

15) A formal working relationship will be developed with the Director of the Multicultural Center by inviting its Director, Melvin Wade, to be a guest speaker at a staff meeting and making presentation(s) on diversity issues on campus.

16) We will co-sponsor Bridges 1997, a student organization to bring diverse students together for a two-day retreat. Twenty (20) of the sixty (60) participants will be student athletes.

17) Efforts will be made to introduce and include new minority student athletes to a campus-wide support group entitled, Faculty/Staff and Friends of Color.

18) Support services for student athletes will be a regular agenda item at weekly and monthly staff meetings.

19) Every effort will be made to ensure that exit interviews are conducted by senior staff members in the Department of Athletics of all student athletes, prior to their leaving the sports program. Additional questions regarding gender and minority issues will be included as part of the exit interview.

20) An Equity Plan will be adopted before fall 1997. Many of the issues identified in this report have been addressed by this plan, which will be reviewed by the University Advisory Board, the Student Athletic Advisory Committee, and the Athletics Committee of the Board of Governors.

21) The Department of Athletics will work closely with the University's Affirmative Action Office. The Affirmative Action Office is currently reviewing the institution's Minority Equity Plan, which will be completed by fall 1997. The Department of Athletics' goals parallel the institutional goals.

22) The Department of Athletics will be revising its mission statement before the start of the 1997-98 academic year. This statement will reflect the program's commitment to Title IX and the NCAA's equity-related principles.

23) Every effort will be made to work with the Board of Governors to gain approval for increases in the Title IX portion of the Athletics fee in 1998 and 1999 to support increases in athletic scholarships for women.

24) The Director of Athletic Training and the Director of Physical Therapy will be asked to explore a collaborative partnership between the Department of Athletics and graduate students in Physical Therapy.

25) The Sports Information Director will meet with the coaches by the end of the 1996-97 academic year to see how the publicity budget could be better spent to address the publication needs of each team. A review of brochures for all sports will also be done.

26) The peer view team recommends that the institution revise its gender equity plan to assign a specific timetable for the addition of women's crew.

27) The peer view team recommends that the institution revise its gender equity plan to assign individuals or offices responsible for carrying out each task outlined in the plan.

28) The peer view team suggests that the institution review the apparent discrepancy in the allocation of discretionary funds in regards to the women's sport programs.

III) Steering Committee

A) The Chair of the Steering Committee, Abu Bakr, has been appointed by the Chief Executive Officer and is a member of the University's senior management team.

B) Steering Committee Responsibilities

1) Collect and organize pertinent data

2) Coordinate activities of the subcommittees and monitor progress of the self-study

3) Review reports of the institution, the peer-review team and the NCAA Division I Committee on Athletics Certification in relation to the institution's previous self-study.

4) Review reports of the steering committee and the subcommittees.

5) Maintain a written record of:
a) dates of subcommittee and steering committee meetings and those in attendance,
b) individuals responsible for writing each section of the self-study report, and
c) invitations to subcommittee and steering committee members to review and comment on draft reports and dates the invitations were extended

6) Produce and distribute the final self-study report.

C) Steering Committee Membership - The appointments of the Steering and subcommittees are complete, and specific requirements have been satisfied.

IV) Proposed self-study activites:

A) Preparation of Subcommittee Reports
B) Steering Committee Participation
C) Participation by University constituencies (both internal and external)
D) Preparation of Institutional Self-Study Report
E) Public Communication.

As stated previously, each of the three (3) subcommittees under the leadership of its chairperson will gather pertinent data, and analyze this data consistent with the issues and self-study items outlined by the NCAA. Each sub-committee has a broad representation of University constituencies. (See answer #3 in Introduction to Self Study).

Upon completion of its data gathering and its analysis, each subcommittee will prepare a draft report summarizing its findings, setting forth its conclusions, and making recommendations for current and future action.

The Chair of the NCAA Steering Committee, along with the Director of Athletics and the Faculty Representative will conduct a preliminary review of the drafts and then work with the subcommittee chairs for follow-up revisions. Upon completion of these preliminary reviews and follow-up activity, the Steering Committee as a whole will receive the three (3) reports for reaction and comment.

Subcommittees will rework their reports based upon the Steering Committee's feedback, campus forums, and other sources of activity and input. Ultimately, the Chief Report Writer, under the guidance of the Chair, will prepare the final self-study report based upon and incorporating, the three (3) subcommittee reports.

Concurrent with this work, there will be open campus forums, each designed to invite and provide for comment on athletics at URI within the context of NCAA Certification Process issues. These forums will be held for students, faculty, staff, and external constituencies.

V) Timeline:

A) November - December 2003: Filling of Steering Committee and subcommittees.
B) February 2004: Subcommittees begin their work based upon the guidelines and issues set forth in the NCAA Division I Athletics Certification Handbook and the Self-Study Instrument. Subcommittees will meet as needed but not less than once per month.

C) February - March 2004: Steering Committee has periodic meetings to discuss strategic plan for process, to review committee memberships, and related matters.

D) February 23, 2004: NCAA Orientation Visit

E) March - April 2004: Public announcement regarding the initiation of the process and its implementation and purpose.

F) June 30, 2004: Subcommittee preliminary drafts completed. The Steering Committee will receive periodic updates from each of the subcommittee chairs during this time period.

G) July 2004: Preliminary drafts reviewed by Steering Committee.

H) August/September 2004: Subcommittees rework draft reports based upon feedback from the Steering Committee.

I) September, 2004: Open Forums

J) November/December 2004: Second draft reports due.

K) November/December 2004: Second draft reports reviewed by Steering Committee Chairperson.

L) December 2004: Preparation of final self-study report by Steering Committee Chairperson and Chief Report Writer, in consultation with subcommittee chairpersons and other individuals, for submission to NCAA ten (10) weeks prior to site visit.

M) January 2005: Steering Committee Chairperson reports highlights of report to President Carothers, including plans for improvement, for approval.

N) January 15, 2005: Final self-study report submitted to NCAA ten (10) weeks prior to campus evaluation visit. Copies of the report will be delivered to the Faculty Senate, the Student Senate, the Board of Governors, and the Ram Athletic Association Board.

O) February/March 2005: Campus information sessions

P) April 2005: First Review by the Certification Committee

Q) May 2005: Campus Evaluation Visit

R) July 2005: Final Review by the Certification Committee

VI) Other Factors:

The Steering Committee, on behalf of the University, will issue periodic public reports and/or announcements, as appropriate, in order to keep all internal and external constituencies fully informed of the certification process and its work. These reports and announcements will be issued to print and broadcast media throughout Rhode Island and to select media in New England covering URI athletics. They will also be distributed to the URI community and alumni through e-mail, the student newspaper, the University's official publication (the PACER), and alumni magazine (QUAD ANGLES).

Final decisions by the NCAA Committee on Athletics Certification, as well as the University's actions based upon its self-study and peer review evaluation, will be communicated in the same manner. Dave Lavallee, a member of the University's Communications staff, has been appointed as the certification process communications coordinator an as an ex-officio member of the Steering Committee.

We have appointed Eileen Orabone the Administrative Assistant/Campus Liaison for the NCAA Athletics Certification Program and Ania Hopkins, Esquire as Chief Report Writer. Working with and under the supervision of Abu Bakr, the Steering Committee Chair, Ms. Hopkins will be responsible for drafting the self-study report, but Abu Bakr will be primarily responsible for the final report.

Appendix A.1.

STEERING COMMITTEE

Abu R. Bakr, Chair, Assistant to the President
Dr. Robert L. Carothers, President
Dr. Thomas R. Dougan, Vice President for Student Affairs
Dr. Yngve Ramstad, Professor and Faculty Representative to NCAA

Mr. Thomas McElroy, Director, Athletics
Ms. Lauren Anderson, Senior Associate Director, Athletics
Mr. Paul C. Kassabian, Compliance Coordinator
Ms. Susan Bergen, Associate Director, Athletics/Finance
Mark M. Higgins, Professor of Accounting
Dr. Lynne Derbyshire, Associate Professor, Communication Studies
(Chair, Equity, Welfare, and Sportsmanship)
Mr. Harry Amaral, Director of Enrollment Services (Chair, Compliance)
Dr. Judith M. Swift, Vice Provost, Academic Affairs (Chair, Academic Integrity)
Ms. Roxanne M. Gomes, Assistant Director, Affirmative Action (Also on Equity Subcommittee)
Ms. Laura Kenerson, Director, Personnel Services, Human Resource Management
Ms. Michele Nota, Executive Director, Alumni Relations
Mr. Mike Mancuso, Director, Ram Athletic Association
Ms. Gail Delaney-Kimball, Chair, Women's Athletic Booster Club
Mr. Kevin Lopes, President, Student Senate; Track Team Member (Also on Academic Integrity)
Ms. Kelly Liebowitz, Graduate Student
Ms. Kirsten Olsen, Softball, Student Athletic Advisory Committee Chair, Student Representative to A-10
Ms. Joanne M. DiBello, Director of Marketing & External Relations, CCE,
URI Feinstein Center, Providence Campus

Serving Ex-Officio:
David Lavallee, Communication Liaison for URI, Communications and News Bureau
Ms. Elizabeth Perry, Atlantic-10 Conference Liaison
Ms. Eileen Orabone, Administrative Assistant, Campus Liaison
Ms. Ania Hopkins - Report Writer

Appendix A.2.

GOVERNANCE & COMMITMENT TO RULES COMPLIANCE COMMITTEE
Chair: Mr. Harry Amaral, Director, Enrollment Services
Mr. Tom Drennan, Coach, Men's Golf
Ms. Julia Beasley, Head Coach, Rowing
Mr. John Vanner, Associate Director, Athletics
Dr. R. Choudary Hanumara, Professor, Computer Science & Statistics
Ms. Fran Cohen, Dean of Students
Mr. George Landes, URI Alumnus
Ms. Kathy Goulding, President, URI Alumni Association
Ms. Wes Lessard, Alumnus, President, 5th Quarter Club
Ms. Theresa Martins, Student-Athlete, Track
Mr. Domenic Macia, Student-Athlete, Swimming

Appendix A.3.

ACADEMIC INTEGRITY COMMITTEE

Chair: Dr. Judith Swift, Vice Provost for Academic Affairs

Ms. Lauren Anderson, Senior Associate Director, Athletics
Ms. Christine Sutcliffe, Head Coach, Women's Softball
Mr. Tim Stowers, Head Coach, Men's Football
Ms. Nancy Kelley, Academic Advisor, University College
Mr. Michael Scott, Academic Advisor, Student Athletes, University College
Dr. John Boulmetis, Professor, Department Chair, Human Science and Services
Ms. Catherine W. Zeiser, Assistant Dean of Admissions
Dr. Timothy J. Tyrrell, Professor, College of Environment and Life Sciences
Kevin Lopes, President, Student Senate, Track
Jess Arnold, Student-Athlete, Field Hockey
Lauren Worm, Gymnastics

Appendix A.4.

COMMITMENT TO EQUITY, WELFARE, AND SPORTSMANSHIP

Introduction to Self-Study Report

Chair: Dr. Lynne Derbyshire, Associate Professor, Communication Studies
Mr. Mick Weskott, Coach, Swimming
Mr. Paul Kassabian, Compliance Coordinator
Ms. Roxanne Gomes, Assistant Director, Affirmative Action
Ms. Laura Kenerson, Director, Personnel Services, Human Resource Management
Ms. Katie Stallings, Student-Athlete, Women's Basketball
Mr. Jamal Wise, Student Athlete, Men's Basketball
Mr. Frank Leone, Coach, Baseball
Ms. Lauren Anderson, Senior Associate Director, Athletics
Ms. Laurie Feit-Melnick, Coach, Women's Track
Ms. Mary Abigail Thornbladh, Student Athlete, Volleyball
Ms. Laurisa Ewert, Student-Athlete, Women's Basketball
Dr. Arthur C. Mead, Professor, Economics

Note: The Director of Athletics and the Faculty Representative will serve on all subcommittees as ex-officio members.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Mission of the Athletics Program and the Institution

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Mission of the Athletics Program and the Institution). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Mission of the Athletics Program and the Institution) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

5. Please provide the athletics program mission statement and indicate the date of formal approval of the latest versions.

6. Please provide text excerpts from the institution's mission statement that correlate to the mission statement of the athletics program.

7. Explain how the mission of the athletics program relates to that of the institution as a whole.

8. Describe how and to whom the athletics program's mission statement is circulated.

9. Please provide specific examples demonstrating how the athletics program's mission and goals are or are not supported by the actual practices of the athletics program.

Evaluation

1. Does the institution demonstrate that the mission and goals of the athletics program relate clearly to the mission and goals of the institution? **Currently Yes**

2. Does the institution demonstrate that the mission and goals of the athletics program support the educational objectives, academic progress and general welfare of student-athletes? **Currently Yes**

3. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff, including women? **Currently Yes**

4. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff who are minorities? **Currently Yes**

5. Does the institution demonstrate that the mission and goals of the athletics program embrace the Association's principles of sportsmanship and ethical conduct? **Currently Yes**

6. Does the institution demonstrate that the mission and goals of the athletics program are widely circulated among the institution's internal and external constituencies? **Currently Yes**

7. Does the institution demonstrate that the actual practices of the institution's athletics program are consistent with the athletics program mission and goals? **Currently Yes**

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

   THE PEER REVIEW TEAM RECOMMENDS THAT THE COMPLIANCE COORDINATOR BE THE PRIMARY INDIVIDUAL RESPONSIBLE FOR BOOSTER EDUCATION.

   University Action:

   The Compliance Coordinator meets with representatives of all URI booster clubs. The Compliance Coordinator communicates NCAA regulations, provides changes and interpretations, and responds to inquiries by e-mail, memoranda, and personal interaction.

   Compliance information is also distributed to booster club members through Rhode Island Ram Athletic Association mailings. In addition, the Compliance Coordinator meets annually with the Executive Director of the Rhode Island Rams Athletic Association to communicate NCAA regulations. The Executive Director subsequently meets with booster clubs throughout the year. The URI Athletics website (gorhody.com) also provides information on all booster club by-laws, identification of athletic representatives, as well as permissible and prohibited activities.

   THE PEER REVIEW TEAM SUGGESTS THAT THE COMPLIANCE COORDINATOR INCREASE THE IN-PERSON EDUCATIONAL EFFORTS AIMED AT THE COACHING STAFF.

   University Action:

   Currently the Compliance Coordinator provides periodic reviews with coaching and administrative staff. In-person education is done on an ad-hoc basis. A general compliance educational session is conducted yearly at the start of each academic year. Three educational sessions are planned for the 2004-05 academic year.

   THE PEER REVIEW TEAM RECOMMENDS THAT THE PRESIDENT AND THE ATHLETIC ADVISORY BOAD REVIEW AND APPROVE THE ATHLETICS COMPLIANCE POLICIES AND PROCEDURES MANUAL TO ALLOW THE COMPLIANCE COORDINATOR TO PUBLISH AND CIRCULATE THE MANUAL TO ALL INDIVIDUALS WITH COMPLIANCE RESPONSIBILITIES.

   University Action:

   Currently the Department of Athletics Compliance Manual is produced in August and provided to the President and the Athletic Advisory Board (AAB) for review. Any recommendations to the manual are discussed and implemented as appropriate. The first review was conducted in the Fall of 1998.

   THE PEER REVIEW TEAM SUGGESTS THAT THE FINANCIAL AID AND ELIGIBILITY SECTIONS OF THE CURRENT DRAFT OF THE ATHLETICS COMPLIANCE POLICIES AND PROCEDURES MANUAL BE REVIEWED BY THE INDIVIDUALS EXTERNAL TO ATHLETICS WHO HAVE COMPLIANCE RESPONSBILITIES IN SPECIFIC AREAS.

   University Action:

Currently Enrollment Services, which comprises the financial Aid, registrar and bursar functions of the university, reviews all athletics-related financial aid policy and procedures as well as any legislative changes from the NCAA. The University has a Compliance Policies and Procedures Manual distributed to all individuals responsible for compliance and oversight. The latest complete compliance policies and procedures manual was designed, compiled, produced, and distributed by the URI Compliance Coordinator for the academic years 2001-2003. This manual is updated annually to include revised regulatory changes approved for inclusion in the NCAA Manual.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION APPOINT THE RULES COMPLIANCE EVALUATION COMMITTEE AND COMPLETE THE INITIAL EVALUATION WITHIN SIX MONTHS AFTER IT RECEIVES ITS FINAL CERTIFICATION DECISION.

University action:

President Robert L. Carothers appointed a rules-compliance evaluation committee made up of the Associate Director of Enrollment Services/Registrar, the Assistant Dean of Admissions, and the Associate Director of Enrollment Services/Financial Aid. The committee completed the evaluation in 1998.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The original plan from the 1997 is noted in UPPERCASE followed by institutional actions to address these items.

THE EXECUTIVE DIRECTOR OF THE RIRAA WILL ATTEND EACH BOOSTER CLUB'S ANNUAL SEASONAL ORGANIZATIONAL MEETING AND REVIEW NCAA RULES AND COMPLIANCE ISSUES.

University Action:

All booster club meetings and events are attended by the Rhode Island Ram Athletic Association's (hereinafter "RIRAA") Executive Director, the particular sport's Sport Administrator, the Deputy Director of Athletics, and/or the Director of Athletics.

THE EXECUTIVE DIRECTOR FOR RIRAA WILL REQUEST THAT A WRITTEN SUMMARY OF EACH BOOSTER CLUB'S ACTIVITIES BE GIVEN TO HIM AT THE END OF EACH FISCAL YEAR.

University Action:

The Executive Director of the RIRAA works in conjunction with the Athletics Business Office to generate income/expense reports for all booster fundraising events in addition to monthly reports on the status of each booster club account.

3) THE ATHLETIC ADVISORY BOARD SHOULD BE FORMALLY EXPANDED TO INCLUDE AT LEAST ONE REPRESENTATIVE FROM THE STUDENT-ATHLETE ADVISORY COMMITTEE, PREFERABLY THE CHAIRPERSON. THIS IS TO BE IMPLEMENTED BY SEPTEMBER 1997, AND THE UNIVERSITY MANUAL'S DESCRIPTION OF THE BOARD COMPOSITION SHOULD BE THEREAFTER AMENDED.

University Action:

In the Fall of 1997 the Athletic Advisory Board was expanded to include a member of the Student-Athlete Advisory Committee. The University Manual has been amended to reflect the change in the Board composition.

4) THE BUDGET OF THE COMPLIANCE OFFICE SHOULD BE FUNDED ENTIRELY THROUGH THE PRESIDENT'S BUDGET IN ORDER TO MINIMIZE THE PERCEPTION OF THE COMPLIANCE COORDINATOR APPEARING AS A STAFF MEMBER OF THE ATHLETICS DEPARTMENT. REALLOCATION OF FUNDING IS TO OCCUR AT THE BEGINNING OF THE NEXT FISCAL YEAR.

University Action:

As of August 1997, the Compliance Office is funded directly through the Office of the President and appears as a line item in that budget.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

No additional plans/recommendations relating to Operating Principle 1.2 have been developed except those plans/ recommendations that came about as a result of the rules compliance evaluation that is referred to in Operating Principle 1.3 Item #21.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation (s) for partial completion of such required actions.

No interim report was issued related to the Operating Principle 1.2 (Institutional Control, Presidential Authority, and Shared Responsibilities).

5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved (if any).

The Rhode Island Board of Governors of Higher Education (hereinafter "RIBGHE") approved the construction of the Thomas M. Ryan Convocation Center and the Bradford R. Boss Ice Arena. In addition, the RIBGHE approved the athletic fee pursuant to Title IX which supports athletic activities.

6. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.

President Robert L. Carothers has been significantly involved and/or authorized the following:

1. The construction of the new Thomas M. Ryan Convocation Center, which is used for men's and women's basketball events, offices of athletics department administration, training and locker room facilities and various social and cultural events for the campus community and public.

2. The construction of the Bradford R. Boss Ice Arena, an ice rink used for recreational hockey, figure skating, club and professional hockey;

3. The placement of all athletic advising under the direct oversight of the Dean of University College, the University's advising arm for all students;

4. Restructuring of the administrative reporting lines for athletics administration to facilitate more effective day-to-day supervision and monitoring of athletics. The Director of Athletics now reports to the Vice President for Student Affairs and when appropriate has direct access to the President.

5. Hiring of a new director of athletics, men's head football coach, men's head basketball coach, and NCAA compliance coordinator;

6. Approved the Athletic Advisory Board's recommendation to the Faculty Senate to restrict athletic contests during reading days and final examinations;

7. Approved the hiring of an independent assessment team for the certification of compliance and for compliance rules investigation;

8. Approved the engagement of an external consulting agency to perform evaluation of the compliance office, March 2003;

9. Approved two (2) FTE positions for athletics fundraising; and

10. Approved the new deputy director of athletics position.

7. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution's governing board, the chief executive officer, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in this process.

The associate directors comprise the senior level administration in the Department of Athletics. Administrative decisions at this level are accountable to review and approval by the Deputy Director of Athletics. The Deputy Director of Athletics subsequently reports to the Director of Athletics, who has overall reponsibilty for administration of the Department of Athletics. The Director of Athletics reports to the Vice President of Student Affairs. The Vice President of Student Affairs subsequently reports to the President who serves as the Chief Executive Officer of the institution.

The Rhode Island Board of Governors for Higher Education (hereinafter "RIBGHE") is the ultimate authority for the state colleges and university. The RIBGHE has the authority to approve the budget for the institution, including tuition and fees as well as approval of and funding for major facilities construction projects. In addition, major policy and personnel hiring decisions are subject to the approval of the RIBGHE.

The Mission Statement (Approved: 08/06/1992; Amended: 06/15/1995, 09/25/1996, 06/28/2004) of the RIBGHE is as follows:

The mission of the Rhode Island Board of Governors for Higher Education is to provide an excellent, efficient, accessible, and affordable system of higher education designed to improve the overall educational attainment of Rhode Islanders and thereby enrich the intellectual, economic, social and cultural life of the state, its residents, and its communities.

To fulfill this mission, the Board of Governors monitors policies to strengthen the quality of the public institutions of higher education and produce a system of higher education that:

Offers the highest quality academic programs from the community college through the graduate and professional school levels;

Establishes high standards for student academic success and ensures that support services are in place to help students meet those standards and earn degrees;

Provides multiple points of entry into a higher education system free of discrimination for students of all ages and backgrounds;

Works to keep the price affordable and to make sufficient financial aid available to support students with financial need as they move toward achieving degrees;

Establishes a clear, distinct mission statement for each of the three institutions with the goal of minimizing duplication and maximizing efficiency;

Advances the cohesiveness and interdependency of the system;

Provides residents with life-long learning opportunities to update their skills and knowledge continuously as they cope with rapidly changing living and work environments;

Provides opportunities for cultural enrichment to add enjoyment to lives;

Supports research that creates new knowledge and promotes economic development;

Develops links with the state's system of pre-K-12 education to ensure an integrated system of higher education that prepares quality teachers and ensures that K-12 students are properly prepared to succeed at college-level work;

Fosters cooperation with the independent institutions of higher education; and

Encourages cooperative ventures with other education and training sectors and with institutions of higher education around the world.

Members of the RIBGHE include:

Frank Caprio, Chairman
Kenneth Aurecchia, Secretary
Kenneth Carter, designee
Miriam Coleman
Jose Gonzalez
Daniel Issa, designee
Pierre LaPerriere
Thomas Rockett
Daniel Ryan
Michael Ryan
Michael Schuster
Solomon A. Solomon
Anne Szostak
James DiPrete
Paula Arruda
Jack R. Warner, Commissioner of Higher Education

Oversight of the University's athletics programs was formerly the purview of the Athletics Sub-Committee. This committee visited the University annually to gain first-hand knowledge of all aspects of intercollegiate athletics. Since the initial self-study, this committee has been abolished. The RIBGHE has assumed overall responsibility for monitoring the Department of Athletics. Depending on the nature of issues under review by the RIBGHE, subcommittees such as Facilities and Finance may have the authority to review and make recommendations to the RIBGHE.

The University Manual outlines the process and procedures for internal monitoring of the Department of Athletics. (Last updated June 29, 2004)

5.14.10 - The Athletics Advisory Board shall serve as a policy review board for all athletic programs for men and women, including intercollegiate, club, intramural, and recreational sports and the management of facilities and equipment. The Board shall make its recommendations to the President. In performing its functions, the Athletics Advisory Board shall advise and review, on a continuing basis, all fiscal, educational and social policy affecting all athletic programs, make recommendations regarding level of competition, and the nature of intercollegiate schedules.

For the role of the Athletics Advisory Board on issues regarding championships and special tournaments during the final examination period see section 8.51.31. The Board shall also approve University athletic awards.

5.14.11 - The Board shall be comprised of nine voting members: four faculty members, one undergraduate student, one graduate student, two alumni; the President shall appoint one additional faculty member to serve as the ninth member and chairperson. The faculty membership shall be appointed in consultation with the Faculty Senate; the student membership shall be appointed in consultation with the Student Senate and the Graduate Student Association; the Alumni representatives shall be appointed in consultation with the Alumni Association. For each appointment made to the Board, each constituency shall nominate two persons.

The President shall make appointments from among these nominations. Terms of appointment for faculty, administrators and representatives of the Alumni Association shall be for three years, renewable once at the end of the first term. Terms of appointment for students shall be for one year, renewable at the end of the first term. The Director of Athletics, the Associate Director of Athletics for Women, and the Vice Provost for Academic Affairs shall be ex-officio non-voting members of the Athletics Advisory Board.

5.14.12 - The Chairperson of the Faculty Senate shall submit his/her recommendations for faculty membership not later than September 15 each year. No member of the Athletics Advisory Board shall be an active coach during the term of appointment.

5.14.13 - The faculty representatives on the Athletics Advisory Board shall report to the Faculty Senate at least once each year and whenever there is a major change in policy. They shall keep the Senate informed of policies in effect.

5.14.14 - The Alumni Association shall submit its recommendations for alumni membership not later than Alumni Day each year.

5.14.15 - The President of the Student Senate and the President of the Graduate Student Association shall submit their recommendations for student membership no later than October 1st of each year.

5.14.16 - The Chairperson shall be responsible for preparing the agenda and calling the meetings. The senior alumni member shall be vice chairperson. The junior faculty member shall be secretary.

5.14.17 - The Athletics Advisory Board shall meet each month during the academic year. Special meetings shall be called by the chairperson, or in the absence of the chairperson, by the vice chairperson. All members shall be advised in advance of the date, time, place and agenda of the meeting.

8. Please provide the composition of the athletics board or committee, if one exists, including titles and positions.

Current Members of the Athletic Advisory Board (AAB):
John Boulmetis, Faculty
David Heskett, Faculty
Yngve Ramstad, Faculty, Chairman
Richard Rendine, Alumni member
Gerald McKinney, Alumni member
George Nippo, graduate Student Representative
Thomas McElroy, Athletic Director, ex-officio 07/04
Lauren Anderson, Associate Director, ex-officio
Judith Swift, Vice-Provost, ex-officio
Barbara Luebke, Faculty member
Tim Tyrell, Faculty member
Brian McGuire, Undergraduate Student

Information to be available for review by the peer-review team, if requested:

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings. (Please flag those that relate to the athletics program or athletics interests.)
- Published policies of the institution's governing board. (Please flag those that relate to the athletics program or athletics interests.)
- An institutional organizational chart and an athletics department organizational chart.

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**

2. Does the institution demonstrate that the chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**

3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

Governance and Commitment to Rules Compliance

Operating Principle

1.3 Rules Compliance

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.3 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

   THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION APPOINT THE RULES COMPLIANCE EVALUATION COMMITTEE AND COMPLETE THE INITIAL EVALUATION WITHIN SIX MONTHS AFTER IT RECEIVES ITS FINAL CERTIFICATION DECISION

   University Action:

   The University President appointed a rules-compliance evaluation committee made up of the Registrar, the Assistant Dean of Admissions, and the Director of Enrollment Services. The committee completed the evaluation in 1998. The most recent evaluation of the Compliance Office was conducted by the external team, Hall, Render, Killian, Heath, and Lyman.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.3 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   The original institutional plan from 1997 is noted in UPPERCASE followed by institutional actions to address these items.

   THE BUDGET FOR THE COMPLIANCE OFFICE SHOULD BE FUNDED ENTIRELY THROUGH THE PRESIDENT'S BUDGET.

   University Action:

   Since 1997, the Compliance Office's budget has been funded entirely through the President's Office.

   REPORTING OF ALLEGED OR SELF-DISCOVERED VIOLATIONS SHALL CONTINUE TO BE MADE BY THE COMPLIANCE COORDINATOR TO THE ATHLETIC DIRECTOR, THE APPROPRIATE ASSOCIATE DIRECTOR, THE NCAA FACULTY ATHLETIC REPRESENTATIVE, AND THE PRESIDENT.

   University Action:

   The Compliance Coordinator continues to follow the recommended reporting procedures for all alleged and self-discovered violations.

BY SEPTEMBER 1998, THE PRESIDENT SHALL APPOINT A RULES-COMPLIANCE EVALUATION COMMITTEE, CONSISTING OF MEMBERS FROM OUTSIDE THE ATHLETICS DEPARTMENT, TO PERFORM AN EVALUATION OF THE COMPLIANCE OFFICE ON A BI-ANNUAL BASIS.

University Action:

The University President appointed a rules-compliance evaluation committee made up of the Registrar, the Assistant Dean of Admissions, and the Director of Enrollment Services. The committee completed the evaluation in 1998. The most recent evaluation of the Compliance Office was conducted by the external evaluation team, Hall, Render, Killian, Heath, and Lyman. (See Operating Principle 1.3 Items #18- 21).

Currently the President conducts an annual performance evaluation of the Compliance Coordinator.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.3 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The following are additional actions taken by the institution relating to Operating Principle 1.3 (Rules Compliance) that were developed since the 1997 Certification.

University Action:

1. The University developed a more indepth Compliance Manual;

2. The University developed a Hazing Policy and sign-off form for student-athletes;

3. The University developed an Official Visit sign-off form for recruits, student hosts, and coaches;

4. The University developed a Transfer Procedure Form;

5. The University developed an Unofficial Visit monitoring form;

6. The University created a Camp, Clinic, and Promotional Activity form for student-athletes; and

7. The Compliance Office currently monitors the recruitment activity of all twenty-two (22) sports. All official visits must be reviewed and approved by the Compliance Coordinator. Incoming student-athletes' folders now contain their official visit approval sheet (if applicable), an NCAA Clearinghouse form, a scholarship letter (if applicable), and any other pertinent material.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.3 (Rules Compliance). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

No interim report was issued for Rules Compliance.

5. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster-club, support group or foundation boards.

All URI athletic booster clubs and support groups fall under the umbrella of the Rhode Island Rams Athletic Association (hereinafter "RIRAA"). Any and all booster club fundraising events must receive prior approval by the RIRAA Executive Director, the Associate Director of Athletics for Business and Finance, and the Deputy Director of Athletics, and/or Director of Athletics. Any compliance issues relating to the event are brought to the attention of the Compliance Coordinator for immediate review.

The Executive Director of RIRAA meets with the Compliance Coordinator on an annual basis (August/September) to discuss any rules interpretations or changes in NCAA legislation. Those regulations pertaining to each organization are then disseminated through the Executive Director.

All booster club meetings and events are attended by the RIRAA Executive Director, the particular sport's Sport Administrator, the Deputy Director of Athletics, and/or the Director of Athletics.

Any board member or a member of the association known to be or alleged to be in violation of NCAA rules shall be removed immediately by the President of the association and thereafter subject to reappointment by a two-thirds vote of the board of directors present at a scheduled meeting.

6. Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the CEO designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to eligibility certification, investigation and self-reporting of violations and monitoring of financial aid.

The Director of Enrollment Services is the responsible individual for rules-compliance concerning eligibility certification and financial aid.

The Associate Director of Enrollment Services, performs both eligibility certification and financial aid monitoring.

The reporting lines for compliance are: President, Vice-President of Student Affairs, The Athletic Advisory Board, and the Director of Athletics.

*The Compliance Coordinator reports directly to the President. The Athletic Advisory Board also reports to the President.

*The Faculty Advisor Representative, who serves as chairperson of the Athletic Advisory Board, provides an annual report to the Faculty Senate.

*The Director of Enrollment Services is responsible for eligibility certification as well as financial aid and reports to the Vice Provost for Academic Affairs.

*The Dean of Admissions reports to the Vice Provost for Academic Affairs.

*The Senior Associate Director and the Associate Directors of Athletics report to the Deputy Director of Athletics.

*Coaches report to the Senior Associate Director and Associate Directors of Athletics.

*The Associate Director of Athletics for Business and Finance reports directly to the Controller.

7. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

COMPLIANCE AUDIT- RULES REVIEW

The Director of Athletics believes that education of staff members, coaches and student-athletes regarding rules and regulations is vital to maintaining an athletics program that remains in compliance with NCAA, and the Atlantic 10 Conference rules and regulations. The Compliance Office conducts an annual Certification of Compliance meeting each August with all Department of Athletics staff members. All administrative staff members are required to attend the meeting for their specific areas. All compliance policies and procedures of the department are

reviewed during this meeting. New rules and/or additional interpretations of existing rules are emphasized with special emphasis on updates on NCAA and Atlantic 10 Conference legislation.

Furthermore, the Compliance Office circulates rule interpretations to staff members and coaches throughout the year and holds educational sessions each academic year with head coaches and designated staff members from each sport. Interpretations are provided to each sport and staff member as appropriate, as a result of a specific question, published interpretations, etc.

Regarding student-athletes, the Compliance Office conducts compliance meetings with each athletic team prior to the start of its season. Each student-athlete receives a mandatory NCAA educational packet as well as a University of Rhode Island information sheet. Compliance meetings with athletic teams include question and answer sessions. Department of Athletics administrators and coaches do not attend these sessions. During all meetings it is strongly emphasized that the Compliance Coordinator reports directly to the President of the University. These question and answer sessions allow student-athletes to ask questions or discuss issues that they may feel uncomfortable addressing in the presence of Department of Athletics administrators or coaches.

The Compliance Coordinator also interacts with the Student-Athlete Advisory Committee (hereinafter "SAAC") chairman regarding legislative voting issues, rules interpretations, and general NCAA regulations.

8. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.

All administrative and coaching staff contracts and job descriptions mandate strict adherence to NCAA rules and regulations. The Compliance Coordinator is involved in all Department of Athletics administrative staff meetings. It is during these meetings that compliance issues are discussed and information is shared with all department heads. Additionally, the Compliance Coordinator conducts regularly scheduled compliance issues training sessions.

9. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.

Each person responsible for rules compliance issues has those duties specifically stated in their official job description. The Compliance Coordinator works closely with the Director of Enrollment Services and the Associate Directors concerning all eligibility certification and financial aid monitoring. A representative from Enrollment Services attends the annual NCAA educational session. In addition, the Compliance Coordinator and the Enrollment Services representative review the current certification process for eligibility. Enrollment Services in conjunction with the Compliance Office educate the individuals responsible for certification in each degree granting college.

10. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of initial-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of initial-eligibility are as follows:

1) The initial-eligibility process begins when the individual athletic teams submit an institutional Clearinghouse request form with all prospective student-athletes to the Compliance Office;

2) The Compliance Office inputs that information to the NCAA Clearinghouse for review. The coach then submits the name and identification number of the prospect on an Institutional Athletic eligibility form to be reviewed by the Enrollment Services designee;

3) An Enrollment Services designee in turn reviews the NCAA Clearinghouse database for the status code for the prospective student-athlete in question. The designee then posts the current status of each individual in the institution's database;

4) The Compliance Office produces bi-weekly Clearinghouse reports for each athletic program. In addition to the reports, the Compliance Coordinator also conducts educational sessions with the coaches regarding the Clearinghouse codes. The sessions also address any additional actions that need to be taken by prospective student-athletes regarding their certification from the Clearinghouse; and

5) After final status has been determined, Enrollment Services then indicates, via paper copy and through the institution's database, the final status for those specified individuals. This information is then relayed to the appropriate coach through the Compliance Office.

POLICY:

Admission to the University is competitive and applications are reviewed as soon as complete credentials are submitted. Primary emphasis in the application review process is placed on the secondary school record, the quality of courses selected, and the grades earned. The results on standardized tests (SAT and ACT) are viewed as supplemental information. All freshmen candidates are required to present a minimum of 18 credits of college preparatory work as follows: 4 units in English, 3 in algebra and plane geometry, 2 in a physical or natural science, 2 in history or social science, 2 in foreign language and additional units that meet specific college requirements. Students majoring in business, chemistry, computer science, engineering and physics must complete 4 units of mathematics (trigonometry). Engineering students should select chemistry and physics as well. All students are encouraged to select their additional units from the arts, humanities, foreign languages, mathematics, social sciences, or laboratory sciences. Candidates who have been out of secondary school three years or less are required to submit an SAT or ACT. Non-native English speaking students and international students are required to submit the TOEFL or ELPT. Any applicant, whose secondary school language of instruction was other than English, must submit an official TOEFL score of 550 or above (213 or above in the computerized version) or an ELPT score of 965 or above.

Transfer students who have taken courses or have been enrolled at another college, regardless of how brief the stay, must have been in good standing at the time they left and eligible to return. Preference for admission is given to students with 24 or more transferable credits and a minimum quality point average of 2.5 on a 4.0 scale. Transfer admission is assured for applicants from the Community College of Rhode Island with an Associate of Arts degree and a QPA of 2.4 or higher. Transfer to the College of Business Administration requires successful completion of specific prerequisite courses as listed in the University Catalog. The Dean of Admissions may exercise discretion in the admission of Special Admission students if the Dean is convinced that the student has a reasonable chance to successfully complete an academic degree with the availability of academic support services.

Applications from student-athletes are identified by sport through lists of recruits submitted by coaches and by specific sport labels attached to applications. The Dean of Admissions (mens' basketball) and the Assistant Dean of Admissions (all other sports) evaluate all student-athletes. Admission requirements for student- athletes are the same as for all other applicants to the University. Starting in December, bi-weekly meetings are held by the Associate Director of Athletics and the Assistant Dean of Admissions to review the applications of prospective student-athletes. A status report is generated at this meeting informing the coaches of the admissibility of the prospective student-athletes whose applications have been reviewed. This report also informs the coaches if required material is missing from the applicant's file. The Associate Director of Athletics shares the report with the coaches prior to the next meeting with the Assistant Dean of Admissions. At the next meeting of the Associate Director and the Assistant Dean, student-athletes may be accepted, placed on hold to await further information, or denied admission because of academic profile. Athletic department access to the Dean or Assistant Dean of Admissions is restricted to the coaches of major sports as designated by the Director of Athletics. All other sports are represented by the Associate Director of Athletics.

If an applicant is evaluated by the Dean or Assistant Dean of Admissions as an academic risk, the head coach may appeal to the Director of Athletics for support. If the Director of Athletics chooses to support the candidacy, he or she may request a meeting with the Dean of Admissions. As with any admission decision, the President and/or Provostand Vice President for Academic Affairs may set aside the Dean's decision.

11. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of continuing-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of continuing-eligibility certification are as follows:

All returning and transfer student-athletes must meet NCAA and University academic requirements in order to practice and compete for the University of Rhode Island.

1) At the end of each academic year, the Compliance Coordinator and Enrollment Services requests an update of each athletics team roster.

2) The Compliance Office updates the Master Eligibility Lists and forwards those lists to Enrollment Services.

3) Both the relevant Dean's office and Enrollment Services evaluates each student-athlete's academic status at the end of the Spring Semester.

4) The Compliance Coordinator then distributes the Enrollment Services eligibility forms to each head coach for review. Any discrepancy is brought to the attention of the Compliance Coordinator through electronic or hard copy correspondence for re-evaluation.

5) If the original evaluation is incorrect, then the Compliance Office notifies Enrollment Services of a possible oversight and also notifies the Dean's office that they are to review the discrepancy.

POLICY:

In association with past procedures and regulations as outlined in the NCAA Manual the athletic teams notify the Compliance Coordinator, through an athletic eligibility form, of those individuals who will no longer be associated with a particular teams. The remaining student-athletes are then reviewed by the Office of Enrollment Services as to the individual student-athlete's associated college. Enrollment Services then e-mails the appropriate dean of each college a list of regulations as to which student-athlete(s) must be reviewed for certification towards continuing eligibility. It should be noted that the use of e-mail certification/notification is a new procedure that has been implemented to work in conjunction with the University's new computer data management system. All certification must adhere to the rules and regulations of the NCAA Manual (bylaw 14 et al.) as well as the University's standards. Each record is reviewed for declaration of major (subsequent to the student's fourth semester).

Following the notification process which includes matriculation status, quantitative assessment of accumulated credits, percentage earned during normal academic year, cumulative grade point average, minimum six credits passed from previous semester, five-year rule, minimum 12 credits enrolled, etc., each dean is provided both standards of certification for those entering full-time enrollment prior to and after August 1, 2003 (effective date for new NCAA academic standards).

After review the deans forward their assessment to Enrollment Services for notification to the Compliance Coordinator and subsequently to each athletic team and athletic administrator. If there is a question regarding the status of a student-athlete, coaches will notify the Compliance Office. After review from the Compliance Coordinator, the coordinator will notify Enrollment Services of a request for review and they in turn will request another review by the appropriate dean. Ultimately, the Director of Enrollment Services has the final authority to certify any and all student-athletes for continuing eligibility.

12. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of transfer-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of responsibilities pertaining to rules compliance in the area of transfer-eligibility certification are as follows:

All transfer student-athletes must meet NCAA and University academic requirements in order to practice and compete for the University of Rhode Island.

NOTE: If the student transfers to the University from a Division III member institution and meets all NCAA and University academic requirements, he or she may be eligible to compete but shall not receive athletic-related financial aid during the first academic year in residence.

1) The coach notifies the Compliance Office of the prospective student-athlete's intent to transfer from another institution.

2) If a transfer release form has not been received by the University, the Compliance Office requests submission of the form from the prospective student-athlete's current institution.

3) When the transfer release form has been received, the Compliance Office gives a photocopy to the coach, which allows the coach to have communication with the prospective student-athlete.

4) When and if the prospective student-athlete submits an application for admission to the University, the coach submits to the Compliance Office an "athletic eligibility form" and the transfer release form.

5) The coach informs the Sport Administrator (Associate Director of Athletics) that an application has been submitted, who subsequently will inform the Assistant Dean of Admissions of the prospective student-athlete's pending application.

6) The Compliance Office submits the athletic eligibility form and the transfer release forms to the Office of Enrollment Services to verify the prospective student-athlete's eligibility and status of his/her application.

7) The Office of Enrollment Services records the eligibility of the prospective student-athlete in the University's database and communicates the prospective student-athlete's eligibility status via e-mail and/or hardcopy to the Compliance Office.

8) The Compliance Office notifies the coach of the prospective student-athlete's eligibility status.

POLICY:

Transfer students who have taken courses or have been enrolled at another college, regardless of how brief the stay, must have been in good standing at the time they left and eligible to return. Preference for admission is given to students with 24 or more transferable credits and a minimum quality point average of 2.5 on a 4.0 scale. Transfer admission is assured for applicants from the Community College of Rhode Island with an Associate of Arts degree and a QPA of 2.4 or higher. Transfer to the College of Business Administration requires successful completion of specific prerequisite courses as listed in the University Catalog. The Dean of Admissions may exercise discretion in the admission of Special Admission students if the Dean is convinced that the student has a reasonable chance to successfully complete an academic degree with the availability of academic support services.

Applications from student-athletes are identified by sport through lists of recruits submitted by coaches and by specific sport labels attached to applications. The Dean of Admissions (men's' basketball) and the Assistant Dean of Admissions (all other sports) evaluate all student-athletes. Admission requirements for student-athletes are the same as for all other applicants to the University. Starting in December, bi-weekly meetings are held by the Associate Director of Athletics and the Assistant Dean of Admissions to review the applications of prospective student-athletes. A status report is generated at this meeting informing the coaches of the admissibility of the prospective student-athletes whose applications have been reviewed. This report also informs the coaches if required material is missing from the applicant's file. The Associate Director of Athletics shares the report with the coaches prior to the next meeting with the Assistant Dean of Admissions. At the next meeting of the Associate Director and the Assistant Dean, student-athletes may be accepted, placed on hold to await further information, or denied admission because of academic profile. Athletic department access to the Dean or Assistant Dean of Admissions is restricted to the coaches of major sports as designated by the Director of Athletics. All other sports are represented by the Associate Director of Athletics.

If an applicant is evaluated by the Dean or Assistant Dean of Admissions as an academic risk, the head coach may appeal to the Director of Athletics for support. If the Director of Athletics chooses to support the candidacy, he or she may request a meeting with the Dean of Admissions. As with any admission decision, the President and/or Provost and Vice President for Academic Affairs may set aside the Dean's decision.

13. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of investigation and self-reporting of rules violations.

The POLICIES and STEP-BY-STEP PROCEDURES and assignment of specific responsibilities pertaining to rules compliance in the area of investigatoin and self reporting of rules violations are as follows:

In response to a report of a potential violation, the Compliance Coordinator and/or the Director of Athletics / Associate Director of Athletics will determine the following information:

(1) The nature of the incident or violation;

(2) Names of coaches, staff members, student-athletes, prospective student-athletes, alumni or representatives of athletics - as well as identification of their individual interest - who are involved in the incident;

(3) Date(s) and place(s) when and where the violations are thought to have taken place;

(4) Sources of information including names and addresses of the individuals involved; and

(5) Any available supporting evidence and possible "leads" to other evidence.

The standard of evidence that will be applied follow NCAA guidelines: "credible, persuasive and of a kind on which reasonably prudent persons rely on in the conduct of serious affairs."

The Compliance Coordinator is responsible for interviewing all individuals who were involved or who may have knowledge of the potential violation, and requesting and reviewing relevant documents and applicable legislation. If the Director of Athletics or Associate Director of Athletics determines that extenuating circumstances exist, such as a potential conflict of interest, then an alternative investigating officer(s) may be selected to perform the above stated duties. Regardless of the individual(s) assigned with responsibility to conduct the investigation, the investigator is required to document, in writing, the investigation process, all evidence reviewed, and any conclusions and/or recommendations resulting from the review of the evidence.

In the case of a secondary violation (one that appears to be isolated, inadvertent and resulting in no significant competitive or recruiting advantage), the Compliance Coordinator conducts the investigation, secures the necessary information from all appropriate personnel, and reports the progress of the investigation to the President. When the violation involves an issue of eligibility, the student-athlete(s) in question will be declared ineligible until further notification from the NCAA. In all cases, a self-report letter including all relevant information is sent to the NCAA through the Atlantic 10 Conference Office.

Both the Compliance Coordinator and the Director of Athletics notify the University President. If a violation has occurred, meaningful, corrective, and punitive measures are taken against those individuals involved. Finally, an evaluation of the existing rules education program relating to the particular violation is conducted and, if necessary, appropriate changes are made.

In the event of a potential "major" violation or in cases where secondary violations appear to be part of a pattern of violations or involve the failure of a monitoring system, the Compliance Coordinator immediately informs the Director of Athletics to develop a plan for investigating the potential violations. The President of the University is informed of the potential violation and the Compliance Coordinator initiates the investigation. If necessary, the core of the investigation is conducted only by individuals who are not employed by the Department of Athletics. If a violation is determined to have occurred, the external investigators and legal counsel inform the Compliance Coordinator and the President.

Accordingly, the Compliance Coordinator promptly notifies the Director of Athletics of the violation. The Compliance Coordinator, operating with the advice and consent of the President, determines the appropriate corrective and disciplinary actions to be taken. The Compliance Coordinator and the President consult with the Atlantic 10 Conference Office in determining the appropriate and disciplinary corrective action. The Compliance Coordinator prepares a written report, endorsed by the Director of Athletics and Faculty Athletics Representative for submission to the appropriate athletics governing body (Atlantic 10 Conference).

Secondary or major infractions that involve the eligibility of student-athletes will be handled as follows:

1) The student-athlete will be informed of the nature of the inquiry and of its potential effect on his or her eligibility.

2) The student-athlete will be given the opportunity to comment on the potential violation.

If the facts are not in dispute, the University provides an opportunity for a "hearing" for the involved parties. The University notifies the parties of the time, date, and location of such hearing. The involved parties receive notice of the charges, including the right to refute or confirm the evidence, the opportunity to hear the evidence presented against him/her, the opportunity to have an advisor and/or counsel present, and the right to receive a tape recording of the proceedings.

Due to the institution's obligation to withhold ineligible student-athletes from competition, the University may have to withhold a student-athlete from competition prior to receiving a final disposition based on the hearing. Under circumstances where a student-athlete's participation in practice or receipt of athletic financial aid would result in an institutional violation, the University may also have to withhold a student-athlete from practice or from receiving athletic financial aid, pending a final determination of the case.

In responding to reported rules and/or violations that involve a Department of Athletics staff member or student-athlete, the University reviews such factors as whether or not the violation was intentional, whether an advantage was gained (i.e., recruiting, competitive or for the student-athlete involved), whether a student-athlete's eligibility was affected, and whether violations were of a recurring nature.

The NCAA must approve the action taken or recommend other specific corrective actions. Strict confidentiality is maintained throughout the violation reporting and investigation process.

Governance and Commitment to Rules Compliance

14. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of financial aid.

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of financial aid are as follows:

The rules for financial aid disbursement are in the NCAA Manual and may be updated on a yearly basis following the NCAA convention. The Associate Director of Enrollment Services/Financial Aid, is the neutral party who certifies that students meet eligibility requirements and also assigns financial aid. The Director of Enrollment Services is also responsible for this work.

The Compliance Coordinator reports to the President as the outside-athletics party who oversees the application of NCAA policy. Alleged violations of compliance are handled by the Compliance Coordinator. The Director of Enrollment Services may assist the Compliance Coordinator's investigation by responding to questions about financial aid and eligibility certification. The Director of Enrollment Services is also involved when students appeal the termination of their athletic scholarships.

POLICY: REGARDING INDIVIDUAL FINANCIAL AID LIMITS FOR STUDENT- ATHLETES

Financial aid should not exceed the cost of education. The cost of education includes tuition (out-of-state or in-state), fees, room, board, and books. When students live off-campus, they are given room and board equivalents at the lowest room rate and meal plan ($2,128 and $1,631 respectively). The financial aid assigned to the final term bill is compared and adjustments are made. The student receives a notification of change to his/her financial award.

Personal expenses and transportation are factored into financial aid awards for non-athletes, but not for student-athletes. Student-athletes are responsible for their own personal expenses and transportation. If the student-athlete is among the "most needy" s/he will receive a Pell award. The Pell Grants are a federal entitlement of $4,500. If the student is eligible for this award, it is never affected by the disbursement of other aid or awards.

There are two special funds that the NCAA permits students to access. The Compliance Coordinator administers the Special Assistance Fund which has special criteria. The application, which is evaluated by the Compliance Coordinator and the Director of Enrollment Services, certifies that the student has eligibility to participate in the fund. The money is then disbursed by the Compliance Coordinator. This fund is used for special needs such as eyeglasses.

The Special Opportunity Fund is administered by the Associate Director of Athletics for Business and Finance and is new as of this academic year. The following criteria pertain to this award:

Any money a student receives through the University from any source goes through Financial Aid and is recorded as part of the financial aid award. This includes the two funds mentioned above, monetary awards given by academic departments (e.g., English prize), and URI Foundation funds. The award of funds or prizes may affect the total aid package depending on when the award is made in relation to disbursement of funds. As noted above, the Pell Grant, however, is never affected by other awards.

The Director of Enrollment Services initiates certification and aid as soon as he receives team rosters from the Director of Athletics. The Associate Directors of Athletics submit a Grant-in-Aid Agreement for each student to the Director of Enrollment Services. The student, coach and Associate Director sign off on this agreement. The Director of Enrollment Services must certify that student-athletes are full time (minimum of 12 credits) and are making satisfactory progress towards a degree (as defined by the NCAA). The college deans also certify that the student has received passing grades for at least 25% of the minimum number of credits required. However, this minimum is not applied for the first year.

POLICY: REGARDING TEAM LIMITS FOR FINANCIAL AID

The team limit is the maximum number of scholarships that can be offered by a particular sport. The NCAA sets limits for the sport and the Compliance Coordinator ensures that these limits are not exceeded.

15. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of recruiting.

All coaches are subject to NCAA and University regulations regarding recruiting and instate and out-of-state travel.

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilites pertaining to rules compliance in the area of recruiting are as follows:

1. The coach identifies a prospective student-athlete.

2. The coach then determines if the prospective student-athlete is recruitable as defined by the NCAA.

3. If the prospective student-athlete is recruitable the coach may initiate contact via telephone, electronic transmission, U.S. mail or through other means of communication.

4. If the coach deems that the individual is a good prospect, then the coach may offer the prospective student-athlete an official visit.

5. Prior to an official visit, the coach must submit to the Compliance Office an "Official Visit Pre-Approval" form. This form confirms that the prospective student-athlete has been sent:
a) an NCAA Drug Testing Information Letter and
b) a Graduation-Rates Report

Additionally, the coach must provide copies of the prospective student-athlete's:
a)High School Transcript
b)Standardized Test Scores

6. Prior to a coach leaving the institution to observe or communicate with a prospective student-athlete, the coach must pass the NCAA coaches certification exam.

7. Prior to recruiting off-campus, coaches must submit a Travel Authorization Request (TAR) form with each sport administrator for funding approval.

8. The TAR must be approved by the Compliance Coordinator to that the coach is certified and that the recruiting trip will take place during the permissible time period allowed by the NCAA for that particular sport.

9. After the visit any reimbursement for expenses are submitted to the Department of Athletics' Business Office for review.

10. Any questionable expenditures are brought to the attention of the Associate Director of Atheltics for Business and Finances. The Associate Director then notifies the Compliance Coordinator for review.

11. If a violation has occurred then the University Compliance procedures (derived from the University Compliance Manual) are followed.

2-4 YEAR COLLEGIATE TRANSFER:

If a student-athlete from another four-year institution (or someone in their first year of junior college) contacts a coaching staff member regarding transfer possibilities to the University of Rhode Island, the following steps need to be performed:

1. The coach is to inform the student that the coach may not communicate with the student until the University receives a transfer release from the student's current institution.

2. The coach then submits to the Compliance Office the student-athlete's name and social security number (if available). A Transfer Release Request will be forwarded to his or her current institution.

3. The coaches are instructed to NOT CONTACT the transfer student until they have received official written "permission to speak" from the Compliance Office.

4. The Compliance Office will send a "Transfer In" form to the former institution for verification of continuing eligibility. The student-athlete must be in good academic standing, as determined by the former institution to be eligible for immediate competition.

POLICY:

Prior to recruiting off-campus, all head and assistant coaches must take and pass the NCAA recruiting exam. Study sessions are scheduled on an individual basis. All recruiting regulations are included in the University Compliance Manual which is distributed to all coaching staff. Also all head coaches receive the Recruiting Guide booklets published by the NCAA for reference while recruiting off-campus. Any information that becomes available subsequent to the publishing of the Compliance Manual is distributed through electronic communication as well as hard copy memoranda. Recruiting material is distributed and discussed at annual staff meetings.

All coaches are required to submit a recruiting log on a monthly basis. The logs consist of phone calls, contacts,

evaluation dates, and must disclose the number of times the student was contacted or evaluated. Coaches are also required to submit a monthly log on individuals who made unofficial visits to their offices.

16. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of camps and clinics.

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of camps and clinics are as follows:

All sport camps and clinics must be registered with the Compliance Office prior to any advertising or promotion of the camp. The steps listed below must be followed:

1.Camp or clinic director must submit the Camp or Clinic Description Form to the Compliance Office with any necessary attachments.

2.The camp director must also submit a copy of the camp brochure or flyer before printing or sending the brochure/ flyer to potential campers.

3.If compensation will be given to staff employees, the Sports Camp/Clinic Compensation Forms must be submitted prior to the start of the camp.

4. All student-athletes must receive prior written approval from the Director of Athletics in order to be employed by the camp or clinic.

5. Subsequent to the camp or clinic, the following forms must be submitted to the Compliance Office:

Sports Camp/Clinic Payment Ledger

Sports Camp/Clinic Refund List

Individual Discount Form

Group Discount Form

All high school and 2-year college coaches' clinics must also be approved by the Compliance Office prior to any advertising or promotion of the clinic.

17. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in other areas (if applicable).

Not applicable. Procedures are outlined in previous questions.

18. Indicate the dates of the institution's rules-compliance program evaluation conducted by an authority outside of athletics at least once every four years.

The University's rules-compliance program evaluation was conducted as recently as March 19 - 21, 2003.

19. Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices.

The University's rules-compliance evaluation was conducted by the professional business corporation of Hall, Render, Killian, Heath, and Lyman. The institution preferred to hire an outside agency to complete the evaluation to ensure an unbiased review of the institution's rules-compliance. Hall, Render, Killian, Heath, and Lyman have conducted similar evaluations at other Division I institutions.

Governance and Commitment to Rules Compliance

20. The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.

	Yes	No
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration, including individual and team limits.	X	
Recruiting (e.g., official visit, etc.).	X	
Camps and clinics.	X	
Investigations and self-reporting of rules violations.	X	
Rules education.	X	
Extra benefits.	X	
Playing and practice seasons.	X	
Student-athlete employment.	X	

21. Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

The President approved the engagement of an external consulting agency to perform an evaluation of the Compliance Office in March 2003.

The Assessment Team made several recommendations (denoted in UPPERCASE) and the University took action on the following recommendations:

URI SHOULD ENSURE THAT ALL JOB DESCRIPTIONS, PERFORMANCE EVALUATION TOOLS AND CONTRACTS (LETTERS OF APPOINTMENT) INCLUDE ALL DUTIES AND RESPONSIBILITIES RELATED TO THE RULES-COMPLIANCE PROGRAM. THIS INCLUDES PERSONNEL INSIDE AND OUTSIDE OF THE ATHLETICS DEPARTMENT WITH RULES-COMPLIANCE RESPONSIBILITIES (E.G., FINANCIAL AID OFFICE, REGISTRAR'S OFFICE AND ADMISSIONS OFFICE).

Please refer to University Action immediately following this corrective action. (Please see below).

URI SHOULD REVIEW ALL CONTRACTS AND LETTERS OF APPOINTMENT TO ENSURE THAT ALL SUCH DOCUMENTS INCLUDE THE STIPULATION SET FORTH IN NCAA BYLAW 11.2.1 (CONTRACTUAL AGREEMENTS - STIPULATION THAT NCAA ENFORCEMENT PROVISIONS APPLY).

University Action:

Currently all job descriptions, performance evaluation tools, contracts, and letters of appointment include language that dictate adherence to NCAA rules and regulations. The Department of Athletics has initiated the process of editing the language of bylaw 11.2.1 to ensure compliance with NCAA regulations.

CONSIDERATION SHOULD BE GIVEN TO THE INCLUSION OF THE COMPLIANCE COORDINATOR IN SENIOR ATHLETIC DEPARTMENT ADMINISTRATIVE MEETINGS. THIS INCLUSION WILL ENABLE THE COMPLIANCE COORDINATOR TO CONTRIBUTE ON TOPICS THAT HAVE COMPLIANCE IMPLICATIONS, DIRECTLY OR INDIRECTLY. ADDITIONALLY, THE PRESENCE OF THIS POSITION IN SENIOR MANAGEMENT MEETINGS WILL REINFORCE CREDIBILITY TO THE IMPORTANCE OF RULES-COMPLIANCE TO THE REMAINDER OF THE STAFF.

University Action:

The Compliance Coordinator has been included in administrative staff meeting. However, the Compliance Coordinator has not attended these meetings in the past four months. The recommendation of this committee is that the new Director of Athletics review the appropriateness of this recommendation.

COACHES' ANNUAL PERFORMANCE EVALUATIONS SHOULD INCLUDE COMPONENTS/DISCUSSION RELATED TO EACH INDIVIDUAL'S RESPONSIBILITY FOR MEETING RULES-COMPLIANCE EXPECTATIONS (E.G., TIMELY AND COMPLETE RECRUITING LOGS).

University Action:

The Associate Directors of Athletics perform annual evaluations with all head coaches. The Compliance Office has recently implemented the practice of supplying each Associate Director of Athletics with a copy of the tracking spreadsheet of all recruiting logs that are submitted by each sport.

AN ATHLETIC DEPARTMENTAL HANDBOOK SHOULD BE DEVELOPED THAT IDENTIFIES THE EXPECTATIONS, PROCEDURES AND POLICIES FOR COMPLIANCE IN ADDITION TO OTHER DEPARTMENTAL POLICIES AND PROCEDURES THAT REFLECT ACTUAL PRACTICES. THIS HANDBOOK SHOULD BE DISTRIBUTED TO ALL STAFF MEMBERS WITHIN ATHLETICS AND TO ALL INVOLVED OFFICES OUTSIDE ATHLETICS.

University Action:

The Department of Athletics is currently revising its departmental handbook. The Senior Woman Administrator has been given the responsibility of updating and revising the departmental handbook. The suggestions listed above are under consideration.

THE PHYSICAL ENVIRONMENT OF THE COMPLIANCE OFFICE DOES NOT PRESENT A PROFESSIONAL ATMOSPHERE; THEREFORE, IT SHOULD BE EVALUATED TO ENSURE IT IS CONDUCIVE TO A PROFESSIONAL ATMOSPHERE. ADDITIONALLY, THE PHYSICAL SPACE SHOULD PROVIDE ADEQUATE SPACE FOR MAINTAINING RECORDS.

University Action:

The Compliance Office has been expanded and renovated to present a more professional atmosphere. The location of the Compliance Office is ideally situated for easy access by coaches and administrators as well as student-athletes. Additional expansion should be considered to accommodate added personnel.

THE CURRENT PART-TIME ADMINISTRATIVE ASSISTANT FOR THE COMPLIANCE OFFICE PROVIDES QUALITY SUPPORT. HOWEVER, AN EVALUATION SHOULD BE CONDUCTED OF THE QUANTITY OF WORK THAT CAN BE ADEQUATELY ACCOMPLISHED DUE TO THE VOLUME OF WORK THAT IS REQUIRED OF THIS OFFICE. THIS POSITION IS RESPONSIBLE FOR COMMUNICATION AND PERSONAL INTERACTION WITH STAFF AND STUDENTS IN ADDITION TO MAINTAINING EASILY ACCESSIBLE FILES AND ACCURATE RECORDS.

University Action:

The administrative position is currently being upgraded to a full time equivalent.

Information to be available for review by the peer-review team, if requested:

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.

- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program? **Currently Yes**

2. Does the institution demonstrate that In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**

3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**

4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**

5. Does the institution demonstrate that at least once every three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

   THE ATHLETIC DEPARTMENT WILL HOLD A WORKSHOP EACH FALL TO DISCUSS THE CHANGES IN POLICY OR PROCEDURES REGARDING NCAA REGULATIONS, AS WELL AS APPROPRIATE PROCEDURES REGARDING THE ADMISSION PROCESS WITH REGARD TO ACCEPTANCE AT THE INSTITUTION. ALL COACHES, ACADEMIC DEANS INVOLVED WITH CERTIFICATION, AS WELL AS PROFESSIONAL STAFF (E.G., REGISTRAR, ASSOCIATE DEAN OF ADMISSION) SHOULD BE INCLUDED IN THESE WORKSHOPS.

   The URI Department of Athletics conducts a mandatory all-staff meeting each August, which includes the Compliance Coordinator and the Assistant Dean of Admissions. The Compliance Coordinator conducts a workshop on changes in NCAA policy and regulations to the staff at this meeting as well as providing updates to the staff during regular monthly staff meetings. Enrollment Services (the academic unit at URI charged with maintaining and monitoring academic eligibility for student-athletes) and the Compliance Coordinator educate the academic deans and professional staff involved with certification about changes in policy or procedures regarding NCAA regulations through workshops and mailings.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   The institution did not have any original plans for improvement/recommendations as they relate to Operating Principle 2.1

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

   The University of Rhode Island has made a concerted effort to improve admissions standards, retention, graduation rates and time toward graduation for all students, which includes student-athletes. URI also reports to the Board of Governors for Higher Education on these data. The institution has made positive progress in all of the aforementioned areas.

Academic Integrity

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.1 (Academic Standards). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

The University of Rhode Island (hereinafter "URI") had no required "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards).

5. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

Admission to the University is competitive and applications are reviewed as soon as complete credentials are submitted. Primary emphasis in the application review process is placed on the secondary school record, the quality of courses selected and the grades earned. The results on standardized tests (SAT and ACT) are viewed as supplemental information. All Freshmen candidates are required to present a minimum of 18 credits of college preparatory work as follows: 4 units in English, 3 in algebra and plane geometry, 2 in a physical or natural science, 2 in history or social science, 2 in foreign language and additional units that meet specific college requirements. Students majoring in business, chemistry, computer science, engineering and physics must complete 4 units of mathematics (trigonometry). Engineering students should select chemistry and physics as well. All students are encouraged to select their additional units from the arts, humanities, foreign languages, mathematics, social sciences, or laboratory sciences. Candidates who have been out of secondary school three years or less are required to submit an SAT or ACT. Non-native English speaking students and international students are required to submit the TOEFL or ELPT. Any applicant, whose secondary school language of instruction was other than English, must submit an official TOEFL score of 550 or above (213 or above in the computerized version) or an ELPT score of 965 or above.

Transfer students who have taken courses or have been enrolled at another college, regardless of how brief the stay, must have been in good standing at the time they left and eligible to return. Preference for admission is given to students with 24 or more transferable credits and a minimum quality point average of 2.5 on a 4.0 scale. Transfer admission is assured for applicants from the Community College of Rhode Island with an Associate of Arts degree and a QPA of 2.4 or higher. Transfer to the College of Business Administration requires successful completion of specific prerequisite courses as listed in the University Catalog. The Dean of Admissions may exercise discretion in the admission of Special Admission students if the Dean is convinced that the student has a reasonable chance to successfully complete an academic degree with the availability of academic support services.

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If an applicant is evaluated by the Dean or Assistant Dean of Admissions as an academic risk, the head coach may appeal to the Director of Athletics for support. If the Director of Athletics chooses to support the candidacy, he or she may request a meeting with the Dean of Admissions. As with any admission decision, the President and/or Provost may set aside the Dean's decision.

6. Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

The average standardized test scores of entering student-athletes on athletic aid have improved over the last three years just as the average standardized test scores of non-athletes have improved at the University. The gap of scores between the student-athletes receiving aid and the non-athletes has narrowed despite the fact that the entering class has increased in number by almost 200 freshmen.

Please note that in regard to the Core GPA in "Men's Other Sports" the GPA's for three individual international-student-athletes (2 '01-'02 and 1 '02-'03) were not available. After conferring with the NCAA, the lowest corresponding GPA to Standardized Test Score ratio for initial eligibility was utilized.

7. Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.

Rhode Island residents who do not meet the University's normal admission requirements may apply for admission through the University's Special Program for Talent Development, a program instituted by the University in 1968 to increase opportunity for disadvantaged students to attend the University and to increase diversity among the student body. Staff from both the Talent Development Program and the Office of Admissions recruit students for the Talent Development Program. Applications are labeled "Talent Development" when they are received in the Admissions Office. All Talent Development applications are initially reviewed by Admissions and those candidates who meet regular admission criteria are offered regular admission. Candidates who have completed all secondary school unit requirements, and have submitted required standardized test scores, but do not meet regular admission criteria, are reviewed by Talent Development for selection to a pre-matriculation academic program.

Upon successful completion of the program, participants are offered admission to the University as Talent Development students. Applicants missing high school units and those not selected for either regular or Talent Development admission are advised to consider the Community College of Rhode Island. Community College of Rhode Island students who wish to transfer to the Talent Development Program must complete a minimum of 24 transferable credits and earn a 2.0 GPA for consideration for admission. Ultimately, they apply through the Office of Admissions and are reviewed for completion of admission criteria. Talent Development additionally reviews them for inclusion in the program. No equivalent program exists for non-Rhode Island residents. However, academic support services are available for all University students.

8. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Number 7 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Use the supplied chart to compile these data.]

The number of students in this group is two or less and therefore insignificant in accordance with FERPA guidelines.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify by name and title the individual(s) with final authority for certifying initial eligibility.

In association with past procedures and regulations as outlined in the NCAA Manual all initial transfer student-athletes must spend one academic year (excluding summers) in residency at the certifying institution prior to competing. The Department of Athletics, through the Compliance Coordinator, Paul Kassabian, must provide the office of Enrollment Services with transfer release forms for new transfers who are expecting to compete in the upcoming year. No student-athletes are eligible to compete until the transfer release form from the student-athlete's previous institution, has been completed with all the necessary information for waiver of the residency requirement (Bylaw 14.5 et al.) and eligibility cleared and processed by the Department of Enrollment Services.

Any issue regarding interpretation of eligibility is reviewed with the Compliance Coordinator in accordance with the NCAA Manual and/or through the NCAA's database or consultation with the Atlantic 10 Conference Compliance Associate or with the NCAA Membership Services conference representative. The University's Director of Enrollment Services, Horace J. Amaral, Jr. holds the final authority for certifying initial eligibility.

10. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.

In association with past procedures and regulations as outlined in the NCAA Manual, the athletic teams notify the Compliance Coordinator, through an athletic eligibility form, of those individuals who will no longer be associated with particular teams. The remaining student-athletes are then reviewed by the Office of Enrollment Services as to the individual student-athlete's associated college. Enrollment Services then provides (via e-mail) the appropriate dean of each college with a list of regulations by which to review the student-athlete for certification towards continuing eligibility. It should be noted that the use of e-mail certification/notification is a new procedure that has been implemented to work in conjunction with the University's new computer system. All certification must adhere to the rules and regulations of the NCAA Manual (bylaw 14 et al.) as well as the University's standards. Each record is reviewed for declaration of major (subsequent to the student's fourth semester).

After the notification process which includes matriculation status, quantitative assessment of accumulated credits, percentage earned during normal academic year, cumulative grade point average, minimum six credits passed from previous semester, five year rule, minimum 12 credits enrolled, etc., each dean is provided standards of certification for both those entering full-time enrollment prior to and after August 1, 2003 (effective date for new NCAA academic standards).

After review, the deans forward their assessment to Enrollment Services for notification to the Compliance Coordinator and subsequently to each athletic team and athletic administrator. If there is a question regarding the status, coaches will notify the Compliance Office. After review from the Compliance Coordinator, the coordinator will notify Enrollment Services requesting a review and they in turn will request another review by the appropriate dean. Ultimately, the Director of Enrollment Services has the final authority to certify any and all student-athletes for continuing eligibility.

11. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

Graduation rate data for URI were examined for the four most recent freshman cohort years for which data are available, i.e., 93-94, 94-95, 95-96, and 96-97. A four year average rather than a three year average was examined

since the data were already available and most of the sample sizes were too small to calculate meaningful averages given FERPA guidelines. The data were taken from the 2000, 2001, 2002, and 2003 NCAA Graduation Rate reports and federal reporting guidelines. These data are discussed below.

General Student Athlete Graduation Rates

The four-year average graduation rate for student-athletes compares favorably with that of URI's general student population with student-athletes graduating at 59 percent while general students do so at 57 percent.

Male and Female Student-Athlete Graduation Rates

Both male and female student-athletes at URI graduate at a similar rate or higher than do their counterparts in the general student population. The four-year average graduation rate for male student-athletes is similar to that of males in the general student body with a 51 percent graduation rate for male student-athletes and a 52 percent rate for males in the general student body. Female student-athletes graduate at a higher rate than do females in the general student population with 68 percent of the female student-athletes graduating in six years compared to 60 percent of the females in general student body.

Minority Student-Athlete Graduation Rates

Since only white and African-American student-athletes exceed FERPA reporting numbers at URI during the reporting period, this analysis will focus on those two sub-groups. White male student-athletes (50%, n = 70) graduate at a similar rate to white males in the general student body (54%), while white female student-athletes (75%, n = 80) graduate at a higher rate than do white females in the general student body (62%). African-American male student-athletes (48%, n = 31) graduate at a substantially higher rate than do African-American males in the general student population (28%, n = 147) and at a similar rate to white male student-athletes. African-American female student-athletes (33%, n = 15) graduate at a lower rate than do African-American females in the general student population (41%, n = 132) for this cohort.

The fact that African-American male student-athletes graduated at a higher rate than their counterparts in the general student population (and at similar rate to white male student-athletes) might be attributed to - among other factors - a strong academic support network as well as strong motivation to remain enrolled in college, participate in college athletics and make progress towards a degree.

There may be several factors explaining the lower graduation rate for African-American female student-athletes than for African-American females in the general student body. First, it should be noted that the number of scholarship African-American student-athletes in this cohort is quite small (specifically 15) and in small samples the behavior of a single student can greatly influence the findings. For instance, if one additional African-American female student-athlete had graduated in that cohort (e.g., six rather than five graduates), then the graduation rate would have been 40% - similar to that of African-American females in the general student body.

Additionally, one of the two teams examined (women's basketball) with high numbers of African-American student-athletes went through a change of head coach during their tenure and quite a few of the team members (both white and African-American) left the team during this period. Finally, it should be noted that the 10 female African-American student-athletes that failed to graduate departed URI in good academic standing, suggesting that their departure was not due to lack of academic capability, achievement or support services but for other reasons such as lack of social opportunities or dissatisfaction with their athletic participation.

Student Athlete Graduation Rates for Specific Teams

The four-year average graduation rate for football (55%, n < 20), men's basketball (50%, n = 5-10), and other sports (54%, n < 20) are similar to that for all male student-athletes (51%, n= 120) and for all male students in the general student body (53%); graduation rates are unavailable for baseball due to FERPA reporting guidelines. For football (the only sport with sub-group scholarship numbers higher than FERPA reporting guidelines) the graduation rates for whites (56%)and African-Americans(52%) were similar.

The four-year average graduation rate for women's cross country/track & field (58%, n = 16-20) is similar to that for women in the general student population (60%) and lower than that for female student-athletes (68%, n = 105), while the graduation rate for women's basketball (43%, n = 11-15) was lower than both comparable groups. African-American student-athletes in women's basketball(38%, n = 6-10) graduated at a lower rate than the white student-athletes (60%, n = 5), while a similar pattern can be inferred from the graduation rates for women's cross country/ track & field despite the fact that only graduation rates for white student-athletes (69%, n = 11-15) are reported.

As noted above in the discussion of lower female African-American graduation rates, several factors are significant: the small sample sizes, the change of the head coach of women's basketball, and the the vast majority of the

athletes from the two teams in this cohort who failed to graduate departed URI in good academic standing. All these factors combine to suggest that issues other than the students' academic capabilities and the institution's academic support led to their departure.

12. Identify and describe the academic standards and policies contained in the university's catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.

The University Manual, which contains the academic rules and regulations for all faculty, staff and students, has specific sections relevant to student-athletes, e.g., eligibility, 9.12.10-13; off-campus playing restriction, 9.12.12; scheduling during final examinations, 8.51.30-31, 5.14.10, and responsibility for the academic advising program, 3.21.21. The University's catalog/bulletin, Department of Athletics' manual, student-athlete handbook and/or institutional handbook for students all reflect or expand upon the basic rules and regulations of the University Manual.

In essence, student-athletes must abide by the same academic standards and policies as the regular student body. The only real exception is the excused absence policy (8.51.12) which applies to all student groups with a policy for excused absences for University sanctioned events.

Information to be available for review by the peer-review team, if requested:

- A copy of the institution's most recent catalog.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, and transfer documentation).
- Information from exit interviews of student-athletes.
- Policies and procedures for the department of intercollegiate athletics (if available).
- University catalog/bulletin.
- Athletics department manual.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**

Academic Integrity

2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**

3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**

4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

Academic Integrity

Operating Principle

2.2 Academic Support

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

   THE 1997-1998 INSTITUTIONAL BUDGET WILL REFLECT A FULL FUNDING COMMITMENT OF AT-RISK ACADEMIC COUNSELORS, AND TUTORIAL SUPPORT AT THE SAME LEVEL AS 1995.

   Three full-time academic advisors for student-athletes were included in the 1997-98 institutional budget with all three positions filled by January, 1998. At the time, two positions were funded by the Department of Athletics budget while the coordinator's position was funded by the University College budget. A fourth position for an academic advisor for student-athletes was added to the 2001-02 institutional budget (funded by the University College budget). The line item for all four academic advisors for student-athletes was consolidated in the University College budget starting with the 2003-04 (FY04)institutional budget. This led to a direct and primary reporting line from the Dean of University College to the Provost and Vice President for Academic Affairs for all academic advisors, both for student-athletes and all students.

   The line item for tutorial support in the 1997-98 institutional budget was $5000, the same level as the 1995 budget. This line item for tutorial support was supplemented by funds from various teams' booster clubs. In the 2003-04 institutional budget, the tutorial support line was increased to $25,000 and moved to University College, again with a direct reporting line to the Provost and Vice President for Academic Affairs.

   THE UNIVERSITY WILL REQUEST FROM EACH BOOSTER CLUB THAT A PORTION OF THEIR FUNDS BE EARMARKED FOR ACADEMIC SUPPORT SERVICES ANNUALLY.

   Each booster club that participated in the Athletic Department study hall contributed funds towards supervising the study hall. Additionally, men's and women's basketball booster clubs regularly funded the tutorial support for those respective teams in the 1997-1998 through 2002-2003 fiscal years, while the football booster club funded tutorial support for the football team during the 2002-2003 fiscal year. Starting with the 2003-2004 fiscal year (as noted above in the response to the first institutional plan for academic support), tutorial support was significantly increased as a line item in the institutional budget in an effort to reduce the strain on the booster clubs and to ensure that academic support was ultimately under the aegis of the Provost and Vice President for Academic Affairs.

   AT-RISK ACADEMIC COUNSELORS WILL CONTINUE TO HAVE A DUAL REPORTING RELATIONSHIP TO THE ASSOCIATE DIRECTOR OF ATHLETICS AND THE DEAN OF UNIVERSITY COLLEGE.

   As shown in the Institution's organizational chart, the academic advisors for student-athletes report to both the Dean of University College (their direct report) who reports to the Provost and Vice President for Academic Affairs and have a less formal but no less important reporting relationship to the Senior Associate Director of Athletics.

   THE ATHLETIC ACADEMIC REVIEW COMMITTEE WILL DEVELOP AN INSTRUMENT TO MEASURE STUDENT SATISFACTION WITH ACADEMIC SERVICES. THE DATA COLLECTED WILL BE SHARED WITH ACADEMIC PERSONNEL OUTSIDE THE ATHLETIC DEPARTMENT. SUGGESTIONS FOR IMPROVEMENT WILL BE CONSIDERED FOR IMPLEMENTATION DURING THE 1998-1999 YEAR.

Questions assessing student satisfaction with academic services were included in the end-of-season evaluations that student-athletes on each team complete annually, as well as in senior and transfer-student exit interviews. These questions have been regularly reviewed and updated, including a significant revision in Fall 2003. The information collected on the evaluations and in the exit interviews is reviewed by the associate athletic directors, with academic areas of concern brought to the attention of the Athletic Advisory Board, the Dean of University College, and the academic advisors. The data collected have been used to implement changes to academic services, with changes reported to the Athletic Advisory Board, which includes at least 5 faculty members.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The institutional plan from 1997 is denoted in all UPPERCASE and is followed by the institutional actions.

THE UNIVERSITY, THROUGH THE PRESIDENT AND THE ATHLETIC DEPARTMENT, WILL TRANSMIT UP-TO-DATE INFORMATION REGARDING THE ACADEMIC PERFORMANCE OF STUDENT ATHLETES TO THE ATHLETIC COMMITTEE OF THE RHODE ISLAND BOARD OF GOVERNORS FOR HIGHER EDUCATION AT THE COMPLETION OF EACH SEMESTER.

The Athletic Committee of the Rhode Island Board of Governors for Higher Education no longer exists; however, the President reports to the Board of Governors on many issues including the Department of Athletics' and student-athletes' academic progress.

The Senior Associate Director of Athletics compiles an end-of-term academic report on student-athletes each semester that includes term GPA, cumulative GPA, number of students on probation, and number of students on Dean's List for each team. This report is presented to the Athletic Advisory Board and the President.

THE ATHLETICS ADVISORY BOARD WILL PREPARE A PROPOSAL BY DECEMBER 1997 DELINEATING A PROCEDURE FOR ENSURING ATHLETIC ADVISORY BOARD OVERSIGHT OF THE ATHLETICS DEPARTMENT'S ACTIVITIES IN THE AREA OF ACADEMIC SUPPORT.

In a fall meeting in 1997, the Athletic Advisory Board (AAB) required the academic advisors for student-athletes to prepare and present an annual report for that body. Additionally, the academic advisors were invited to attend the AAB meetings in order to answer questions and participate in discussions relevant to student-athlete academic affairs. During the current academic year, the AAB has limited the attendance of academic advisors to those meetings where agenda items warrant their presence.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

An additional academic advisor for student-athletes was hired with the support of booster club funds in 2000 and made a permanent position as part of the University's budget in 2001-2002. In addition, a computer lab for student-athlete use was opened in the athletic facilities in Fall 2001.

In the Fall of 2002, University College opened the Academic Enhancement Office in the athletic facilites and relocated three of the four academic advisors for student-athletes to this facility to better serve and monitor student-athlete academic progress. In the Fall of 2003, a campus-wide Academic Enhancement Center (AEC) was opened in University College to serve all students, including student-athletes. The academic advisors for student-athletes work closely with the AEC to provide tutorial support for student-athletes. The major benefit of the AEC for student-athletes is that it provides support in a setting which does not segregate student-athletes from the mainstream population.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.2 (Academic Support). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

The University of Rhode Island (hereinafter "URI") had no required "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support).

5. Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

The academic advisors for student-athletes report directly to the Dean of University College and Special Programs through the Associate Dean, as well as informally, but no less importantly to the Senior Associate Director of Athletics. There are four full-time academic advisors for student-athletes. Three of the advisors work primarily with at-risk student-athletes, while the fourth works primarily with unassigned student-athletes and coordinates communication with other academic units.

6. Using the following program areas for academic support issues as examples, please describe:

a. The specific academic support services offered to student-athletes (if any);
b. Any policies that govern which students can use these services;
c. The mechanisms by which student-athletes are made aware of these services;
d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
e. The mechanism for periodic review and approval of these services by academic authorities outside athletics of these services.

If the institution has additional or different academic support services not included in the list of examples, please click "Add Academic Support Area."

1. Academic advising. Course selection, class scheduling, degree program assistance, priority registration.

a. The specific academic support services offered to student-athletes, if any.

Four full-time academic advisors/learning specialists are available to meet with student-athletes. The athletic advising staff's role is to supplement the advising that all URI students receive from their assigned faculty advisors. It is not to replace this advising. One athletic advisor specifically works with the unassigned student-athletes. The other three athletic advisors work with academically at-risk student-athletes. Services offered include assisting student-athletes with course selection, selection of major, time management and the acquisition and improvement of study skills. URI does not offer priority registration for any population except for students diagnosed as learning disabled.

b. Any policies that govern which students can use these services.

All student-athletes may utilize the services of academic advising programs for student-athletes.

c. The mechanisms by which student-athletes are made aware of these services;

Advising programs for student-athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students

to the Advising Programs for Student-Athletes offices. Student-athletes advising staff also teach URI 101 (Freshman Seminar: Transitions and Transformations) classes for student-athletes and introduce academic services through this venue.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The staff of advising programs for student-athletes reports to the Dean of University College (administrative unit through which all freshmen enter URI and remain until the transfer to a degree-granting college) and makes an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, which is comprised of at least five faculty among its membership.

e. The mechanism for approval of these services by academic authorities outside athletics.

The staff of advising programs for student-athletes reports to the Dean of University College and makes an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

2. Tutoring. Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. The specific academic support services offered to student-athletes, if any.

Tutoring is available both within and outside the Department of Athletics. URI's Academic Enhancement Center is open to all students. Tutors are available in a wide range of content areas. Services also include a writing center, and peer-to-peer as well as tutor-mentored study groups. The Department of Athletics offers developmental tutors within specific study halls such as men's and women's basketball and football. There are also content tutors (e.g., Math, Biological Sciences, and Spanish) available during study hall hours which any student athlete can attend for extra help on a first-come-first-served basis. Most of the Department of Athletics' tutors come from graduate programs and either hold assistantships or internships. Any tutor most have matriculated status as a student to be hired. The Department of Athletics pays the same rate that is determined by the University for any undergraduate or graduate student employee. Undergraduates are paid in the range of $6.15 to $8.60 per hour and graduate student pay ranges from $14.74 to $16.00 per hour. One of the learning specialists is in charge of both hiring and payroll for the tutor program. Many of the tutors hired for tutoring are teaching assistants so they are already trained in pedagogical methods. If not, tutors participate in training sessions focused on effective tutoring.

b. Any policies that govern which students can use these services.

All student-athletes may utilize tutorial services from Advising Programs for Student Athletes. In addition, developmental and content tutors are assigned to study halls for football and men's and women's basketball. The content tutors may be utilized by any student-athlete, not just the student-athletes assigned to that study hall.

c. The mechanisms by which student-athletes are made aware of these services;

Advising Programs for Student Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce the range of academic services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student Athletes offices. Advising Programs for Student Athletes staff also teach URI 101 (freshman seminar) classes for student athletes and introduce services through this venue.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

3. Success skills. Study skills, note and test taking, writing and grammar skills, time management skills.

a. The specific academic support services offered to student-athletes, if any.

Four sections of URI 101 (freshman seminar) are focused on interests and concerns pertinent to student-athletes and are taught by Advising Programs for Student Athletes staff. Part of the curriculum focuses on study skills and time management. In addition, at-risk student-athletes identified and assigned for special advisement receive regular instruction in study skills and time management. Developmental tutors assigned to the various study halls also reinforce study skills and time management skills. Furthermore, University College's Academic Enhancement Center offers periodic study skills seminars to all URI students.

b. Any policies that govern which students can use these services.

Student-athletes may sign up for the athletic interest URI 101 sections. At-risk students are selected for special advisement by Advising Programs for Student-Athletes upon the advice of the Office of Admissions and/or the recommendation of the coaching staff.

c. The mechanisms by which student-athletes are made aware of these services;

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes offices. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce services through this venue.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

4. Freshman/transfer orientation. Availability, attendance requirements.

a. The specific academic support services offered to student-athletes, if any.

Student-athletes attend the regular orientation program offered by URI's University College. A one-hour informational session is available for student-athletes as part of the overall program.

International student-athletes as well as those who live in other regions of the country who are unable to attend the summer orientation are accommodated by Advising Programs for Student-Athletes.

As required by NCAA legislation, an orientation session for freshman football players is conducted by Advising Programs for Student-Athletes during the first week of preseason practice.

The URI Life Skills Team is currently planning a one-day orientation for new freshman student-athletes that will scheduled the day before classes begin.

b. Any policies that govern which students can use these services.

All URI students should attend the regular orientation program. In addition, student-athletes will be notified by mail about the new one-day orientation for student-athletes.

c. The mechanisms by which student-athletes are made aware of these services;

Mailings from URI's University College, contact from Advising Programs for Student-Athletes and coaching staff all serve as mechanisms to communicate matters of academic concern to student-athletes.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

5. Academic progress monitoring and reporting. Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes, if any.

All URI freshman receive mid-semester grade reports (Satisfactory/ Unsatisfactory) during their first two semesters. In addition, Advising Programs for Student-Athletes sends out mid-semester academic reports (including both attendance and academic progress) to the instructors of academically at-risk student-athletes. These grade reports are returned to the Advising Programs for Student-Athletes which in turn makes them available to the coaching staff. Academic advisors use these two reports to identify any problems and develop a program with the student-athlete to address and dificiency.

In addition, head coaches may elect to work with Advising Programs for Student-Athletes to send out midsemester academic report requests to the instructors of all student-athletes on their teams. These grade reports are returned to the Advising Programs for Student-Athletes and then passed along to the coaching staff - again, the goal is to identify problems and implement plans for improvement on the part of the student-athlete.

While Advising Programs for Student Athletes does not systematically track classroom attendance for all student athletes, the office will work with coaching staffs to monitor attendance for at risk student athletes on a case-by-case basis.

b. Any policies that govern which students can use these services.

Any student-athlete may use these services as outlined in response 5 (a) listed above.

c. The mechanisms by which student-athletes are made aware of these services;

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce academic services through this venue.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as presenting an annual report to the Faculty Senate.

6. Study hall. Availability, facilities, policy for mandatory attendance.

a. The specific academic support services offered to student-athletes, if any.

Advising Programs for Student-Athletes provides study halls for three specific teams: men's basketball, women's basketball and football.

Women's Basketball — The study hall is conducted in a reserved room in the University Library and is monitored by a developmental tutor. Student-athletes below a 3.0 GPA are required to attend as well as other student-athletes identified by the head coach.

Men's Basketball — study hall takes place in the Athletics Department Computer Lab and is monitored by a developmental tutor and a member of the coaching staff. Student-athletes below a 2.5 GPA are required to attend as well as all newcomers (freshman and transfer student-athletes) to the program.

Football — study hall is conducted in classrooms adjacent to the football offices and is monitored by a developmental tutor and a member of the coaching staff. Student-athletes below a 2.5 GPA are required to attend study hall as well as all newcomers (freshman and transfers student-athletes) to the program.

In addition, there is a general study hall for most other teams, although several teams (i.e., Baseball, Men's Track & Field) run their own at various times during the year and are supervised by the coaching staff. The general study hall is conducted in both the Athletic Department Computer Lab and a study room and is monitored by part-time employees.

b. Any policies that govern which students can use these services.

Decisions regarding which students are assigned to study hall are made by Advising Programs for Student-Athletes and the student-athlete's head coach. Factors for inclusion in mandatory study hall include all freshman in their first semester, probation students, and other academically at-risk student-athletes.

c. The mechanisms by which student-athletes are made aware of these services;

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Coaches notify those student-athletes assigned to study hall that they will be required to attend.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

7. Assistance for special academic needs. Provisions for diagnosis and treatment of learning disabilities.

a. The specific academic support services offered to student-athletes, if any.

Advising Programs for Student-Athletes works closely with URI's Office of Student Life/Disability Services to ensure that the needs of learning disabled (LD) students are met.

Typically, LD students are assigned to special advisement during their first two years at URI and will continue to receive support from academic advising staff as needed throughout their academic career. One of the Advising Programs for Student-Athletes learning specialists is the learning disabilities mentor for the Department of Athletics.

b. Any policies that govern which students can use these services.

Student-athletes with certified learning disabilities are assigned to special advisement during their first year and remain on special advisement until the student-athlete is determined to be able to operate independently.

c. The mechanisms by which student-athletes are made aware of these services;

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student athletes and introduce LD services through this venue.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well as making an annual presentation to the Faculty Senate.

8. Learning assessments. Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes, if any.

Student-athletes with suspected learning disabilities are referred for testing to either URI's Counseling Center or to an outside psychologist recommended by URI's Disability Services.

b. Any policies that govern which students can use these services.

All student-athletes are eligible.

c. The mechanisms by which student-athletes are made aware of these services;

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce LD services through this venue.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well making an annual presentation to the Faculty Senate.

9. Mentoring. Availability of mentors, identification and assignment methods, frequency of interaction.

a. The specific academic support services offered to student-athletes, if any.

Student-athlete mentors serve as teaching assistants for athletic interest sections of URI 101/Freshman Seminar class.

b. Any policies that govern which students can use these services.

Any student-athlete may sign up for athletic interest URI 101 sections.

c. The mechanisms by which student-athletes are made aware of these services;

Potential mentors are recruited by Advising Programs for Student-Athletes.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well as making an annual presentation to the Faculty Senate.

10. Assistance for at-risk students. Availability including institution-wide assistance.

a. The specific academic support services offered to student-athletes, if any.

Three full-time members of the Advising Programs for Student-Athletes staff and an undergraduate or graduate student intern work with academically at-risk student-athletes. The learning specialists meet with students on a weekly basis to monitor their academic progress; to act as liaison between and among the student, faculty, and coaches; and to provide weekly reports to coaches on their individual student-athlete's progress. Advising Programs for Student-Athletes staff also provide a summer school program where tutoring and supervised study halls are available. A summer school budget pays for many student-athletes to receive aid for summer school that is over and above their scholarship.

b. Any policies that govern which students can use these services.

Student-athletes from any sport are eligible for special advisement. They are selected for special advisement as follows: (1) nomination from the Admissions Office; (2) coaching staff request; and (3) past academic performance. All members of the men's and women's basketball teams are placed on special advisement due to the nature and requirements of their sport.

c. The mechanisms by which student-athletes are made aware of these services;

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce services through this venue.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well as making an annual presentation to the Faculty Senate.

11. Post-eligibility programs. Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes, if any.

URI is committed to graduating student-athletes; therefore, student-athletes are provided with summer school aid to help them graduate in a timely manner. They may be given a fifth year of scholarship aid in order to complete their academic program. Academic support services are available to post-eligible student-athletes. Also student-athletes have earned assistantships within the athletic department which aids them in the completion of their degrees.

b. Any policies that govern which students can use these services.

Athletes are considered for post-eligible support on a case-by-case basis.

c. The mechanisms by which student-athletes are made aware of these services;

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce services through this venue.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

e. The mechanism for approval of these services by academic authorities outside athletics.

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well as making an annual presentation to the Faculty Senate.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**

2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**

3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**

Academic Integrity

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Edit element to input the issue.	Edit element to input the goal.			

Operating Principle

2.3 Scheduling

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.3 (Scheduling). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

   THE ATHLETICS DEPARTMENT WILL FORWARD A RECOMMENDATION TO THE ATHLETIC ADVISORY BOARD AND THE UNIVERSITY REGISTRAR TO ALLOW PRIORITY REGISTRATION FOR BASKETBALL PLAYERS DURING THE 1997-98 ACADEMIC YEAR.

   In October 2001, the Athletic Advisory Board passed a motion to support priority registration for student-athletes and forwarded the recommendation to the Dean of University College. The Dean endorsed the recommendation and forwarded it to the Enrollment Management Advisory Committee in November of 2001. The recommendation was presented to the Faculty Senate at its January 2002 meeting and ultimately the Faculty Senate established a subcommittee to study the issue. The subcommittee met during Spring 2002, but elected not to endorse priority registration. Their decision was based on the principle of equal treatment for all students.

   THE ATHLETICS DEPARTMENT WILL DEVELOP A STATEMENT OF PHILOSOPHY AND WRITTEN POLICY CONCERNING SCHEDULING AND ABSENCE FROM CLASS. THE POLICY WILL BE PRESENTED TO THE ATHLETIC ADVISORY COMMITTEE FOR REVIEW AND SUBMITTED TO THE PRESIDENT FOR APPROVAL BY DECEMBER 1997.

   The current version of the Athletics Department statement of philosophy and written policy concerning scheduling and absence from class was approved by the Athletic Advisory Board and the President in December 1997 and reads as follows:

   "In general, the Athletic Department's scheduling policy is to minimize conflict between academic responsibility and athletic commitment. Each head coach will meet with their respective Associate Athletic Director to review their competitive schedule and travel itineraries.

   The University's policy regarding scheduling of athletic events during the final exam period is detailed in the University Manual (8.51.30 and 8.51.31).

   University Manual 8.51.30 - Final Examinations and Athletic Events. Intercollegiate athletic contests at the University of Rhode Island shall not be scheduled so as to require travel or competition during either the final exam period, on designated reading days, or on Sunday of the intra-exam weekend. Games may be scheduled on Saturday of an intra-exam period weekend provided it is not a designated exam day and that all off-campus travel, if necessary, is limited to that day. Compulsory practice sessions shall not be scheduled on designated reading days, final exam days, or Sunday of the intra-exam period weekend.

   University Manual 8.51.31 - No waiver shall be required for participation in conference-scheduled competitions, conference championships, and NCAA championships; however, the Athletics Advisory Board must be notified in advance on a timely basis when such participation, or associated off-campus travel, is scheduled to occur during the final exam period, on designated reading days, or on Sunday of the intra-exam period weekend. Issues regarding special tournaments and other major athletic competitions not controlled through University scheduling that occur, or require associated off-campus travel, during the final exam period, on designated reading days, or on Sunday of the intra-exam period weekend shall be forwarded to the Athletics Advisory Board for their

recommendation to waive the above policy and permit participation. The board's recommendation shall be forwarded to the University President for final action."

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.3 (Scheduling). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The institutional plan from 1997 is denoted by UPPERCASE and followed by the institutional actions.

THE ATHLETIC DEPARTMENT WILL DEVELOP TWO (2) WRITTEN STATEMENTS OF PHILOSOPHY FOR INSTITUTIONAL ADOPTION TO BE RECOMMENDED TO THE ATHLETIC ADVISORY BOARD FOR APPROVAL BY THE PRESIDENT BY DECEMBER 1997. THE FIRST STATEMENT WILL OUTLINE THE SCHEDULING PHILOSOPHIES TO BE EMPLOYED AND THE TRAVEL PROCEDURES TO BE FOLLOWED IN ORDER TO MINIMIZE CLASS ABSENCES BY STUDENT ATHLETES. THE SECOND STATEMENT SHALL OUTLINE THE POSTURE TO BE TAKEN IN ENCOURAGING THE ATLANTIC 10 CONFERENCE TO IMPLEMENT SCHEDULES THAT WILL MINIMIZE CLASS ABSENCES BY PARTICIPANTS IN MEN'S AND WOMEN'S BASKETBALL.

The current version of the Athletics Department statement of philosophy and written policy concerning scheduling and absence from class was approved by the Athletic Advisory Board and the President in December 1997 and reads as follows:

"In general, the Athletic Department's scheduling policy is to minimize conflict between academic responsibility and athletic commitment. Each head coach will meet with their respective Associate Athletic Director to review their competitive schedule and travel itineraries.

The University's policy regarding scheduling of athletic events during the final exam period is detailed in the University Manual (8.51.30 and 8.51.31)."

This policy is implemented by following a set procedure: At the beginning of each semester, coaches will prepare a draft of their competition and travel schedule. The form is prepared, reviewed, and signed by the senior associate director of athletics. The departure and return times for each trip (home and away) are carefully reviewed to minimize missed class time.

At the spring conference meeting in 1998, the athletic director requested that the scheduling coordinator consider minimizing missed classes by looking at the academic calendars of competing schools. Although academic calendars varied widely from school to school, there was an effort to look at scheduling longer road trips (those prior to the start of classes in January 2001) over weekends. After the conference schedule is finalized, each school's athletic director has a one-week window to review the schedule and suggest changes.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.3 (Scheduling) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The change in the scheduling of athletic events as outlined in Operating Principle 2.3, Item 2 demonstrates the University's commitment to more considered control over the potential clash of scheduled athletic events and academic commitments. In 2001, a subcommittee of the Faculty Senate recommended a change to the University Manual that reduced exceptions to the prohibition of scheduling athletic contests during the final exam period. This was adopted by the Faculty Sentate and approved by the President. In Fall of 2003, the Faculty Sentate added language to this section of the University Manual which requires that the Faculty Senate be informed of any waviers to this policy recommended to the President by the Athletics Advisory Board. This mandate ensures oversight by the Faculty Senate in addition to the approval of the Athletics Advisory Board and the President.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.3 (Scheduling). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

The University of Rhode Island (URI) had no required "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.3 (Academic Scheduling).

5. Describe the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.

Coaches develop the competitive schedule for their respective sports one to three years in advance of each season. Each sport schedule is reviewed with the coach by a senior administrator to discuss the following items: number of contests as it relates to NCAA regulations; strength of schedule; balance of home and away contests; days of the week and times of contests as it relates to impact on student-athletes' class time; team travel, spectator appeal, and the master calendar of events; and the budget impact.

The fall sport schedules for the coming year are completed by February 1, the winter schedules by March 1, and the spring schedules by April 1. The master athletics' calendar is presented to the athletics department coaches and administrators in mid-April for their review. In early May, the schedule is presented to the Athletics Advisory Board for their approval.

At the beginning of each semester, coaches will prepare a draft of their competition and travel schedule. The form is prepared, reviewed, and signed by the senior associate director of athletics. The departure and return times for each trip (home and away) are carefully reviewed to minimize missed class time.

In compliance with NCAA rules, practices do not supercede classes. In compliance with department policy and the University Manual, practices during reading days and final exams shall not be mandatory.

The University's policy regarding scheduling of athletic events during the final exam period is as follows:

University Manual 8.51.30 Final Examinations and Athletic Events.

Intercollegiate athletic contests at the University of Rhode Island shall not be scheduled so as to require travel or competition during either the final exam period, on designated reading days, or on Sunday of the intra-exam weekend. Games may be scheduled on Saturday of an intra-exam period weekend provided it is not a designated exam day and that all off-campus travel, if necessary, is limited to that day. Compulsory practice sessions shall not be scheduled on designated reading days, final exam days, or Sunday of the intra-exam period weekend.

University Manual 8.51.31

No waiver shall be required for participation in conference-scheduled competitions, conference championships, and NCAA championships; however, the Athletics Advisory Board must be notified in advance on a timely basis when such participation, or associated off-campus travel, is scheduled to occur during the final exam period, on designated reading days, or on Sunday of the intra-exam period weekend. Issues regarding special tournaments and other major athletic competitions not controlled through University scheduling that occur, or require associated off-campus travel, during the final exam period, on designated reading days, or on Sunday of the intra-exam period weekend shall be forwarded to the Athletics Advisory Board for their recommendation to waive the above policy and permit participation. The board's recommendation shall be forwarded to the University President for final action.

6. Describe the procedures used by the institution to monitor missed class time for student-athletes.

As noted in the answer to 2.3, Item 5, the Athletics Advisory Board reviews and approves the master athletics calendar each May for the following academic year. Coaches will prepare a draft of their competition and travel schedule at the beginning of each semester, which is used to generate an Excused Absence Form that is prepared, reviewed, and signed by the senior associate director of athletics. The departure and return times for each trip (home and away) are carefully reviewed to minimize missed class time.

Student-athletes take a copy of the excused absence form to each of their instructors and request that they sign a form to acknowledge receipt of the excused absence form; the signature forms are returned to the coaches' offices and kept on file.

In order to monitor additional missed class time (i.e., unexcused absences), mid-semester academic progress forms — which include questions regarding attendance — are sent to the instructors of academically at-risk student-athletes as well as those on academically at-risk teams. Furthermore, athletic department staff spot check attendance for academically at-risk student-athletes.

7. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).

There was a concern on the part of some faculty that a significant amount of class time was being missed in men's and women's basketball and that there was a possible negative impact on the student-athletes' academic progress. However, this subcommittee reviewed data for the period of this report and found no evidence of a negative impact. On the contrary, student-athletes on both the men's and women's basketball teams were making normal progress toward graduation.

8. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

The institution's policies and procedures regarding the scheduling of athletic competitions and practices are communicated to student-athletes by: (1) discussion at the annual compliance meetings that all student-athletes must attend; (2) instructions by coaches when excused absence forms are given to student-athletes; (3) including the complete written policy (as well as relevant sections of the University Manual) in the Student-Athlete Handbook; (4) discussion in URI 101 (freshman seminar) student-athlete sections.

Evaluation

1. Does the institution demonstrate that written policies are established in all sports to minimize student-athletes? conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12? **Currently Yes**

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	1111	1064	1026	28	1063	1354	1077	32
	2002-2003	1092	943	1005	40	1067	1237	1044	38
	2001-2002	1112	857	1017	34	1068	1157	1060	31

Name of person completing this chart: Paul C. Kassabian
Title: Compliance Coordinator

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	912	9	978	62	859	91	924	96	1105	1887	1097	271
	2002-2003	971	9	960	56	876	101	861	100	1107	1772	1065	138
	2001-2002	860	5	996	63	898	79	873	75	1108	1664	1099	123
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	0	0	0	0	977	11	1135	2	1068	47	0	0
	2002-2003	0	0	1320	1	933	16	840	1	1047	60	0	0
	2001-2002	0	0	0	0	941	13	1030	1	1064	51	0	0

Name of person completing this chart: Paul C. Kassabian
Title: Compliance Coordinator

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2003-2004	2.88	7	0	0	2.97	5	3.07	7	3.33	8	0	0	3.18	6	3.05	25
	2002-2003	2.86	19	2.96	3	2.97	3	2.82	4	2.96	10	2.87	6	3.3	8	3.05	24
	2001-2002	2.86	9	2.46	3	2.94	5	3.08	6	3.08	11	3.26	5	3.05	4	3.17	22
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	997	7	0	0	1038	5	974	7	1093	8	0	0	1050	6	1092	25
	2002-2003	980	19	943	3	1073	3	1034	4	1038	10	1025	6	1068	7	1042	25
	2001-2002	905	9	910	3	1106	5	1053	6	1079	11	1032	5	997	4	1081	22

Name of person completing this chart: Paul C. Kassabian
Title: Compliance Coordinator

SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY
AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

				Sport Group (Freshman)							
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	Men's Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	Women's Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2000-2001	%	%	%	%	%	%	%	%	%	%
	2001-2002	%	%	%	%	%	%	%	%	%	%
	2002-2003	%	%	%	%	%	%	%	%	%	%

Name of person completing this chart: Catherine Czeiser
Title: Assistant Director of Admissions

Fiscal Integrity

Operating Principle

3.1 Financial Practices

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Financial Practices). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.1 (Financial Practices). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Financial Practices) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.1 (Financial Practices). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

5. List all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution.

6. List all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of the institution's intercollegiate athletics program, including outside foundations.

7. Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures.

8. Prepare a description for those sources of revenue under the institution's direct control and prepare a description for revenue sources not under the institution's direct control.

9. Describe the process used in selecting the independent auditor for the institution's external financial audit for intercollegiate athletics that verifies the institution is in compliance with Constitution 6.2.3, including any methods used to ensure the independent nature of the auditor.

10. Describe the institution's efforts to ensure the audit that verifies the institution is in compliance with Constitution 6.2.3 meets the standards of the NCAA Financial Audit Guidelines.

11. Describe relevant corrective actions planned or implemented from the three most recent external financial audits.

12. Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., booster and support group funds, state funds vs. restricted/foundation funds).

Information to be available for review by the peer-review team, if requested:

- Copies of the institution's three most recent external (per Constitution 6.2.3.1) and internal (if any) financial audits for intercollegiate athletics.
- Documentation (e.g., management letters, executive summaries) from the institution's three most recent external audits that verifies the institution is in compliance with Constitution 6.2.3 (annual independent financial audit requirement).
- Copies of all athletics staff members' most recently completed and signed statements related to the reporting and approval of athletically related income and benefits from sources outside the institution, per NCAA Bylaw 11.2.2.

Evaluation

1. Does the institution demonstrate that all funds raised for and expended on athletics are subject to institutionally defined practices of documentation, review and oversight?

2. Does the institution demonstrate that all expenditures from any source for athletics are approved by the institution?

3. Does the institution demonstrate that budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA Constitution 6.2?

4. Does the institution demonstrate that the institution's annual budget for athletics is approved by the institution's chief executive officer or designee from outside the athletics department?

5. Does the institution demonstrate that an annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department?

Fiscal Integrity

Operating Principle

3.2 Fiscal Management and Stability

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Fiscal Management and Stability) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

5. Explain the institution's philosophy with respect to the funding of the athletics program.

6. Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis. To add a sport to the list, please click "Add Sport to List."

7. Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).

8. Outline the sources, uses and amounts of funds received by the intercollegiate athletics program from nonathletics department and/or noninstitutional sources.

9. Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.

10. Describe how the university will accommodate future financing needs of the intercollegiate athletics program or plans to respond to changing conditions based upon the institution's future financing projections.

11. Using the institution's Equity in Athletics Disclosure Act survey forms, athletic department budget reports, and other appropriate documentation for the three most recent years for which the information is available, evaluate each of the following areas for every sport sponsored by the institution. On the basis of this review, state the institution's determination of its ability to provide relatively full and stable opportunities to student-athletes in each sport in the specific areas of:

a. Coaching;
b. Scholarships;
c. Recruiting;
d. Operating expenses (e.g., travel, facilities, equipment); and
e. Percentage of the sport budget that has to be obtained each via fundraising (i.e., by institutional entities, department, team and individual student-athletes).

To add a sport to the list, please click "Add Sport to List."

12. Using your institution's NCAA Sports Sponsorship Report for the three most recent academic years indicate whether the institution meets the Division I membership requirements for sports sponsorship and scholarships.

Evaluation

1. Does the institution provide evidence that the management and fiscal practices of the institution assure the financial stability necessary for providing all student-athletes with relatively full and stable opportunities for athletics participation?

Fiscal Integrity

Operating Principle

3.3 Established Fiscal Policies and Procedures

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Established Fiscal Policies and Procedures) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

5. Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules including:

a. Identification of person(s) responsible for these areas; and
b. Means of monitoring compliance with these rules.

6. Describe the university's policies and standard operating procedures for ensuring that prospects do not receive recruiting inducements (e.g. official visit procedures, policies regarding staff travel advances for recruiting trips/expenses, etc.) contrary to NCAA, conference and institutional rules, including:

   a. Identification of person(s) responsible for these areas;
   b. Means of monitoring compliance with these rules; and,
   c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

7. Describe the university's policies and standard operating procedures for ensuring that enrolled student-athletes do not receive extra benefits (e.g., per diem policies, student-host reimbursement procedures, financial aid review policies, equipment checkout/retrieval procedures, etc.) contrary to NCAA, conference and institutional rules, including:

   a. Identification of person(s) responsible for these areas;
   b. Means of monitoring compliance with these rules; and,
   c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Information to be available for review by the peer-review team, if requested:

- Monitoring records or other documentation for the most recent year, related to impermissible recruiting inducements and prohibited extra benefits (e.g., official visit records, off-campus recruiting records, team travel forms, records related to distribution of meal money, entertainment expenses, equipment).

Evaluation

1. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that prospective student-athletes are not provided with impermissible recruiting inducements?

2. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that enrolled student-athletes are not provided with benefits that are expressly prohibited by NCAA legislation?

3. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that all expenditures for athletics are handled consistently in accordance with NCAA, conference and institutional rules?

Operating Principle

4.1 Gender Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

   THE PEER REVIEW TEAM CONCURS WITH OUR RECOMMENDATION THAT REMEDIAL UPGRADES TO WOMEN'S TEAM AND LOCKER ROOMS BE IMPLEMENTED WITH THE COMING YEAR.

   University Action:

   In the fall of 1997, the second floor Keaney "Team Locker Room Project" funding was approved through the University's Asset Protection Plan and construction was scheduled to begin in late spring and summer of 1998. The project provided six (6) new team rooms and two (2) new staff locker rooms as well as new shower areas affecting the following intercollegiate teams: baseball, men's soccer, men's and women's track and field, gymnastics, and volleyball. During that same time discussions and plans were under way for remedial work in the Tootell locker room for team rooms for women's and men's swimming, women's soccer, field hockey, and softball. A department-wide capital fundraising drive paid for the lockers, stools and benches, white-boards, and A/V equipment.

   The project, as specified in the original plan, was completed in 1998-99. The conversion of the room for women's basketball mentioned in the original plan was made obsolete by the movement of the men's and women's basketball teams to the newly constructed Ryan Center in 2002.

   THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS GENDER EQUITY PLAN TO ASSIGN A SPECIFIC TIMETABLE FOR THE ADDITION OF WOMEN'S CREW.

   University Action:

   The University added a new women's rowing program with a specific timetable for funding and it has supported rowing above the targets specified in the original plan. A review of the aggregate costs, which would be the appropriate level of analysis when assessing the University's support, reveals that the actual expenses exceeded the plan by a substantial amount, about 32 percent above the plan. Rowing data can be found in Appendix D.

   THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS GENDER EQUITY PLAN TO ASSIGN INDIVIDUALS OR OFFICES RESPONSIBLE FOR CARRYING OUT EACH TASK OUTLINED IN THE PLAN.

   University Action:

   The revised gender equity plan assigned spefic offices and/or individuals responsibility for accomplishing specific tasks. Time tables and/or expected dates of completion were identified for each task.

   THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION RECEIVE APPROVAL OF THE UNIVERSITY ADMINISTRATION, THE ATHLETICS DEPARTMENT, THE STUDENT-ATHLETE ADVISORY COMMITTEE, THE ATHLETIC ADVISORY BOARD, AND THE ATHLETICS COMMITTEE OF THE BOARD OF GOVERNORS FOR HIGHER EDUCATION SUBSEQUENT TO IMPLEMENTING THE RELATED RECOMMENDATIONS LISTED ABOVE.

   University Action:

In order to support necessary budgetary increases to support new programs to achieve gender equity, the gender equity plan, which included proposals to increase the Title IX fee as well as the athletic fee, was presented to the Board of Governors. These increases were accepted and both fees more than tripled since the last report.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION CONTINUE THE DISTRIBUTION OF RESOURCES INTO SCHOLARSHIPS FOR WOMEN'S SPORTS BEYOND THE YEAR 1999-2000.

University Action:

The University has moved toward gender equity in scholarships since the last plan was developed and the scholarship ratio is close to the goal of a 50:50 ratio in male to female scholarships specified in the previous gender equity plan. However, the University did not reach the goal in absolute terms. There is an appropriate management structure in place to monitor goal achievement and should be a priority focus for achievement for the new administration in the department of athletics.

The University established a goal of 50:50 distribution of scholarship. The male/female student population ratio shows a trend of increasing percentage of female students. This shift would suggest a future readjustment of the desired ratio of participation and scholarships for women.

The data demonstrates evidence of progress toward equity and achievement of the goal of the scholarship ratio equal the ratio of participants. Between 1996 and 2003 the women's rate of participation in athletics increased from 39 to 48 percent of the total. During this same period of time the number of scholarships increased from 39 to 49 percent.

Specifically, from 1996-2003:
* the number of women students receiving aid increased from 41% to 47%;
* the number of scholarship equivalents received by women increased from 39% to 49%;
* the total of scholarship dollars received by women increased from 39% to 47%:
* the rate of participation for women increased from 39% to 48%

The President has authorized a Title IX audit to be conducted by an experienced, external consultant. The new administration should analyze the trend of increasing percentage of women in the student population, the recommendations of the Title IX audit and develop a plan and reasonable goals to increase rates of participation and scholarships for women.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION REVIEW THE APPARENT DISCREPANCY IN THE ALLOCATION OF DISCRETIONARY FUNDS IN REGARD TO THE WOMEN'S SPORTS PROGRAMS.

University Action:

Between 2001 -2003 there was a substantial reallocation of alumni cash, contributions towards women's sports as a result of a near 400 percent increase in contributions to women, more than five times the rate of increase for the men's sports.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION EVALUATE THE MARKETING, PROMOTIONS, AND TICKET SERVICES PROVIDED TO THE WOMEN'S SPORTS PROGRAMS.

University Action:

The University web site (www.gorhody.com) has a standard format for all of the teams and there was no apparent discrepancy between the teams. All teams had up to date scheduling information and there seemed to be no gender inequities in the information. The printed material quality seems to be improving. In the last report the printing budget was reviewed and it was discovered that priority sports had significant media guides.

In addition, the 1996-97 media guides for basketball teams were also reviewed and found them to be similar, but not equal, in quality. All others had schedule cards and team brochure (except tennis). Several marketing and promotions initiatives have been implemented including the assignment of an individual to conduct marketing for women's basketball, the close monitoring and tracking department advertising and promotional expenses, the development of an annual marketing and promotions plan for women's basketball, and the development and implementation of unique promotions for women's basketball including Girls and Women in Sport Day, the Rhode to Success Field Trip and the Girl Scout Overnight.

The Associate Director of Athletics for Business and Finance provides overall management of ticket services

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

In 1997 the vision for the University's Athletics Program was "to achieve gender equity by developing a model in which resources, opportunities, support and benefits are available to men and women student-athletes in proportion to the gender makeup of the full time undergraduate population. Ultimately it is the institution's vision to support each varsity sport offered at the University at a level where there is (at a minimum) a full time head coach, full funding of the maximum number of NCAA scholarships allowed for the sport, and an appropriate operating budget."

As part of its effort to realize this vision the University developed a seven-point gender equity action plan that was, according to the peer review committee's recommendation number 7, to be approved and adopted by the University administration, the athletics department, the student-athlete advisory committees, the athletics advisory board and the athletics committee of the Board of Governors for Higher Education as per the recommendation of the peer review committee.

In order to support necessary budgetary increases to achieve gender equity, the gender equity plan included a proposal to be presented to the Board of Governors to increase the Title IX fee as well as the athletic fee in order to arrive at a level of revenues sufficient to support the new programs. These increases were accepted and both fees more than tripled since the last report.

Step#2 - The Director of Athletics will continue to routinely appoint a senior woman administrator to serve on all committees that deal with gender equity issues such as the feasibility and future planning of facilities, upgrades, coaching salaries, addition of new sports, etc.

The commitment of the University to the concept of gender equity is partially reflected in the fact that two of four senior administrators are women and that on all committees and groups involved in decision making where gender could be an issue, at least one of these senior women administrators is involved. It is also reflected in the actions taken by the University to achieve the targets set out in Step 1 in the past report.

At the time of the initial report, and as a response to the peer review report, the University indicated the senior woman administrator was serving on the Keaney Feasibility Study Committee and was also a member of the Committee overseeing the Second Floor Keaney Project. At that time it was noted that women's basketball was to talk with the registrar and Space Allocation Committee to convert a classroom into a team room and remedial work was in process for women's volleyball, baseball, and men's soccer. During that time discussions were under way to develop a plan for remedial work for women's swimming, women's soccer, and field hockey for 1998-99 and approval had been given for a renovation plan for Keaney's 2nd floor to provide upgrades for women's track & field, gymnastics, volleyball, men's soccer track & field, baseball, and equitable locker rooms for athletics staff. Construction was to begin in Spring 1998 with completion expected by September 1, 1998.

The Second Floor Keaney Project specified in the original report was completed and with the renovations three men's and three women's team rooms and a men's and women's locker room were created. The peer review committee recommended the remedial upgrades (Recommendation No. 1) and the renovations created upgrades to the facilities for gymnastics, volleyball, and track and field on the women's side and baseball, soccer, and track and field on the men's side. The three men's teams share a common shower room as do the three women's teams. The conversion of the room for women's basketball mentioned in the report was made obsolete by the movement of men's and women's basketball into the new Ryan Center that is home to the men's and women's basketball teams.

Since that time there have been a number of committees and initiatives affecting athletics, and in all cases the senior women administrators have been involved. In the setting of schedules and practice times, the hiring of coaches and allocation of scholarships, the determination of travel and per diem rates and plans, the upgrading of offices, locker rooms, training facilities, and practice and competitive facilities, and the allocation of support services a senior woman administrator has always been involved in the decision making process.

The commitment of the University to gender equity can also be seen in the strategic plan developed by the University during the 2003-2004 year on which both senior woman administrators served. What is not clear is how the University addressed the third recommendation of the peer review committee and assigned an individual or office to be responsible for carrying out each task outlined in the plan, although the plan does appear to have been largely enacted since 1997.

Step #3 - Phase out current system of sport prioritization and replace it with a new management strategy that is based on a common set of goals and aspirations for coaches:

a. To have winning record.
b. Be regular contenders for conference titles.
c. Be competitive on national level by advancing to NCAA
championships on regular basis.

At the present time the University has ten women's teams, four of which were designated as tier one sports (basketball, gymnastics, soccer and volleyball), and eight men's teams, three of which were classified as tier one sports (basketball, football, soccer) when the original report was written. Since then the University is on record as having dropped the tiered system and replaced it with a management strategy based on common goals that are reflected in the coach's annual reviews and contracts.

To evaluate how well the plan was implemented, the EADA data was examined by breaking down the sports into the traditional two- tier system. It would appear based on these data that there has been some reallocation of resources. For example, there was a substantial reallocation of scholarships favoring the lower tier women's programs.

For the women's programs, the share of scholarships going to the level 1 teams (62 to 52 percent) the share of athletes getting aid (42 to 38 percent), and the share of aggregate scholarship monies (66 to 55 percent) all dropped substantially suggesting a more balanced distribution of scholarships.

Between 1996 and 2003, the share of participants playing on the men's and women's level 1 teams decreased. In 2003 the three men's level 1 teams accounted for 42% of participants, down from 50% in 1996, while for women's sports the drop was from 34% top 26%.

Between 1996 and 2003, the percentage of recruiting funds allocated to men's and women's level 1 teams decreased.

Between 1996 and 2003, the percentage of total salary dollars allocated to men's and women's level 1 teams declined slightly from 85 percent to 80 percent for the men and 71 to 66 percent for the women's. There was a substantial reallocation of travel funds away from the level 1 teams between 1996 and 2003.

A review of total expenditures, including scholarships, reveals the percentage of total expenses going to men's and women's level 1 teams declined slightly between 1996 and 2003, with the share of total expenditure monies going to the level 1 teams falling from 85 to 83 percent for men and 66 to 59 percent for women. Although, earlier equipment and supplies data is not available, in the past 3 years the share of equipment and supplies money going to level 1 teams has decreased sharply for the men's teams and increased sharply for the women's teams.

Finally, between 1996 and 2003 the percentage of total coaches salary going to level 1 teams declined slightly for both men's and women's teams and these teams that accounted for 79% of the salary monies in 1996 accounted for 75% in 2003. The three teams that dominated coaching salaries were football and the two basketball programs that accounted for 57 percent of total coach salaries in 2003, down from 60 percent in 1996.

This step was not fully implemented by the Department of Athletics because the goals and aspirations set were not feasible for all the teams.

Explanation:
Gender Equity Section 4.1.2. Step 3.

The objectives of this step in the 1997 Self-Study was to address gender inequities, the demoralization of coaches and athletes of perceived inequitable distribution or resources throughout the athletic department.

The university has achieved the following in accomplishing the objectives stated above by:
1. increasing participation in the lower tier?sports,
2. reallocating resources from tier one to lower tier sports, especially women's programs, including recruiting, travel funds, scholarships, supplies and equipment, and coaches salaries.

Consequently, resources previously allocated to the university's tier one sports have declined significantly in relationship to those of the lower tier?sports.

Additionally, the university has established more reasonable performance goals for programs that have not achieved a full complement of scholarships. The expectation of common competition goals for all coaches is not realistic and coaches are evaluated accordingly.

Step #4 - Implement 5-year plan to increase support for men's and women's soccer.

The 1997 gender equity plan contained a timetable for increased support for the University's soccer programs. The University has achieved the goals set forth in the plan regarding additional funding. The total funding for soccer exceeded the plan's targets by approximately 10 percent. The additional support for soccer is also reflected in the fact that between 1996-2003 the total expenditures for men's soccer grew substantially faster (50%) than the overall men's total expenditures, while for the women's team the growth was faster than for the men's team and more than twice as fast as the overall women's total expenditures.

The University did not, however, achieve all of the specific targets. In particular it did not achieve the targets for scholarships in both the men's and women's programs. The transfer of the men's head and women's assistant coaches from part-time to full-time status was accomplished, but the scholarship targets in the last two years of the projection were not achieved. The supporting data can be found in Appendix A.

Explanation:
Gender Equity Section 4.1.2. Step 4.

As stated previously specific scholarship targets were not achieved in the last two years of the plan to increase support for men's and women's soccer. However, the university believes that the overall goal of increasing support for these programs was achieved in a timely fashion. The growth in participation, scholarships, coaching positions and salaries, resources expended and the performance of the respective teams is reflective of this increased support. It should be noted that the university allocated scholarships at the desired 50-50 target. During this period of time, the university has discovered that there is generally greater attrition for women in athletics programs and there is a generally lower yield for women compared to men with comparable scholarship offers. Future recruitment strategies will take this attrition phenomenon into account.

The total additional funds directed to the men's and women's soccer program exceeded the plan's targets by approximately 10 percent. The total expenditures for men's soccer grew substantially faster (50%) than the overall men?s total expenditures. Moreover, the women's team growth was faster than for the men's team and more than twice as the overall women's total expenditures.

Step #5 - A Senior Woman Administrator will coordinate a plan with the dean of New Students program to implement permanent procedures to gather data related to students' athletic interests and abilities (such as freshman interest and abilities survey and the varsity and club sport inventory developed by the equity subcommittee). Incoming students would be surveyed at the annual summer orientation. The senior woman administrator, in conjunction with the Department of Athletics staff, will use the data collected to determine if the sports offered match the athletic interests, abilities and previous high school experience of new students, with a specific goal of evaluating the availability of women's sports interests. Data will also be shared, on an annual basis, with all athletics and recreational staff, as well as the office of Student life.

A very lengthy survey of students was developed and administered, as best as can be determined, for two years to incoming freshman students at orientation, at which time it was replaced by a shorter survey of three questions. The decision was made to reduce the number of questions due to the fact the University had already made the decision regarding what sport to be added and there were no changes foreseen in the near future and University College was under pressure to reduce the number of surveys and survey questions being asked of incoming freshman. The University implemented a survey of students' athletic interests and abilities conducted during summer orientation. Our experience demonstrates that participation in club sports provides a more indicator than the survey information for making strategic decisions regarding the potential addition of varsity sports. The addition of rowing as an intercollegiate sport is an example. We have determined that resources can be better utilized in other ways, rather than conducting the surveys.

Explanation:
Gender Equity Section 4.1.2. Step 5.

The university developed and administered a lengthy survey for the purpose of assessing students? athletic interests and abilities. It has subsequently been shortened in light of demands on freshman students as well as University College, which has responsibility for conducting Freshman Orientation. A new strategy for effectively assessing students' athletic interests and abilities must be developed in the future.

It is our experience at the university is that the interest and participation in club sports is a more reliable indicator for student interest and ability and for making strategic decisions regarding the potential addition of varsity sports programs. The addition of women's rowing as an intercollegiate sport, formerly a popular and successful club sport, is an example of the soundness of this strategy, and in part has functioned as the vehicle for accomplishing this step.

Step #6 - Participation opportunities for women athletes will be increased and firm caps on large men's squads will be established and maintained.

In the 1997 plan a timetable was established that would effectively cap men's programs and increase women's programs so that by the year 2002 there would be approximately a 50:50 balance in terms of participants as well as specific targets set for the individual sports. At the aggregate level the University came very close to achieving its target for balance with a 51:49 Men's/ Women's balance in terms of participation in 2003. When looking at the individual sports, meanwhile, the cap on football, the largest sport, does not appear to have been maintained during the period under review. Participation data can be found in Appendix B and Table 2.

Explanation:
Gender Equity Section 4.1.2. Step 6.

This step in the Equity Plan has been achieved without placing an arbitrary cap on large men's squads.

Step #7 - Ratio of total scholarships for male and female student athletes will improve at a rate of at least 1% per year from approximately 60%:40% to 50%/50%.

In the final gender-equity report the stated goal was 50:50 for men's and women's scholarships, a substantial change from the 55:45 mentioned in an earlier drafty of the report. In that report it was also mentioned that the University would generate a 1 percentage point a year improvement in the rate from the existing rate of 58:42. Over the period of the previous plan the goal of 50/50 was achieved in the first years of the plan, but the percentage of scholarships awarded to women decreased slightly in the last two years (49/51). In analyzing the data we have determined that there is a pattern of greater attrition in recruitment of women as compared to men. The new gender-equity plan provides an accounting for the pattern of greater attrition in recruitment of women, thus enabling the University to reliably achieve an equitable distribution of scholarships.

Step #8 - A plan to add one new women's varsity sport within the next five years will be refined and implemented.

The University added a new NCAA women's rowing program with a specific timetable for funding. The support for the program has exceeded the targets specified in the original plan. Analysis of the aggregate costs, the appropriate level of analysis when assessing University support, reveals that the actual expenses exceeded the plan by substantial amount, approximately 32 percent. Rowing data can be found in Appendix D.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The following are additional actions taken by the institution relating to Operating Principle 4.1 (Gender Issues) that were developed since the 1997 Certification.

The Department of Athletics instituted a budgeting policy that was based upon the funding level of scholarships.

The tasks that relate to team travel, recruiting, and scholarships have been assigned to an Associate Director of Athletics. This delineation helps to ensure that all teams are being treated in the same manner as it relates to team travel arrangements, recruiting arrangements and scholarship dollars. Also one Associate Director of Athletics is assigned all the admission and housing concerns. This Associate Director of Athletics deals directly with the other departments on campus. The Associate Director of Athletics for Business and Finance works directly with the coaches on their budgets and expenditures.

The Associate Directors of Athletics and the Director of Athletics meet weekly to discuss any concerns. Separate meetings are scheduled during the annual budgeting cycle, as well as the Mid Year review cycle.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.1 (Gender Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action (s) not taken or completed, and (e) explanation(s) for partial completion.

To be omitted.

5. Explain how the institution is organized to further its efforts related to the gender issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics holds weekly administrative staff meetings that include the Director of Athletics, the Associate Directors of Athletics, and two head coaches, assigned on a rotating basis, as well as other administrative staff. These staff meetings can function as a vehicle for discussing issues related to gender equity. This would be best served if the staff meeting agendas periodically identified gender equity as a priority topic.

The Department of Athletics has a policy of asking each athletic team, at the end of the season, to complete an evaluation of its program, its coaching staff and the support functions provided by the department. Each coach is then expected to review these evaluations with an Associate Director of Athletics. This evaluation process has been used inconsistently. In addition, the department also conducts senior exit interviews. These are reviewed but the data is not compiled in any systematic fashion.

6. Using your institution's completed Equity in Athletics Disclosure Act survey form and worksheets for the three most recent academic years for which the information is available, analyze, explain and address discrepancies in the data between male and female student-athletes and comment on any trends or significant changes.

The EADA reports for the last three years together with data from 1996 (where possible) were reviewed in an effort to identify the extent to which the University has moved toward its goal of gender equity since the original plan was developed. A number of the "statistics" measured in the EADA report are mentioned elsewhere, so they are only briefly described here.

1. Scholarships:

The University used the 25 percent increase in scholarship equivalents between 1996 and 2003 to significantly reallocate scholarships toward the women's programs. Men's scholarship equivalents increased 5 percent while women's scholarship equivalents increased by 56 percent so that by 2003 the University approached its goal of 50:50 male/female scholarship ratio. The ratio at the University as of 2003 was 51:49, up from 61:39 in 1996 and 53:47 in 2001. In terms of scholarship dollars the ratio in 2003 was 53:47, down sharply from 61:49 in 1996 and down marginally from the 54:46 rate in 2001.

There was very little difference when comparing comparable sports. Men's and women's both increased but there was not shift in the balance. In soccer, the imbalance favoring the men's soccer team that had existed in 1996 had been virtually eliminated by 2003. For example, in 1996 the scholarship dollars allocated to women's soccer equaled 60 percent of the figure allocated to men's soccer. By 2003 the rate stood at 91 percent. The baseball/ softball comparison, meanwhile, indicates a slight erosion in the advantage once held by softball. (See Table 3)

2. Participants:

Between 1996 and 2001 the number of participants in women's teams increased almost 45 percent while the number of participants on men's teams dropped 3 percent, so that by 2001 women accounted for 49 percent of the participants in athletics, up from 40 percent in 1996. This pattern held constant through the three years with men representing 52 percent of participants in 2003. During this period the participants in the women's basketball, soccer, and softball teams all grew faster than in the comparable men's sport. (See Table 3)

3. Expenditures:

a. Recruiting expenditures: Between 1996 and 2003 recruiting expenditures grew approximately 25 percent, with most of the growth occurring in the men's sports. As a result of a 36 percent growth in men's and 10 percent growth

in women's sports, between 2001 and 2003 the percentage of recruiting funds allocated to men's sports increased from 55 to 60 percent of total recruiting expenses. The largest increase in recruiting expenses was in men's basketball which accounted for nearly 45 percent of the entire increase in recruitment during the period, although there was little change in the most recent three years. When looking at comparable sports we see there was divergence in the recruiting expenses for men's and women's basketball over the period. The amount allocated to the women's basketball team fell from 78 percent of the men's total in 1996 to 61 percent of the men's total in 2003.

In soccer, the imbalance favoring the women's soccer team that had existed in 1996 had been reversed by 2003. In 1996 the recruiting monies allocated to women's soccer equaled 125 percent of the figure allocated to men's soccer, but by 2003 the rate stood at 55 percent and over the last three years men's soccer outspent women's soccer on recruiting by about 45 percent. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball that brought parity in 2003. (See Table 3)

b.Salary expenditure: Between 1996 and 2003 the percentage of total salary monies going to men's teams increased slightly from 56 percent to 58 percent, an increase that reflects substantial increases in the salaries in golf, soccer, and baseball. Football and women's and men's basketball account for the largest share of salary expenses, although their share of the total dropped sharply from 72 percent of the total salary to 57 percent. When looking at comparable sports, there was little change in the relative salary expenses for men's and women's basketball when we compare 2003 and 1996.

In soccer, the imbalance favoring the women's soccer team that had existed in 1996 had been reversed by 2003. In 1996 the salaries allocated to women's soccer equaled 150 percent of the figure allocated to men's soccer, but by 2003 the rate stood at 80 percent. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball due to an exceptionally low figure for men's in 1996 and virtually no change in the salaries in softball. In 2003 the salaries in baseball were 37 percent above those in softball. (See Table 4)

c. Travel expenditure: Between 1996 and 2003 the share of travel allocated to the men's teams dropped from 56 to 52 percent as funds were reallocated toward the women's teams. The reallocation in part reflects the drop in the share going to football and women's and men's basketball. The share dropped from 60 percent to 31 percent, with most of the change taking place before 2001. When looking at comparable sports there was little change in the relative travel expenses for men's and women's basketball over the period, with the share allocated to women's basketball dropping slightly.

In soccer, the imbalance favoring the women's soccer team that had existed in 1996 had been reduced by 2003, but if we look at the average during the period the expenses are comparable. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball as a result of large increases in baseball's travel budget. (See Table 4)

d. Equipment and supplies expenditure: Between 2001 and 2003 the share of equipment and supplies allocated to the men's teams decreased from 55 to 51 percent. (See Table 4)

e. Total expenditure: Between 1996 and 2001 the percentage of total expenses going to men's programs declined from 60 to 55 percent, but since then the ratio has risen back to 59 percent. The share of total expenditures in 1996 accounted for by football and men's and women's basketball declined from 57 to 55 percent during the 1996 to 2001 period. When looking at comparable sports we see there was little change in the relative expenses for men's and women's basketball over the period, with the share allocated to women's basketball dropping slightly. Once again, however, the endpoint analysis hides the 1996-2001 move toward convergence and the 2001-2003 move toward divergence. In soccer, the imbalance favoring the men's soccer team that had existed in 1996 had been reduced by 2003, but still remained positive. Expenses for the men's soccer team that had been almost 50 percent higher than the women's team in 1996, were only 17 percent higher in 2003. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball, although it remained 28 percent above the figure for men's baseball in 2003. (See Table 4)

f. Operating expenditure: Between 1996 and 2001 there was a substantial reallocation of expenditures toward the women's programs that was reflected in the percentage of operating expenses going to men's teams declining from 64 to 50 percent, but since then the ratio has risen back to 53 percent. This was accomplished with virtually no change in men's operating expenses between 1996 and 2003 and a 55 percent increase for women's teams. The share of operating expenditures accounted for by the BIG three in 1996 (ie. football and men's and women's basketball) declined sharply from 53 to 37 percent of the total.

When looking at comparable sports we see there was a significant reallocation of operating funds in favor of women's basketball and softball and baseball over the period. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball with baseball's expenses rising from 70 percent of softball's to 143 percent of softballl. (See Table 4)

g. Per capita expenditures: Between 1996 and 2001 there was a dramatic move toward equity in the per capita expenses for the women's and men's teams. In 1996 per capita expenses for the men's teams averaged 57 percent more than the women's teams, but by 2001 per capita expenses for men were 4 percent below the corresponding figure for women's teams. During the next three years there was a slight redistribution with the per capita expenses for the men's teams rising to 4 percent above the expenses for the women's teams. The biggest changes were in men's basketball where the per capita figure declined over 40 percent. Among the women's sports the largest gains were made in track and field. (See Table 4)

h. Coaches' salaries: Between 1996 and 2003 the percentage of total coaches' salaries going to men's teams increased slightly from 56 percent to 58 percent, an increase that largely reflects substantial increases golf and soccer. Football and women's and men's basketball account for the largest share of salary expenses, approximately 58 percent of the total salary expense throughout the period. There was a slight reallocation of coaching salaries in favor of women's basketball, but in both soccer and softball there was a reversal of the differential once favoring the women's team. By 2003, there was a slight differential in favor of the men's teams.

The number of assistant coaches for men's teams was the same in 2003 as 2001, while the number of female assistant coaches dropped by one. The number of male assistant coaches increased over the period as females were replaced by male assistant coaches. The situation looks somewhat different when we look at the salaries per FTE, and the movement is away from gender equity when looking at the head coach salaries and toward gender equity when looking at assistant coaches. Between 1996 and 2003 the ratio of men's to women's salaries per FTE for head coaches increased from 120 percent to 150 percent, while the ratio for assistant coaches dropped from 200 to 142 percent.

Finally, the men's to women's ratio in salary per position rose sharply between 1996 and 2003. In 1996 on the men's teams the average salaries per position was only 5 percent above the figure for females, but by 2003 the differential had increased to 46 percent. (See Table 5 and Table 7)

4. Revenues:

a. Ticket sales revenues: Revenues from ticket sales continue to be dominated by men's sports, which consisted of: football and men's basketball accounted for 98 percent of total ticket sales in 2003, up slightly from 97 percent in 2000. Men's basketball remains the biggest income generator accounting for 87 percent of total ticket sales in 2003, while football accounts for 11 percent, down sharply from 1996. Between 2001 and 2003 there was a substantial reallocation of alumni cash contributions towards women's sports as a result of a near 400 percent increase in contributions to women's programs, more than five times the rate of increase for the men's sports. The peer reviewers for the last report suggested the University review the apparent discrepancy in discretionary funds (Suggestion No. 2), and the data suggests the University has made some progress toward this goal, but there is still room for continued movement.

As a result of the reallocation men's teams accounted for 80 percent of alumni contributions in 2003, down from 92 percent in 1996. Combining the ticket and alumni contributions we see that the men's share of revenue drops from 97 to 89 percent, in large part the result of a 11 percentage point reduction in football's share of revenues. (See Table 6)

7. Using the program areas for gender issues, please:

a. describe how the institution has ensured a complete study of each of the areas,
b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,
c. Identify areas of deficiency and comment on any trends, and
d. Explain how the institution's future plan for gender issues addresses each of the areas.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to Item No. 9 of the program area checklist.]

1. Athletics Scholarships. Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of this area.

The committee reviewed the EADA reports for the years 2001-2003 and the previous gender equity report to develop data on scholarships for the years 1996, and 2001-2003.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The data demonstrates evidence of progress toward equity and achievement of the goal of the scholarship ratio equal the ratio of participants. Between 1996 and 2003 the women's rate of participation in athletics increased from 39 to 48 percent of the total. During this same period of time the number of scholarships increased from 39 to 49 percent.

Specifically, from 1996-2003:
* the number of women students receiving aid increased from 41% to 47%;
* the number of scholarship equivalents received by women increased from 39% to 49%;
* the total of scholarship dollars received by women increased from 39% to 47%:
* the rate of participation for women increased from 39% to 48%

c. Identify areas of deficiency and comment on any trends.

The University has moved toward gender equity in scholarships since the last plan was developed and the scholarship ratio is close to the goal of a 50:50 ratio in male to female scholarships specified in the previous gender equity plan. However, the University did not reach the goal in absolute terms. There is an appropriate management structure in place to monitor goal achievement and should be a priority focus for achievement for the new administration in the department of athletics.

The university established a goal of 50:50 distribution of scholarships. The male/female student population ratio shows a trend of increasing percentage of female students. This shift would suggest a future readjustment of the desired ratio of participation and scholarships for women.

The President has authorized a Title IX audit to be conducted by an experienced, external consultant. The new administration should analyze the trend of increasing percentage of women in the student population, the recommendations of the Title IX audit and develop a plan and reasonable goals to increase rates of participation and scholarships for women.

d. Explain how the institution's future plan for gender issues addresses this area.

The gender equity plan contains a specific goal of 50:50 in terms of scholarships beginning next year and the development of a target ratio for scholarships to be developed within two years that will be in place in four years. That target will be the outgrowth of the work conducted by the Department of Athletic's strategic plan and the Title IX audit.

2. Accommodation of Interests and Abilities. Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

a. Describe how the institution has ensured a complete study of this area.

The committee reviewed the EADA reports for the years 2001-2003 and the previous gender equity report to develop data on participation for the years 1996, and 2001-2003. The committee also interviewed individuals in the Department of Athletics and at University College to determine what had been done regarding the original plan that involved an annual survey conducted by University College.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The University has worked aggressively to expand women's sports that were seriously underrepresented at the time of the last report. In 1996 women represented 54 percent of the undergraduate student population but only 39 percent of the student athletes, but over the next seven years the number of women student athletes increased about 130 percent faster than the number of women students. In 2003 as well as 1996 about 7 percent of the male students participated in sports, while the share of females participating increased from 4 percent to 5 percent between these years.

The women's share of student athletes has also risen to 48 percent, while the 14 percentage point gap between student and athlete shares had been reduced to 8 percentage points. This gap would have been smaller if that during the period we had seen a small shift in the composition of the undergraduate students with the female's share of undergraduate enrollment increasing from 54 to 56 percent.

c. Identify areas of deficiency and comment on any trends.

The university established an equity goal of 50:50 in 1997. The university has made significant strides in reaching this target (see 7.1.b.). However, the male/female student ratio was 44:56 in 2003. Therefore, participation in NCAA sports at the university is not proportional to the student population. We do not expect the male to female ratio of the student population to be reversed in the near-term. In order to achieve proportionality we expect the University will need to make a concerted effort to expand the opportunities for female student-athletes.

d. Explain how the institution's future plan for gender issues addresses this area.

The gender equity plan contains a specific goal of participation relative to the full time student population, beginning next year and the development of a target ratio for participation to be developed within one year and achieved within five years. That target will be the outgrowth of the work conducted by the Department of Athletic's strategic plan and the Title IX audit. The committee realizes that the goal in the original plan to have an annual survey of students interests has not been achieved. This has been addressed in the current gender equity plan. It is possible that athletics will undergo significant restructuring to achieve the goals of the proposed gender equity plan and there is a need for information regarding students interests and abilities.

We also recognize the problems of information overload and the costs of excessive requests for information of all sorts that have been placed on the University, especially on the summer orientation program run by University College. Therefore, we are proposing the development of a questionnaire that will be administered at least once every three years. The information will be incorporated into the strategic plans of the Department of Athletics at the University, and used in concert with the interest and participation in club sports, a more reliable measure of student interest.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of this area.

The committee reviewed the EADA data, surveyed the coaches, and interviewed the equipment manager and Department of Athletics personnel to determine the nature of the system in place that allocates the equipment and supply budget.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

In the last report there was an indication that the size of equipment and supply budget for individual teams and level of priority were directly correlated with the priority system in place and that the level I men's teams received more institutional support and private support. The committee discovered that there have been some significant changes over the period under review. There has been a pronounced decrease in the share of equipment and supply expenses going to the level 1 teams. The share of expenses going to

the men's level 1 teams declined from 80 to 56 percent, while the decline for the women's teams was from 54 to 44 percent. There has also been a reallocation from the men's to women's teams. Between 2001 and 2003 the share of the equipment and supplies expenditures allocated to the women's teams increased from 20 to 44 percent.

c. Identify areas of deficiency and comment on any trends.

There appears to be no problem with regard to gender equity at the present time. However, there does not appear to exist a monitored system for conducting inventories to ensure equipment, supplies and uniforms are supplied and replaced on a non-discriminatory basis.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee has recommended development of a regularly monitored system, including regularly scheduled inventories of equipment and supplies, including uniforms, and the development of a schedule for uniform replacement that assures gender equity in the allocation of funds.

4. Scheduling of Games and Practice Time. Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed individuals in the Department of Athletics, surveyed coaches, and reviewed athletic schedules.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The scheduling of games and practices for all sports is done by a group of athletics staff, including the senior woman administrator. She has made gender equity a key factor in the decision making process. In terms of game scheduling, comparable sports were reviewed for evidence of gender inequity. One indicator of inequity would be the geographic scope of the competition and at URI there appears to be no differences between the geographic scope of the competition. Although the University's sports do not all have the same market, comparable sports have comparable markets. The basketball and soccer programs are national in reach, while the other teams are restricted to an area that includes the East Coast to the Midwest. Both the baseball and softball teams have southern tours in the spring semester, as does the women's tennis team. When looking at the number of games, during the three-year period the only significant difference between the men's and women's teams was in tennis where the men played 22 more matches over the three-year period than the women's team.

With regard to practice times and facilities, basketball, tennis, swimming & diving, and track & field all share practice and game facilities so the issue of equity is only an issue when scheduling the facilities. Each semester the coaches meet with a senior administrator to allocate the facilities for practice and games. For all of the comparable sports every effort is made to guarantee gender-equity in assigning the facilities. For example, basketball teams practice in the Ryan Center, the site of the team's home games, and in Tootell. The practice schedule is the same for both teams, with the teams alternating between the two facilities. Men's and women's soccer receive the same number of hours in the Tootell East and Tootell West gyms by alternating days. The same is true for the softball and baseball teams.

c. Identify areas of deficiency and comment on any trends.

The committee found no indication of any gender inequity.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee's recommendation is for a continuation of the current practices.

5. Travel and Per Diem Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.

a. Describe how the institution has ensured a complete study of this area.

The committee reviewed the EADA data and travel records, interviewed individuals in the Department of Athletics, and surveyed coaches.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

At the present time the University has a uniform travel plan that specifies the mode of travel for all sports teams, although the plan has yet to be formally adopted. At the time of the 1997 report, the Department of Athletics had a standard policy of allotting students $18 per day when traveling. At present the per diem has been increased to $20. The base travel allowance is the same for all teams. Coaches have the option of supplementing this travel per diem with additional funding.

Upon review of the travel budget at aggregate level, it was revealed that between 1996 and 2001 there was a pronounced reallocation from men's to women's sports, with the share of travel expenses going to women's sports(44 to 53 percent). In the last three years, however, the trend has reversed and by 2003 women's teams received 48 percent of the travel budget. The big gainers in men's sports were golf (350%), swimming & diving (220%), and baseball (100%), while in women's sports rowing, soccer, and swimming & diving all had increases above 100%. The two largest travel budgets, football and men's basketball, declined during this period from 81% to 73%, while for women the share going to basketball and volleyball rose slightly from 47% to 48%.

c. Identify areas of deficiency and comment on any trends.

The committee found no indication of any gender inequity. There was agreement that the policy in place should be formalized and included as part of the operating procedures for athletics.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee's recommendation is for a continuation of the current practices and the inclusion of a written statement of the gender-equity guidelines for travel.

6. Tutors. Availability - procedures and criteria for obtaining assistance; Assignment - qualifications, training, experience, etc.; Compensation - rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed individuals in the Department of Athletics and surveyed coaches.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

At the present time, Advising Programs for Student-Athletes provides study halls for three specific teams: men's basketball, women's basketball, and football.

Women's basketball - The study hall is conducted in a reserved room in the University Library and is monitored by a developmental tutor. Student-athletes below 3.0 GPA are required to attend, as well as other students as deemed by the head coach.

Men's basketball - study hall takes place in the Department of Athletics Computer Lab and is monitored by a developmental tutor and a member of the coaching staff. Student-athletes below 2.5 GPA are required to attend, as well as all newcomers (freshman and transfers) to the program.

Football - study hall is conducted in classrooms adjacent to the football offices and is monitored by a developmental tutor and a member of the coaching staff. Student-athletes below 2.5 are required to attend study hall, as well as all newcomers (freshman and transfers) to the program.

In addition to these team-specific programs, there is a general study hall for most other teams, although several teams (i.e., baseball, men's track & field) run their own at various times during the year and are supervised by the coaching staff. The general study hall is conducted in both the Department of Athletics Computer Lab and a study room, and is monitored by part-time employees.

c. Identify areas of deficiency and comment on any trends.

The committee found no indication of any gender inequity.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee's recommendation is for a continuation of the current practices.

7. Coaches. Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of this area.

The committee reviewed the EADA and staffing level data, interviewed individuals in the Department of Athletics and surveyed coaches.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

Since the original gender-equity report the University has not achieved its goal of a full-time coach for all of its sports. As of 2003 swimming & diving and tennis did not have full-time coaches, although by 2004 only tennis did not have full-time head coaches. When we examine comparable sports, meanwhile, there would appear to be gender-equity. In the case of the six comparable sports examined, baseball/softball, basketball, swimming & diving, tennis all have the same number of full-time and part-time coaches. For soccer, the men's team has one additional part-time coach while in track and field the women's team has one additional part-time assistant coach. The number of assistant coaches for men's teams was the same in 2003 as 2001, while the number of female assistant coaches dropped by one. The number of male assistant coaches increased over that period as females were replaced by male assistant coaches.

At the aggregate level the salaries for head coaches have begun to diverge in past three years. In 2001 the aggregate salaries of all the men's teams equaled that of the women's head coaches, but by 2003 the men's teams' salaries were about 17% above those of females. When reviewing salaries, however, one should acknowledge the fact that there are a few teams that are revenue generators through ticket sales and many that generate no ticket sales. If you exclude the two basketball programs and the football program and then examine the salary data for the remaining sports you find little evidence of gender inequity. By 2003, the average salary per head coach was the same for the men's and women's teams, while the average for the assistants was substantially lower for the men's teams. When looking at the total coaches' salaries adjusted for the number of teams, the men's coaches' salaries average approximately 90 percent of the women's coaches' salaries, up from 57 percent in 1996.

c. Identify areas of deficiency and comment on any trends.

The committee found that women's soccer assistant coach was not a FTE position. The number of participants on the women's rowing team currently has 43 participants. The coaching staff has not been increased from 1 head and 1 assistant coach. These programs can be deemed to be lacking adequate coaching support.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee's recommendation is to reevaluate and reassign as appropriate assistant coaches to provide additional support to women's programs. The women's soccer and women's rowing programs should be priorities when identifying funds to establish new coaches positions. The coaching staff salaries should be reviewed when positions are being filled to ensure that the university remains competitive for qualified coaches.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed individuals in the Department of Athletics, surveyed coaches, and toured the locker rooms and facilities.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

With regard to practice times and facilities, basketball, tennis, swimming & diving, and track & field all share practice and game facilities so the issue of equity is only an issue when scheduling the facilities. Each semester the coaches meet with a senior administrator to allocate the facilities for practice and games. For all of the comparable sports every effort is made to guarantee gender-equity in assigning the facilities. (see 4.1 Item 7 (4b))

At the time of the initial report, and as a response to the peer review report, the University indicated the senior woman administrator was serving on the Keaney Feasibility Study Committee and was also a member of the Committee overseeing the Second Floor Keaney Project. The Second Floor Keaney Project specified in the original report was completed and with the renovations three men's and three women's team rooms and a men's and women's locker room were created. The peer review committee recommended the remedial upgrades (Recommendation No. 1) and the renovations created upgrades to the facilities for gymnastics, volleyball, and track and field on the women's side and baseball, soccer, and track and field on the men's side. The three men's teams share a common shower room as do the three women's teams. The conversion of the room for women's basketball mentioned in the report was made obsolete by the movement of men's and women's basketball into the new Ryan Center that is home to the men's and women's basketball teams.

Four teams (three women's teams and one men's team) have lockers in Tootell Athletic Complex. The team's locker rooms in this building are larger, but the facilities are not comparable to those in Keaney. The only comparable features of these rooms are the lockers that are the same vintage as those in Keaney. The women's softball team has the best of the facilities given that it contains its own showers and toilets. The women's field hockey, soccer, and swimming and diving are all housed in an area that shares showers and toilets with the main women's shower room that services open recreation and visiting teams. The men's swimming and diving is in temporary space in the men's open locker room due to the substandard conditions in its assigned space.

c. Identify areas of deficiency and comment on any trends.

The teams that have locker room space in Tootell, clearly have inferior locker facilities. This becomes a gender issue since there is disparate impact on the women's teams. Three of the four teams are women's teams.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee has included in its gender equity plan a timetable for addressing the imbalance.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed individuals in the Department of Athletics, surveyed coaches, and toured the locker rooms and facilities.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

At the present time all athletes, with the exception of the football players, share two weight rooms. In terms of medical facilities, between 1996 and 2003 there was a 30 percent increase in student-athletes and no increase in the medical and training facilities. The head trainer was interviewed to determine any gender-equity issues in terms of service. This committee notes that in this report as well as the last report, there seems to be a gender-neutral implementation of their services.

c. Identify areas of deficiency and comment on any trends.

The University has recognized the need to improve the training and conditioning facilities. A bond issue was placed on the November 2004 ballot that would have financed construction of a new training and conditioning facility for athletes. Unfortunately, the bond issue did not pass and the Department of Athletics will begin evaluating alternative plans for generating the funds for improving the facilities.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee does not believe that at this time the medical and training facilities is a gender issue and recommends an annual review of the medical and training facilities and staff.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed individuals in the Department of Athletics and surveyed coaches.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

At the University the housing and dining choices for all student-athletes are the same indicating there is no equity problem in housing and dining. In past years the two basketball teams lived in graduate village but now all students receive the same treatment.

c. Identify areas of deficiency and comment on any trends.

The committee finds no deficiencies in housing and dining facilities and services.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee does not believe that at this time the housing and dining facilitites and services is a gender issue and recommends an annual review of the housing and dining facilities and services.

11. Publicity. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed individuals in the Department of Athletics including the person in charge of publicity, surveyed coaches, and reviewed printed and web-based material concerning published information for the teams (i.e. Media guides, schedule cards, team information on the internet, etc.).

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The University web site (www.gorhody.com) has a standard format for all of the teams and there was no apparent discrepancy between the teams. All teams had up to date scheduling information and there seemed to be no gender inequities in the information. The printed material quality seems to be improving. In the last report they looked at the printing budget and found priority sports had significant media guides. In addition, the 1996-97 media guides for basketball teams were also reviewed and found them to be similar, but not equal, in quality. All others had schedule cards and team brochure (except tennis). Several marketing and promotions initiatives have been implemented including the assignment of an individual to conduct marketing for women's basketball, the close monitoring and tracking of department advertising and promotional expenses to insure equity, the development of an annual marketing and promotions plan for women's basketball, and the development and implementation of unique promotions for women's basketball including Girls and Women in Sport Day, the Rhode to Success Field Trip and the Girl Scout Overnight.

c. Identify areas of deficiency and comment on any trends.

The committee has found no evidence of gender discrimination.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee has recommended that the Gender Equity in Athletics Subcommittee of the President's Commission on the Status of Women review the information annually to ensure that there is equity in the University publications.

12. Support Services. Administrative, secretarial, and clerical support; office space.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed individuals in the Department of Athletics, surveyed coaches, toured the facilities, and reviewed the building plans in the assessment to determine the equity of the office space.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

As with the locker and team rooms, the men's and women's basketball teams have the largest and best equipped offices, lockers, and shower rooms in the new Ryan Center. Each of the team has full-time secretarial support. The football team has their offices on the second floor of Keaney, shower and locker rooms in the Ryan Center, and has two secretaries.

The offices for the remaining sports are spread throughout Keaney, Mackel and Tootell. The largest space, which includes separate offices and team rooms, is allocated to men's soccer on the third floor of Keaney, a space substantially larger than the space allocated to women's soccer. This is the only notable example where comparable sports have very dissimilar office space.

c. Identify areas of deficiency and comment on any trends.

At the present time there are a number of offices that would be considered inadequate, but much of this is due to the structural problems with the Keaney building that directly affects a number of offices.

d. Explain how the institution's future plan for gender issues addresses this area.

The committee has recommended an evaluation and reallocation of the secretarial support staff.

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

a. Describe how the institution has ensured a complete study of this area.

The committee reviewed EADA, interviewed individuals in the Department of Athletics and surveyed coaches.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The University has a uniform policy with regard to recruits. A review of the aggregate data to compare treatment of men's and women's sports indicates that between 1996 and 2001 the share of recruiting monies going to men's teams increased from 55 to 59 percent of the total and by 2003 the share had risen to 60 percent. Men's basketball and football account for 83% of recruiting expenses for men's sports, down from 92% in 1996, while women's basketball and volleyball accounted for 69% of recruiting expenses in 1996 and 64% in 2003.

When comparing comparable sports there was divergence in the recruiting expenses for men's and women's basketball over the period. Overall, the amount allocated to the women's basketball team fell from 78 percent of the men's total in 1996 to 61 percent of the men's total in 2003. In soccer, the imbalance favoring the women's soccer team that had existed in 1996 had been reversed by 2003. In 1996, the recruiting monies allocated to women's soccer equaled 125 percent of the figure allocated to men's soccer, but by 2003 the rate stood at 55 percent and over the last three years men's soccer outspent women's soccer by about 35 percent. The baseball/softball comparison, meanwhile, indicates significant erosion in the advantage once held by softball that brought parity in 2003.

c. Identify areas of deficiency and comment on any trends.

Although the scholarships have been allocated 50:50, the current trend is 60:40 in favor of the men's sports. The recruiting dollars for men's and women's basketball show a disparity of 62:38.

d. Explain how the institution's future plan for gender issues addresses this area.

Since, the gender equity plan contains a specific goal of 50:50 in terms of scholarships beginning next year and the development of a target ratio for scholarships to be developed within two years that will be in place in four years. That target will be the outgrowth of the work conducted by the Department of Athletics' strategic plan and the Title IX audit.

The committee recommends that the recruiting dollars be allocated 50:50 beginning next year and the recruiting dollars must be allocated proportionally with the scholarship goals. It is understood the there will be varying percentages when comparing comparable sports, due to the recruiting areas and the make up of the team (i.e. Number of freshmen, sophomores, etc.). The committee also recommends that coaches' contracts be reviewed to determine the appropriateness of scholarship guarantees.

8. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

University of Rhode Island
Athletic Department
Gender Equity Plan
FY2005 and Beyond

PURPOSE:

The purpose of this Plan is to guide the University of Rhode Island in its continuing efforts to achieve gender equity in its intercollegiate athletic programs. It has been developed to ensure the institution continues to comply with NCAA operating principles regarding the participation of women in intercollegiate athletics and with Title IX regulations, as interpreted, to date, by the Office of Civil Rights. The plan is based on the NCAA Self-Study conducted during FY2004 and 2005.

OPERATING PRINCIPLES

The Operating Principles of the NCAA in regards to equity state:

4.1 Gender Issues. Consistent with NCAA Constitution 2.3, it is the responsibility of each institution to implement the Association's principle of gender equity. In accordance with this fundamental principle, the institution shall:

a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.

b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.

c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

The institution shall have available adequate information for assessing its current progress in this area and an institutional plan for assessing it in the future. The Plan shall provide for accommodating the evolving standards of the NCAA in the area of gender equity.

INITIATIVES:

To help the University of Rhode Island in its continuing efforts to achieve and maintain gender equity for both genders the following items will be implemented by Fall 2005.

* Change in gender make-up of the Athletic Advisory Board -
The Athletic Advisory Board (AAB) currently consists of 9 members. The AAB currently has 1 female member. For the fiscal year 2006 (Fall 2005) the membership of the Athletic Advisory Board will include:

4 faculty members; with a minimum of 2 members being women
2 undergraduate student athletes (one being a woman) & 1 graduate student
2 alumni; one of whom should be a woman
1 chairperson (a faculty member appointed by the president)

All the appointments must be made as indicated by the University manual.

The recommendation of this committee is that the Athletic Advisory Board increase the diversity in all appointments. The goal for the membership of the Athletic Advisory Board is a ratio of 50% female (not including the chairperson and the ex-officio members).

* Create a Gender Equity in Athletics Subcommittee of the President's Commission on the Status of Women -

The Gender Equity in Athletics Subcommittee will be charged with completing an annual review of the progress Department of Athletics' gender equity plan, provide input and recommendations to the President and Director of Athletics on the ongoing implementation of the plan.
The recommended membership of the Gender Equity in Athletics subcommittee of the President's Commission on the Status of Women requests that its members include:

2 members from the President's Commission on the Status of Women,
2 members from the Athletic Advisory Board,
1 member from Student Athletic Advisory Committee,
1 male and 1 female student-athlete,
1 female, non-athlete,
support staff from the following departments: Athletics (Director of Athletics and the Senior Women Administrator) and Affirmative Action (1 staff person).

Charge to the Gender Equity in Athletics Subcommittee:

1. Meet at least six times each year.
2. Annually review the progress of the approved gender equity plan.
3. Provide input and recommendations to the President and the Director of Athletics on issues related to the on-going implementation of the gender equity plan.

* Title IX Audit -
The University of Rhode Island's Department of Athletics will initiate a gender equity audit to be conducted by an external, expert consultant to provide an accurate assessment of the university's complaiance with Title IX. The university will develop a request for proposals during the spring semester, 2005.

The primary purpose of the audit is to help identify areas of concern, help in the creation of an accurate baseline for gender equity, to help establish goals for gender equity and strategies for achieving goals. The audit will be completed by the Fall 2005. A plan to address the findings of the audit and the internal strategic planning process will be developed within one year of the audit. The plan's goals will be achieved by 2010.

* Computerize the student-athlete end-of-the-season survey -
To help with the analysis of the atudent-athlete end-of-the-season surveys, the Department of Athletics must have the results of the end-of-the-season surveys computerized.

*Allocation of resources for scholarships and recruiting:
During the period of this plan, a minimum of 50% of expenditures of resources for scholarships and recruitment will be used for women's sports.

*Please see "plan for improvement" section for detailed Gender Equity Plan in regards to all gender equity topic areas.

9. Describe the institution's efforts to ensure the plan for addressing gender equity for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

A subcommittee was formed to draft the Gender Equity plan. This committee was made up of the following people; Lynne Derbyshire, Professor of Communication; Art Mead, Professor of Economics, Lauren Anderson, Senior Woman Administrator; Sue Bergen, Associate AD for Business and Finance. The subcommittee also called in additional staff as necessary, including Tom McElroy, Athletic Director, Gregg Burke, Deputy Director of Athletics and Abu Bakr, Assistant to the President.

Abu Bakr then brought the Gender Equity plan to President Carothers for review.

Information to be available for review by the peer-review team, if requested:

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**

2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**

3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**

5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scholarships	The University will achieve equity in regards to scholarships in proportion to the rate of participation.	University of Rhode Island's Department of Athletics must undergo a Title IX audit.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Audit complete by Summer of 2005.
		Develop plan based on the Title IX audit's recommendations and strategic planning process.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator	Plan complete by Fall 2005. Achievement of plan's goals by Spring 2010.
Accommodation of Interests and Abilities.	Pending the findings from the Title IX audit, the University will ensure female student-athlete participation is equal to women's enrollment, based upon a three 3 year average, or within 5% of enrollment, based upon the same 3 year average.	University of Rhode Island's Department of Athletics must undergo a Title IX audit.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Audit complete by Summer of 2005.
		Develop plan based on the Title IX audit's recommendations and strategic planning process.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator	Plan complete by Fall 2005. Achievement of plan's goals by Spring 2010.
Equipment and Supplies.	Ensure equitable budget availability for all sports based upon the completed inventory and rotation schedule as set by the Equipment Manager.	Review budgets and expenditures annually.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Equipment Manager, Sport Administrators, and Senior Woman Administrator.	Fall 2005.
		Complete equipment inventory.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Equipment Manager, Sport Administrators, and Senior Woman Administrator.	June 2005

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Develop written strategies for addressing inequities.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Equipment Manager, Sport Administrators, and Senior Woman Administrator.	June 2005
		Develop uniform replacement schedule.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Equipment Manager, Sport Administrators, and Senior Woman Administrator.	June 2005
Scheduling of Games and Practice Time.	Ensure games and practices continue to be administered equitably.	Continue administrative support and procedures related to the coordination of game and practice schedules.	Athletic Director, Deputy Director, Senior Woman Administrator, and Sports Administrators.	Spring 2005 (this has been an ongoing university process).
Travel and Per Diem Allowance.	Ensure team travel policies and procedures remain equitable. Increase per diem levels to the State allowed amount.	Continue administrative review and equitable applications concerning the mode of transportation, per diem levels, and accommodation.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Sport Administrators, and Senior Woman Administrator.	Fall 2005
Tutors.	Ensure academic advising services and tutoring services continue to be equitable.	Conduct annual review.	Dean of University College, Academic Advisors, Athletic Director, Senior Woman Administrator, and Sport Administrators.	Fall 2005
Head Coaches.	Ensure the University continues provides competitive salaries to all head coaches.	Conduct regular review of head coaches' salaries relative to market value and conference rank, every 3 years.	Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, Assistant VP of Human Resources, and Senior Woman Administrator.	Fall 2006
Assistant Coaches.	Achieve equitable assistant coach support for women's sports.	Re-evaluate and re-assign Assistant Coaches to provide more support to women's sports.	Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, Assistant VP of Human Resources, and Senior Woman Administrator.	Fall 2007

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Review alternative sources of funding for assistant coaching positions, prioritizing women's soccer and rowing.	Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, Assistant VP of Human Resources, and Senior Woman Administrator.	Fall 2007
Locker Rooms, Practice and Competitive Facilities.	Ensure equitable locker room facilities for all sports.	Renovate the following women's team locker rooms: Softball, Soccer, Field Hockey, Swimming. Renovate the following men's locker room: Swimming. Reallocate former men's basketball locker in Keaney to a woman's sport.	Athletic Director, Deputy Director of Athletics, Asst. AD for Facilities Mgmt., University Planner, Director of Development, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Must achieve equity within 4 years.
Medical and Training Facilities and Services.	Continue to provide equitable medical and training services.	Conduct an annual review. Specifications to be developed	Athletic Director, Deputy Director of Athletics, Gender Equity in Athletics Subcommittee, Associate Athletic Director for Business & Finance, Head Trainer, Associate Athletic Directors, Health Services, Counseling Center, and Senior Woman Administrator.	Fall 2005
Housing and Dining Facilities and Services.	Ensure housing and dining services continue to be equitable.	Conduct annual review.	Athletic Director, Senior Woman Administrator, Sport Administrators, Administrator of Food Services, and Director of ORL.	Fall 2005
Publicity.	Provide equitable media promotions for women's teams and events. Increase marketing of women's sports.	Analyze and revise promotional material, allowing for portions illustrating longer history or higher achievements.	Deputy Director for Athletics, Sport Administrators, Assistant Athletic Director for Media Relations, and Senior Woman Administrator.	Fall 2005

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Develop plan for added professional assistance.	Deputy Director for Athletics, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Spring 2005
		Continue to allocate giveaways and program attractions for women's programs	Deputy Director for Athletics and Senior Woman Administrator.	Fall 2005
Support Services.	Achieve equitable secretarial support for all sports.	Re-evaluate and re-assign secretarial support for a more equitable distribution of work.	Deputy Director for Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Fall 2005
Recruitment of Student-Athletes.	Achieve equitable recruitment of student-athletes for all sports.	University of Rhode Island's Department of Athletics must undergo a Title IX audit.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Audit complete by Summer of 2005.
		Develop plan based on the Title IX audit's recommendations and strategic planning process.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Plan complete by Fall 2005. Achievement of plan's goals by Spring 2010.

Operating Principle

4.2 Minority Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS MINORITY OPPORTUNITIES PLAN TO ASSIGN A SPECIFIC TIMETABLE FOR EACH TASK OUTLINED IN THE PLAN AND ASSIGN INDIVIDUALS OR OFFICES RESPONSIBLE FOR CARRYING OUT EACH TASK.

University Action:

A new Athletics Recruitment and Hiring Program was put in place in the 1997-98 academic year. The Senior Woman Administrator assumed responsibility for ensuring that searches follow affirmative action procedures and, with support from the Office for Affirmative Action, Equal Opportunity and Diversity, for maintaining "a list of relevant groups, institutions and individuals who are routinely notified when hiring opportunities exist, particularly for the positions of head coaches, and senior athletics administrative staff."

There were no additional timetables or specific assignment beyond the responsibility delegated to the Senior Woman Administrator listed above.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS MINORITY OPPORTUNITIES PLAN TO INCLUDE WAYS IN WHICH THE ATHLETICS DEPARTMENT WILL CONTINUE ITS EFFORTS TO IDENTIFY MINORITY ATHLETICS STAFF AND STUDENT-ATHLETES.

University Action:

See response to RECOMMENDATION #4 above.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS MINORITY OPPORTUNITY PLAN TO ADDRESS MINORITY OPPORTUNITIES AND NEEDS FOR STUDENT-ATHLETES, AS WELL AS ATHLETIC STAFF MEMBERS.

University Action:

The plan was revised to address minority opportunties. However, needs for student-athletes, as well as athletic staff members was not addressed.

Explanation:

Althought the plan was not revised to address needs for student-athletes, the Department of Athletics has addressed this concern in several ways. The university has addressed student-athletes' needs by conducting annual exit interviews, end-of-the-season surveys, and the NCAA CHAMP/Life Skills Assessment. Student programs such as NCAA CHAMP/Life Skills, Responsible Alcohol Management (RAM) Choices, the Career Counseling Center, and the Counseling Center have provided student-athletes with venues to address their career counseling, personal counseling, and health needs.

The University acknowledges that similar programs must be made available to address the staff members' needs. As a result, the Minority Plan for Improvement addresses the need for needs assessments to be conducted with department of athletics staff.

* Please note that a detailed description of the above-referenced student programs/centers can be found in Operating Principle 4.3, Item #6.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION RECEIVE APPROVAL OF THE UNIVERSITY ADMINISTRATION, THE AFFIRMATIVE ACTION OFFICE, AND THE ATHLETICS DEPARTMENT SUBSEQUENT TO IMPLEMENTING THE RELATED RECOMMENDATIONS LISTED ABOVE.

University Action:

The revised plan was approved by the university administration. Elements of the plan, such as computation of availability/utilization analyses and overall monitoring of hiring searches to ensure that minorites are affored equal opporunitity in the search process is the responsibility of the Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). The AAEOD office requests and reviews all college and department affirmative action plans.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION ESTABLISH A WORKING RELATIONSHIP BETWEEN THE ATHLETICS DEPARTMENT AND THE OFFICES ON CAMPUS THAT PROVIDE AND SPECIALIZE IN DIVERSITY SERVICES AND ISSUES.

University Action:

The Department of Athletics does not have a formal working relationship with the office of Multicultural Student Services or with Special Programs for Talent Development (hereinafter "SPTD"), the two offices/programs at the University that provide support for minority students. However, efforts are often made during on-campus visits by prospective student-athletes and during freshman orientation to introduce students to these departments. Minority student-athletes usually make informal connections with SPTD and Multicultural Student Services.

Several other sources of connection have been made or established that facilitate a working relationship between the Department of Athletics and offices that provide services and address issues relating to minority students. Below is a list of other sources:

1. The Student Athletic Advisory Committee (SAAC) provides an important vehicle for student athletes to become more engaged with other activities on campus. While a very successful organization, it would benefit from more involvement of male athletes, and in particular athletes from men's basketball and football. The past two recipients of the Rainville Leadership Award have been student athletes involved in SAAC and SAAC received the group leadership award, clear indications of the success of the group.

2. The URI Peer Advocates, Violence Against Women Prevention Program has successfully created links between student-athletes and the larger campus community, partially due to the explicit recruiting they do when they present programs to athletic teams, and partially due to having a co-director who is a former member of the football team.

3. The Rose Butler Brown Mentor and Leadership Program for women of color have successfully recruited student athletes but a more formal relationship would be beneficial.

4. Bridges, a program designed in 1997 to promote understanding and collaboration among student groups on campus, served an important role early on when the Director of Athletics strongly encouraged coaches to have members of their teams participate. Only a few teams continued to be involved. Reestablishing that support would be valuable, however, the SAAC has been a valuable program initiative that achieves many of the objectives of Bridges.

(Note that Peer Advocates and Rose Butler Brown are sponsored by the Women's Center).

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

The original plan from 1997 is noted in UPPERCASE followed by the institutional actions that addressed these items.

THE ATHLETICS DEPARTMENT'S GOALS PARALLEL THOSE OF THE INSTITUTION IN TERMS OF RECRUITING AND HIRING MINORITY EMPLOYEES. PLANS TO EXPAND INSTITUTIONAL RECRUITMENT EFFORTS ARE CURRENTLY IN PROGRESS. COMPUTATION OF AVAILABILITY/UTILIZATION ANALYSES WILL PROVIDE VALUABLE DATA REGARDING THE UNDERUTILIZATION OF MINORITIES AND WILL ALSO FACILITATE DETERMINATION OF UNDER-REPRESENTATION OF A PARTICULAR RACIAL/ETHNIC GROUP WITHIN THE ATHLETICS DEPARTMENT. TARGETED RECRUITMENT ACTIONS CAN BE DEVELOPED TO MEET SPECIFIC NEEDS.

University Action:

In recruiting for staff positions, the Department of Athletics follows the guidelines, policies and procedures of the Office of Affirmative Action, Equal Opportunity and Diversity. The senior woman administrator maintains an internal mailing list comprised of relevant groups, institutions, and individuals who are routinely notified when hiring opportunities exist, particularly for the positions of head coaches, and senior athletics administrative staff.

THE UNIVERSITY IS CURRENTLY REVIEWING THE AFFIRMATIVE ACTION PROGRAM AND COORDINATION OF ACTIVITIES WITH THE OFFICE OF HUMAN RESOURCES ADMINISTRATION. THIS STUDY INCLUDES THE REVIEW AND EVALUATION OF HIRING POLICIES, PROCEDURES, AND PROCESSES. RECOMMENDATIONS FOR REVISION OF POLICIES AND/OR THE MODIFICATIONS OF INSTITUTIONAL PROCEDURES THAT RESULT FROM THE REVIEW WILL BE EXAMINED. SUBSEQUENT TO THE REVIEW, IMPLEMENTATION PLANS WILL BE DEVELOPED BY THE AFFIRMATIVE ACTION OFFICE. THE ATHLETICS DEPARTMENT WILL CONTINUE TO OBSERVE INSTITUTIONAL HIRING POLICIES.

University Action:

Every year the Office of Affirmative Action, Equal Opportunity and Diversity does availability/utilization analyses providing data regarding the underutilization of minorities throughout the University. Although this data encourages proactive affirmative action searches when vacancies occur in the senior staff or among head coaches, there is no evidence that it contributes to a consistent effort to increase hiring of staff from groups traditionally underrepresented in the University. For the academic year 2003-2004 the coaching staff includes 9% who are minority; the administrative staff includes 6% who are minority.

WHEN HIRING OPPORTUNITIES EXIST, THE ATHLETICS DEPARTMENT WILL CONTINUE ITS EFFORTS TO IDENTIFY MINORITY CANDIDATES, PARTICULARLY FOR THE POSITIONS OF HEAD COACHES, PART-TIME ASSISTANT COACHES, AND SENIOR ATHLETICS ADMINISTRATIVE STAFF.

University Action:

The associate directors of athletics assume responsibility for ensuring that searches follow affirmative action procedures. The senior woman administrator maintains "a list of relevant groups, institutions and individuals who are routinely notified when hiring opportunities exist, particularly for the positions of head coaches, and senior athletics administrative staff." While the full-time positions are monitored by Affirmative Action, part-time positions currently are not monitored. The University is working towards establishing a procedure to maintain information regarding the hiring opportunities for part-time positions.

THE UNIVERSITY'S EQUAL OPPORTUNITY STATEMENT IS INCLUDED IN ALL EXTERNAL PUBLICATIONS OF THE ATHLETICS DEPARTMENT.

University Action:

The University's equal opportunity statement is included in many, but not all, of the Department of Athletics' external publications. The Assistant Director for Media Relations has been made aware of the need to ensure that all Department of Athletics external publications, no matter where they originate (including but not limited to athletic department brochures and publications, letterhead and the Department of Athletics' web-site), must carry the statement and has taken responsibility for ensuring that they do.

THERE WILL BE A REGULAR REVIEW OF THE RACIAL/ETHNIC INFORMATION FOR ALL ACTIVE STUDENT-ATHLETES ON A SPORT-BY-SPORT BASIS DONE BY THE DIRECTOR OF ATHLETICS.

University Action:

A review of the racial/ethnic information for all active student-athletes on a sport-by-sport basis has not occurred. The University acknowledges the need for such a review of the ethnic/racial student-athlete information and as a result addresses this very same issue in its Minority Plan for Improvement in Operating Principle 4.2.

COACHES WILL BE ENCOURAGED TO UTILIZE RECRUITMENT PRACTICES AND CONSIDER RECRUITING AREAS THAT INCLUDE MINORITY STUDENT-ATHLETES.

University Action:

There has been a failure to communicate to coaches the expectation that they would utilize recruitment practices and consider recruiting areas that include minority student-athletes. Thus the coaches recruit based on talent without considerations of where or how they might find talented minority student-athletes. In response to the lack of communication, the committee has addressed reforming and expanding recruitment practices in its Minority Plan for Improvement in Operating Principle 4.2.

THE ATHLETICS DIRECTOR WILL PROPOSE TO THE PRESIDENT THAT ONE OF THE ATHLETIC ADVISORY BOARD'S STUDENT MEMBERS BE A MINORITY ATHLETE.

University Action:

In regards to having a minority student-athlete on the Athletic Advisory Board, this has occurred occasionally, but not consistently.

THE ATHLETIC PROGRAM WILL CONTINUE TO MAINTAIN THE HIGH GRADUATION RATES CURRENTLY ACHIEVED FOR MINORITY STUDENT-ATHLETES.

University Action:

The Department of Athletics has experienced a significant upward trend in the graduation rates of minority student athletes. The graduation rate for minority student athletes has increased from 36.4% to 50%, when comparing the 94-95 cohort to the 97-98 cohort.

The following are statisitcs regarding minority student-athlete graduation rates:

For the four year cohort, all students graduated at the rate of 57%; all minority students graduated at the rate of 49.8%; minority student athletes graduated at the rate of 50%;

For the 96-97 cohort, reporting in 2003, minority student-athletes graduated at the rate of 54.5% (all minority students 49.7%; all students 58%);

For the 95-96 cohort, reporting in 2002, minority student-athletes graduated at the rate of 64.3% (all minority students 45.8%; all students 58%); and

For the 94-95 cohort, reporting in 2003, minority student-athletes graduated at the rate of 36.4% (all minority students 36.4%; all students 57%).

(Note that these represent very small total numbers, and the difference of one student is significant).

Minority student graduation rates lag behind white student graduation rates at the university presently by approximately 13%. The university has identified retention and graduation rates as priorities in its 2003-2006 Strategic Plan. The President has tentatively approved the establishment of a Commission on the Status of Faculty, Staff and Students of Color at the University of Rhode Island, to be established during the spring semester, 2005. This commission, among other charges, will explore the lower retention and graduation rates for minority students and make recommendations for improvement.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The tasks that relate to team travel, recruiting, and scholarships have been assigned to a sports administrator. This delineation helps to ensure that all teams are being treated in the same manner as it relates to team travel arrangements, recruiting arrangements and scholarship dollars. In addition, one Associate Director of Athletics is responsibled for handling all admission and housing concerns. This Associate Director of Athletics deals directly with the other departments on campus. The Associate Directors of Athletics and the Director of Athletics meet weekly to discuss any concerns.

The Vice President of Student Affairs has established a Multiculturalism and Diversity Committee, beginning the spring semester, 2005. Each department in the Division of Student Affairs has been directed to select a representative to serve on this committee. The Senior Woman Administrator will serve as the representative for the Department of Athletics.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.2 (Minority Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action (s) not taken or completed, and (e) explanation(s) for partial completion.

To be omitted.

5. Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics holds weekly administrative staff meetings that include the Director of Athletics, the Associate Director, and the Compliance Coordinator, and two head coaches on a rotating basis, as well as other administrative staff. Although this could be a venue for efforts related to the minority-issues operating principle it appears that this has not been a high priority.

The Department of Athletics has a policy of asking each athletic team, at the end of each season, to complete an evaluation of its program, its coaching staff, and the support functions provided by the department. Each coach is then expected to review these evaluations with an Associate Director of Athletics. This evaluation process has been used inconsistently. In addition, the department also conducts senior exit interviews. These are reviewed but the data is not compiled in any systematic fashion.

6. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]

Please see attached chart.

7. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

See chart below.

8. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

See chart below.

9. Using the program areas for minority issues please:

a. Describe how the institution has ensured a complete study of each of these areas,
b. Provide data demonstrating the institution's commitment across each of the areas,
c. Identify areas of deficiency and comment on any trends, and
d. Explain how the institution's future plan for minority issues addresses each of the areas.

1. Institutional and Athletics Department Commitment Development and maintenance of written statements that address the issues of diversity.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed the Director of the Office of Affirmative Action, Equal Opportunity and Diversity; reviewed data from the Office of Information Services-Institutional Research; spoke with coaches, Department of Athletics staff, and student-athletes; discussed topics with the Compliance Coordinator; and reviewed student-athlete evaluations and exit interviews.

b. Provide data demonstrating the institution's commitment across this area.

The University's and the Department of Athletics' mission statements both state the commitment to value and support diversity. The President has a Policy Statement regarding the University's committment to the principles of Affirmative Action and the Attainment of Equal Employment and Equal Educational opportunities for all qualified individuals. Also, included is the policy "...not to discriminate on the basis of race, sex, religion, age, color, creed, national orgin, disability, sexual orientation, gender idenity or expression...". Both the student-athlete end-of-the-year evaluations and personal exit interviews provided students with opportunities to discuss minority issues. The Office of Informational Services/Institutional Research compiles and publishes statistics in its database regarding race and ethnicity.

Three major program initiatives that contribute to the diversity climate are the Multicultural Center, the Rainbow Diversity House (residence), International Engineering House (residence), and the Women's Center (residence). All of these program initiatives create opportunities for discussion, provide training, and develop curricular materials regarding multiculturalism, diversity, and gender equity. Some initiatives that are currently in progress at the University include: Special Programs for Talent Development; Multicultural Student Services; International Student Services; the Women's Center; the Office of Career Services; and the Counseling Center.

The University mandates diversity training for all departments on campus. Additionally, the President has designated the Director of Affirmative Action to be responsible for the overall administration of the EEO/ affirmative action program. The President has appointed seventeen (17) people to serve on the Equal Opportunity Advisory Committee, that ultimately reports to the President.

c. Identify areas of deficiency and comment on any trends.

In reviewing the end-of-the-year student-athlete evaluations and the questions for the exit interviews, the committee recommends that the section on minority issues should be expanded and that the results of the surveys be compiled more efficiently.

The committee found that the mandatory diversity training did not reach the entire Department of Athletics and that cultural competence training should be added to the training. Additionally, the committee discovered that there is a need to establish a working relationship between the Department of Athletics and the offices on campus that provide and specialize in diversity services and issues.

d. Explain how the institution's future plan for minority issues addresses this area.

The University is committed to conducting diversity education for all Department of Athletics staff and University personnel, establishing formal working relationships with multicultural services on campus, and revising the student-athlete end-of-the-year survey.

See the "Minority Plan for Improvement" for detailed goals and steps.

2. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed individuals in the Department of Athletics and student-athletes and reviewed the process for the student-athlete end-of-the-year evaluations and exit interviews.

b. Provide data demonstrating the institution's commitment across this area.

The Department of Athletics uses the end-of-the-year student-athlete evaluation form to evaluate areas regarding minority issues. Exit interviews also allow for personal discussion between an administrator and student-athlete to determine if minority issues exist within the department. Results of the student-athlete evaluations are discussed with the head coach by the sport administrator and the Director of Athletics as part of the coach's evaluation. Exit interview results are handled in the same manner. Weekly meetings are held with the Department of Athletics administrative staff to discuss department issues, which would include minority issues.

c. Identify areas of deficiency and comment on any trends.

The committee recommends that the results of the minority issues section of the student-athlete end-of-the-year evaluations should be reviewed annually by the senior administrators and the Athletics Advisory Board.

d. Explain how the institution's future plan for minority issues addresses this area.

The University is committed to reviewing the data for the end-of-the-year evaluations and enforcing that all sports administrators prepare a written and oral summary presentation of all exit interview results.

See the "Minority Plan for Improvement" for detailed goals and steps.

3. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed members of the Department of Athletics and spoke with staff from the Office of Affirmative Action, Equal Opportunity and Diversity.

b. Provide data demonstrating the institution's commitment across this area.

In recruiting and hiring for staff positions, the Affirmative Action Guidelines are followed as they relate to advertising, search committee composition, and outreach efforts to contact minority populations. The University's equal opportunity statement is included in all external publications of the Department of Athletics. In addition, the search committee and/or the search committee chair receive a search process orientation from the Office of Affirmative Action, Equal Opportunity and Diversity.

c. Identify areas of deficiency and comment on any trends.

The committee recommends that Department of Athletics should encourage coaches to expand their recruiting efforts in order to enhance diversity in their sports. The committee found a weakness in the hiring process for part time employees regarding adherence to Affirmative Action guidelines. The Department of Athletics should continue to monitor the inclusion of the Affirmative Action statement on all external publications.

d. Explain how the institution's future plan for minority issues addresses this area.

The University is committed to expanding recruiting efforts in all sports, implementing efficient record-keeping of athletic scholarships, and requiring that the Affirmative Action statement is posted on all external publications.

See the "Minority Plan for Improvement" for detailed goals and steps.

4. Enrollment Goals of the institution for enrollment of minority students and minority student-athletes.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed members of the Department of Athletics, interviewed staff from the Office of Affirmative Action, Equal Opportunity, and Diversity, the Admissions Office, and the Compliance Office and reviewed data from the Office of Information Services-Institutional Research.

b. Provide data demonstrating the institution's commitment across this area.

In recognition of emerging educational trends and in an effort to encourage the growth of minority student enrollment, the University has included curriculums in African and African-American Studies, Urban Affairs, and Women's Studies, and academic minors in Latin and Asian Studies. The University has also revised a general education requirement that now requires that each student take two courses that are diversity intensive.

The Special Programs for Talent Development encourages applications from economically, socially, and culturally disadvantaged students from Rhode Island. An average of eighty to eighty-five percent (80% - 85%) of the program's total enrollment consists of minority students.

Additionally, the University has developed an articulation agreement with the Community College of Rhode Island that facilitates the transfer of students from the community college to the University.

c. Identify areas of deficiency and comment on any trends.

The enrollment of minority students at the University has increased over the past several years as indicated by the data from the Office of Information Services-Institutional Research. The committee found no evidence of formalized record keeping on the enrollment of minority student-athletes. Although coaches are aware of the University's commitment to recruit minority student-athletes, the committee found no evidence of formalized record keeping on the number of contacts made by coaches.

d. Explain how the institution's future plan for minority issues addresses this area.

The University is committed to initiating effective and efficient record-keeping of the racial/ethnic composition of all student-athletes.

See the "Minority Plan for Improvement" for detailed goals and steps.

5. Comparison of Populations Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed members of the Department of Athletics, the Admissions Office, and the Compliance Coordinator and reviewed data from the Office of Information Services-Institutional Research.

b. Provide data demonstrating the institution's commitment across this area.

In the latest data supplied by the Office of Information Services, minority student enrollment in 2003 comprised 13% of the total undergraduate enrollment at the University, compared to 11.8% in 1999.

c. Identify areas of deficiency and comment on any trends.

The enrollment at the University has increased during the period since the last plan and accordingly the enrollment of minority students has increased as well. The committee could not find an indication of accurate record keeping of minority student-athletes by sport, in all sports, or in scholarship awards.

d. Explain how the institution's future plan for minority issues addresses this area.

The University is committed to initiating effective and efficient record-keeping of the racial/ethnic composition of all student-athletes and of all athletic scholarships awarded.

See the "Minority Plan for Improvement" for detailed goals and steps.

6. Participation in Governance and Decision-Making Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

a. Describe how the institution has ensured a complete study of this area.

The members of the committee interviewed members of the Department of Athletics, the Compliance Coordinator, the Athletic Advisory Board, and a Professor in Leadership Studies.

b. Provide data demonstrating the institution's commitment across this area.

All student-athletes have the opportunity to provide imput to the Department of Athletics through student-athlete end-of-the-year evaluations, exit interviews, life skills needs asseessment surveys, and life skills program evaluations, all of which influence the development of the Department of Athletics' policies and procedures.

The following committees include student-athlete representation to ensure students' involvement in decision-making processes:

Student-Athlete Advisory Committee;

Responsible Alcohol Choices (RAM Choices);

Athletic Advisory Board (hereinafter "AAB");

Life Skills Advisory Team; and

Eating Disorders Team.

*Please note that a detailed explanation of the above-referenced programs can be found in Operating Principle 4.3, Item, #6.

c. Identify areas of deficiency and comment on any trends.

Although the committee found a consistent commitment to include student-athletes in the governance and decision making processes of the Department of Athletics, the provision for minority leadership opportunities was never assured.

d. Explain how the institution's future plan for minority issues addresses this area.

The University is committed to reviewing the racial and ethnic make up of the Athletic Advisory Board (hereinafter "AAB") and identifying a plan to help increase the representation of underrepresented groups/ minorities.

See the "Minority Plan for Improvement" for detailed goals and steps.

7. Employment Opportunities Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed members of the Department of Athletics and staff from the Office of Affirmative Action, Equal Opportunity, and Diversity.

b. Provide data demonstrating the institution's commitment across this area.

When one reviews the number of minority head coaches that have been on staff since 1992, the sports of football, men's basketball, and women's basketball have all had a minority in the head coach position. At the present time, the women's basketball coach is the only minority head coach on staff. During the same period of time, the hiring of minority assistant coaches occurred predominantly in the sports of men's and women's basketball and football, with one minority hire in gymnastics. Currently, there are six minority assistant coaches on staff that include two each in men's basketball, women's basketball and football. In recruiting and hiring for staff positions, Affirmative Action Guidelines are followed in all FTE searches.

c. Identify areas of deficiency and comment on any trends.

The committee discovered that statistics on the racial/ethnic composition of the Department of Athletics staff is not readibly available within athletics. The committee also recommends that the recruitment and hiring of minority candidates for part time staff, and support services staff (classified) be codified and enforced, since the hiring of part time staff and classified employees are not monitored by the Office of Affirmative Action, Equal Opportunity and Diversity.

d. Explain how the institution's future plan for minority issues addresses this area.

The University is committed to codifying and enforcing hiring policies that are consistent with the affirmative action guidelines. In addition, the University is committed to initiating effective and efficient record-keeping of the racial/ethnic composition of all Department of Athletics staff.

See the "Minority Plan for Improvement" for detailed goals and steps.

8. Programs and Activities Establishment of programs that address the needs and issues affecting minority student-athletes.

a. Describe how the institution has ensured a complete study of this area.

The committee interviewed members of the Department of Athletics, reviewed the end-of-the-year student-athlete evaluations, met with the CHAMPS/Lifeskills Coordinator and with the Student-Athlete Advisory Committee (hereinafter "SAAC") Advisor.

b. Provide data demonstrating the institution's commitment across this area.

Three major program initiatives that contribute to the diversity climate are the Multicultural Center, the Rainbow Diversity House (residence), International Engineering House (residence), and the Women's Center (residence). All of these program initiatives create opportunities for discussion, provide training, and develop curricular materials regarding multiculturalism, diversity, and gender equity.

The Special Programs for Talent Development encourages applications from economically, socially, and culturally disadvantaged students from Rhode Island.

In addition, Multicultural Student Services sponsors a wide range of programs, seminars, receptions, and workshops. For example, the Welcome and Information Reception/Orientation is an annual event that provides information to incoming multicultural students on supportive services available from the various student affairs offices. Furthermore, the Leadership Training Seminar is held for newly elected leaders of student organizations, focusing on development of management and group dynamic skills.

Multicultural Student Services also contributes to the activities marking the celebrations of Dr. Martin Luther King Jr. Week, Black History Month, and Latino Awareness Month. Furthermore, Multicultural Student Services also organizes the graduation reception for multicultural graduates, parents, and friends and assists multicultural students in attending Career Exposition, the largest career forum on the east coast aimed specifically at multicultural students.

The Department of Athletics has supported the attendance of student-athletes from every team to attend the BRIDGES Retreat sponsored through the Office of Student Life.

c. Identify areas of deficiency and comment on any trends.

With the numerous campus programs and activities that are sponsored by the University, the committee discovered that there was need to establish a connection between minority student-athletes and the campus programs and other student-athletes.

d. Explain how the institution's future plan for minority issues addresses this area.

The University is committed to establishing a Minority Issues Subcommitttee within the Student-Athlete Advisory Committee (hereinafter "SAAC") to act as a liaison between student-athletes and University programs.

See the "Minority Plan for Improvement" for detailed goals and steps.

10. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

See "plan for improvement" section for detailed Minority Equity Plan.

11. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

A subcommittee was formed to draft the "Minority Issues-Plan for Improvement". The following people were members of the committee: Dr. Lynne Derbyshire, Professor of Communication Studies; Ms Roxanne Gomes, Assistant Director, Affirmative Action; Ms. Lauren Anderson, Sr. Associate Director of Athletics, SWA; and Mr. Art Mead, Professor of Economics.

The subcommittee also called in additional staff as necessary, including Mr. Robert Gillis, Director of Affirmative Action; Ms. Gina Sperry and Mr. Michael Scott, Academic Advisors; Ms. Susan Bergen, Associate Director of Athletics for Business and Finance; Mr. Abu Bakr, Assistant to the President; and Mr. Thomas McElroy, Director of Athletics. After the Minority Equity Plan was drafted, Mr. Bakr then brought the plan to President Carothers for review.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**

2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**

3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**

5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletic Department Commitment	1. Conduct Diversity Education. 2. Establishment of formal working relationships. 3. Revision of the student-athlete end-of-the-year survey.	1. Conduct diversity and sensitivity training education seminar for all Department of Athletics staff and applicable University personnel to ensure the University's commitment to minority issues and goals.	Athletic Director, Athletic Advisory Board, and Office of Planning Services and Professional Development.	Fall 2005.
		2. Follow through on proposal to establish formal working relationships with Multicultural Student Services, Special Programs for Talent and Development, and the Faculty/Staff of Color Association.	Athletic Director	Spring 2005.
		3. Create a committee and/or board of administrators, coaches, student-athletes, and Multicultural Student Services personnel to help identify the additional questions that need to be added to the end-of-the-year surveys. Revise the current survey to reflect the additional questions. Research the various means of computerizing the answers and implement the most cost effective method.	Athletic Director, Athletic Advisory Board, and Computer Support staff member.	Revised survey to be put into practice by Fall 2006.
Evaluation	1. Review data collection.	1(a). The Athletic Advisory Board (AAB) must review the information that is collected and compiled from the end -of-the-year evaluations. Additionally, the AAB should review all the data available on an annual basis.	Athletic Advisory Board, Athletic Director, and Sports Administrators.	Fall 2006.
		1(b). Sports administrators should be required to submit to the Athletic Advisory Board a written and oral summary presentation of exit interview results.	Athletic Advisory Board, Athletic Director, and Sports Administrators.	Fall 2006.

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Organization and Structure	1. Expand recruiting efforts. 2. Implement efficient record keeping of athletic scholarships. 3. Affirmative Action Statement must be posted on all external publications. 4. Codify and enforce hiring policies for full-time, part-time, support staff, and graduate student positions.	1(a). Require each coach to submit a written plan for expanded recruiting effort on an annual basis in order to enhance diversity in their sport. 1(b). Report minority student contacts.	Athletic Director and Sports Administrators. Coaches and Compliance Coordinator.	Commence drafting of plans 2005-2006 and put into practice by Fall 2006 Annual
		2(a). Add the student-athlete information to the online NCAA Compliance Assistance Software. 2(b). Initiate record keeping of scholarships awarded to student-athletes to demonstrate distribution of funds by sport.	Coaches, Compliance Coordinator, and business manager.	Commence Fall 2005
		3. Post the Affirmative Action Statement on all external publications.	Athletic Director and Deputy Director of Athletics.	Commence Fall 2005.

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		4(a). Policies for hiring full-time staff, part-time staff, support staff, and graduate students, must be codified and enforced. The philosophy and spirit of the affirmative action guidelines need to be understood and followed. 4(b). Create a group of administrators, coaches, and Affirmative Action personnel to review and codify the current hiring policies, including all state positions (FTE, Non-FTE [internals], graduate students, part-time and alumni positions. Distribute and explain the new policies to the Department of Athletic's staff. 4(c). Information regarding the racial/ethnic composition of all Department of Athletics staff, including coaches, assistant coaches must be collected and reviewed. These records must be retained and readily available.	Athletic Director and Senior Woman Administrator.	Commence Spring 2005.
Enrollment	1. Initiate record keeping of the racial/ethnic composition of all student-athletes athletes in all sports.	1. Review all the forms student-athletes are expected to complete. Assess the most appropriate place to add the racial/ethnic composition question. Revise and re-issue the changed forms. Add the student-athlete information to the online NCAA Compliance Assistant software.	Athletic Director, Compliance Coordinator, and Computer Support staff member.	Commence Spring 2005
Comparison of Populations	1. Initiate record keeping of the racial/ethnic composition of all student-athletes athletes in all sports. 2. Implement efficient record keeping of athletic scholarships.	1. Review all the forms student-athletes are expected to complete. Assess the most appropriate place to add the racial/ethnic composition questions. Revise and re-issue the changed forms. Add the student-athlete information to the online NCAA Compliance Assistant software.	Athletic Director, Compliance Coordinator, and Computer Support staff member.	Commence Spring 2005
		2. Add the information to the online NCAA compliance assistance software. If not possible, create alternative means for collecting the data.	Coaches, Compliance Coordinator, Business Manager	Commence Fall 2005

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in Governance and Decision-Making	1. Review the racial and ethnic make up of the Athletic Advisory Board (AAB) and the Student Athletic Advisory Committee (SAAC).	1. Identify a plan and strongly encourage increasing the representation of underrepresented groups/minorities on these two committees as well as in other committees whenever possible.	University President, Athletic Director, and Senior Woman Administrator.	Fall 2005
Employment Opportunities	1. Codify and enforce hiring policies. 2. Initiate record keeping of the racial/ethnic composition of all Department of Athletics staff.	1(a). Policies for hiring full-time staff, part-time staff, support staff, and graduate students, must be codified and enforced. The philosophy and spirit of the affirmative action guidelines need to be understood and followed. 1(b). Create a group of administrators, coaches, and Affirmative Action personnel to review and codify the current hiring policies, including all state positions (FTE, Non-FTE [internals], graduate students, part-time and alumni positions. Distribute and explain the new policies to the Department of Athletic's staff. 1(c). nformation regarding the racial/ethnic composition of all Department of Athletics staff, including coaches, assistant coaches must be collected and reviewed. These records must be retained and readily available.	Athletic Director and Senior Woman Administrator.	Commence Spring 2005
		2. For current employees - circulate a survey to capture racial/ethnic information. This can be conducted at an all-staff meeting. For future employees - add the racial/ethnic questions to the personal information worksheet that is required by the Associate Athletic Director's office. Assess the capabilities of the online NCAA Compliance Assistant software capturing the information as it relates to Athletic Department staff. If this is not feasible, create alternative means of collecting the data (ie. access database, etc.).	Athletic Director, Compliance Coordinator, and Computer Support staff member.	Commence Spring 2005

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and Activities.	1. Establish a Student-Athlete Advisory Committee (hereinafter "SAAC") Minority Issues Sub-Committee.	1(a). Student-Athlete Advisory Committee (hereinafter "SAAC") will form a subcommittee to address minority issues and provide communication with campus programs. 1(b). The subcommittee will act as liaison between the student-athletes and University programs and will recommend actions to address minority issues.	Athletic Director, SAAC Board, and SAAC Advisor	Commence Fall 2005

Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

   THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION EVALUATE HOW ADDING APPROXIMATELY 85 STUDENT-ATHLETES WILL AFFECT THE ATHLETICS DEPARTMENT'S SUPPORT SERVICES.

   University Action:

   The Director of Athletics conducted weekly meetings with the associate athletic directors to share information and problem solve. As a result, the number of support staff in the areas of sports medicine and academic support services for student-athletes was expanded to accommodate increasing number of student-athletes.

   In January of 1998 one (1) full-time academic advisor was hired and in September of 2002 an additional full-time academic advisor was hired to accommodate the increase in the number of student-athletes. In the area of sports medicine, there were (2.5) staff positions in June of 1991. As of June 2004 there are (9.5) staff positions to date. The adding of teams justified the need for additional sports medicine staff.

   THE PEER REVIEW TEAMS SUGGESTS THAT THE INSTITUTION CONDUCT EXIT INTERVIEWS FOR ALL STUDENT-ATHLETES WHO LEAVE THE SPORTS PROGRAM OR TRANSFER FROM THE INSTITUTION.

   University Action:

   The associate athletic directors conducted exit interviews with all student-athletes who have left sports program and/or transferred from URI. Exit interviews for student-athletes leaving a sports program and/or transferring prior to graduation to another institution began in 1997-98. An updated list of questions used for the interviews were submitted to the committee chairperson by the Senior Associate Director of Athletics. Since 1992-93 senior exit interviews have been conducted by the associate athletic directors. During the interviews a student-athlete is asked to respond to a formalized list of questions.

   The exit interview process begins when a sports administrator contacts the head coach of each team and requests that the coach make their graduating student-athletes aware that tof their requirement to make an appointment with a sports administrator to complete their exit interviews. In addition, student-athletes are also made aware of the exit interview requirement when the sports administrators meet with the student-athletes to distribute the end-of-the-season survey. In cases where some student-athletes fail to make appointment, the sports administrator follows up with the respective coach to ensure that these student-athletes do in fact participate in the exit interview process.

   Once the student-athlete makes an appointment with a sports adminsitrator, the sports administrator explains that confidentiality is strictly applied in the exit interviewing process. The sports administrator also makes certain that student-athletes feel comfortable and free to discuss any issue or topic that may concern him/her.

   The information received from the exit interviews is shared with the Director of Athletics during Associate Directors of Athletics' meetings. This information is also shared with the head coach of the applicable sports program. Any important issues are shared at the end of year evaluation meeting with the applicable coach. Furthermore, urgent issues or concerns are addressed immediately with the applicable head coach and the Director of Athletics/ Associate Directors of Athletics (now sport administrator).

THE PEER REVIEW TEAM SUGGESTS THAT THE ATHLETICS DEPARTMENT INCLUDE QUESTIONS ON THE EXIT INTERVIEWS AND ATHLETICS PROGRAM INTERNAL EVALUATION FORMS THAT ADDRESS GENDER AND MINORITY ISSUES.

University Action:

In the fall of 1997, questions were added to the internal evaluation forms (Student-Athlete Program Evaluation) regarding gender and minority issues. These evaluation forms are given to members of every athletic team at the conclusion of the season. Seniors complete this form in addition to the exit interviews. The Senior Associate Director of Athletics submitted a copy of the Student-Athlete Program Evaluation to the committee chairperson.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The plans for improvement/recommendations developed by the institution from 1997 are noted in UPPERCASE followed by institutional actions to address these items.

ATHLETIC SCHOLARSHIPS: TO MAINTAIN AN ADEQUATE FUNDING STREAM TO SUPPORT INCREASING SCHOLARSHIPS TO FEMALE ATHLETES, EVERY EFFORTS WILL BE MADE TO WORK WITH THE BOARD OF GOVERNORS TO GAIN APPROVAL FOR INCREASES IN THE TITLE IX PORTION OF THE ATHLETICS FEE IN FY98 AND FY99.

University Action:

Between 1996 and 2003, the University used the 25% increase in scholarship equivalents to significantly reallocate scholarships toward the women's programs. Men's scholarship equivalents increased 5% while women's scholarship equivalents increased by 56%, so that by 2003 the University approached its goal of 50:50 male/female scholarship ratio.

In order to support these increases in scholarship dollars, the original plan included a proposal to be presented to the Board of Govenors to increase the Title IX fee, as well as the athletic fee. The increases were accepted and both fees have more than tripled since the last report.

FACILITIES: WHILE RECOGNIZING THAT LACK OF FUNDING HAS PREVENTED MAJOR REPAIRS AND FACILITIES UPGRADES FROM BEING IMPLEMENTED, REMEDIAL UPGRADES TO WOMEN'S TEAM AND LOCKER ROOM WILL BE IMPLEMENTED WITHIN THE COMING ACADEMIC YEAR.

THE WOMEN'S BASKETBALL COACH NEEDS TO ASK THE SPACE ALLOCATION COMMITTEE TO RECONSIDER HER REQUEST FOR CONVERSION OF A CLASSROOM TO A TEAM ROOM IN KEANEY.

University Action:

In the fall of 1997, the second floor Keaney "Team Locker Room Project" funding was approved through the University's Asset Protection Plan and construction was scheduled to begin in late spring and summer of 1998. The project provided six (6) new team rooms and two (2) new staff locker rooms as well as new shower areas affecting the following intercollegiate teams: baseball, men's soccer,men's and women's track and field, gymnastics, and volleyball. During that same time discussions and plans were under way for remedial work in the Tootell lockerroom for team rooms for women's and men's swimming, women's soccer, field hockey, and softball. A department-wide capital fundraising drive paid for the lockers, stools and benches, white-boards, and A/V equipment.

The project, as specified in the original plan, was completed in 1998-99. The conversion of the room for women's basketball mentioned in the original plan was made obsolete by the movement of the men's and women's basketball teams to the newly constructed Ryan Center in 2002.

MEDICAL & TRAINING FACILITIES AND SERVICES: DIRECTOR OF TRAINING AND CHAIR OF PHYSICAL THERAPY DEPARTMENT WILL EXPLORE A POSSIBLE COLLABORATIVE PARTNERSHIP BETWEEN ATHLETICS AND THE GRADUATE PROGRAM IN PHYSICAL THERAPY.

University Action:

The Head Athletic Trainer and the Chair of the Physical Therapy Department discussed the idea of a partnership. The collaboration was not completed due to the fact that the need for such collaboration has been satisfied with additional funding and hiring of medical services and training staff. In 1991 there were 2.5 staff positions. As of June 2004 there are 9.5 staff positions to date. The adding of teams justified the additional sports medicine staff.

In addition, the Department of Athletics has also sought to identify staff members in the department that are certified in athletic training in hopes of utilizing their skills. In an effort to ensure that all sports teams have access to strength and conditioning training the Department of Athletics has also reallocated sport trainers. (Please refer to 4.3 Item 1).

PUBLICITY: SPORTS INFORMATION DIRECTOR WILL MEET WITH COACHES BY THE END OF THE 1996-1997 ACADEMIC YEAR TO SEE HOW THE PUBLICITY BUDGET COULD BE BETTER SPENT TO ADDRESS THE PUBLICATION NEEDS OF EACH TEAM.

University Action:

The sports information director met with the coaches and, as a result, expanded the production of media guides and brochures for all teams. The coaches felt that if they were to compete for recruits, their publicity had to be improved. The women's basketball media guide was doubled in size to mirror the content of the men's basketball media guide. The brochures and pocket schedules were printed for all sports (except tennis). Furthermore, the Department of Athletics' website has expanded the publicity for all sports to reach a wider population than the original plan intended.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The tasks that relate to team travel, recruiting, and scholarships have been assigned to an Associate Director of Athletics. This delineation helps to ensure that all teams are being treated in the same manner as it relates to team travel arrangements, recruiting arrangements and scholarship dollars. In addition, one Associate Director of Athletics is assigned the responsibility of addressing all admission and housing concerns. This Associate Director of Athletics deals directly with the other departments on campus. In contrast, the Associate Director of Athletics for Business and Finance works directly with the coaches on their budgets and expenditures. The Associate Directors of Athletics and the Director of Athletics meet weekly to discuss any concerns.

In addition, the Head Athletic Trainer and the Chair of the Physical Therapy Department discussed the idea of a partnership. The collaboration was not completed due to the fact that the need for such collaboration has been satisfied with additional funding and hiring of medical services and training staff. In 1991 there were 2.5 staff positions. As of June 2004 there are 9.5 staff positions to date. The adding of teams justified the additional sports medicine staff.

The Department of Athletics has also sought to identify staff members in the department that are certified in athletic training in hopes of utilizing their skills. In an effort to ensure that all sports teams have access to strength and conditioning training the Department of Athletics has also reallocated sport trainers. (Please refer to 4.3 Item 1).

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

To be omitted.

5. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics holds weekly administrative staff meeting that include the Director of Athletics, the Associate Directors of Athletics, and two head coaches, assigned on a rotating basis, as well as other administrative staff. This is a mechanism where concerns can be addressed among administrative staff and coaches.

The department has a policy of asking each athletic team, at the end of the season, to complete an evaluation of its program, its coaching staff and the support functions provided by the department. Each coach is then expected to review these evaluations with an Associate Director of Athletics. This evaluation process has been used inconsistently. In addition, the department also conducts senior exit interviews. These are reviewed but the data is not compiled in any systematic fashion.

6. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

The University's educational enhancement programs that are available to student-athletes are discussed below.

Career Guidance Counseling:

The Coordinator of Advising Programs for Student-Athletes communicates directly with head coaches regarding upcoming career guidance programs, awards, and/or career opportunities that are available to all student-athletes. Upon receiving the information from the Coordinator the head coach relays the information to all of his or her student-athletes during practices and/or team meetings. Furthermore, the NCAA CHAMP/Life Skills program has also contributes to the career guidance counseling through events like the upcoming Spring 2005 Career Education for Student-Athletes.

Personal Counseling:

The University's Counseling Center has two (2) sport psychologists on staff to available to assist and counsel any student-athlete.

Alcohol/Drug Programs:

The University created the Responsible Alcohol Management Choices (hereinafter "RAM Choices") program in 1998. The program educates student-athletes to work effectively with their teammate to reduce risks of alcohol related problems on campus. After realizing how effective this program has been for student- athletes RAM Choices has expanded its topics to all areas of wellness as well. In addition, NCAA CHAMP/Life Skills program conducted an Alcohol/Substance Abuse Education Program for Student-Athletes & Department of Athletics staff in September of 2004.

Health and Safety Programs:

The NCAA CHAMP/Life Skills program has been expanded at the University to ensure that all student-athlete welfare issues are addressed. In February 2004, the University appointed (1) currently existing, full-time academic advisor for student-athletes to also serve as the Coordinator of the NCAA CHAMPS/Life Skills Program. In addition, the University also established a Life Skills Advisory Team to address student-athlete welfare issues and life skills programming needs.

The NCAA CHAMP/Life Skills program also collaborated with the Eating Disorder Team to develop policies related to nutrition and body image. This collaboration enables the University to educate student-athletes and staff about nutrition, general health, and body image.

Furthermore, NCAA CHAMP/Life Skills also conducted a seminar on Violence Prevention Programs for Student-Athletes and Department of Athletics staff in December of 2004 The seminar isscheduled to continue throughout the Spring 2005 semester.

Finally, in regards to overall health of student-athletes, the University requires that every student-athlete must have an updated medical file prior to the beginning of every season. Incoming freshmen or transfers must have an initial physical and complete health history completed prior to participation. (Refering to NCAA Sports Medicine Handbook).

Every athlete also maintains on an annual basis:

1. Pre-participation documentation
2. Release to treat
3. Assumption of risk
4. Insurance information & procedures update
5. HIPPA information

Finally, all student-athletes are informed about NCAA drug testing policies and the University's own drug policy during compliance meetings. During these meetings every student-athlete is given a copy of the institutional and NCAA policy and is required to sign forms acknowledging the both policies.

7. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

The exit interview process begins when a sports administrator contacts the head coach of each team and requests that the coach make their graduating student-athletes aware that of their requirement to make an appointment with a sports administrator to complete their exit interviews. In addition, student-athletes are also made aware of the exit interview process when sports administrators meet with the student-athletes to distribute the end-of-the-season survey. In cases where some student-athletes fail to make appointments, the sports administrator follows up with the respective coach to ensure that these student-athletes do in fact participate in the exit interview process.

Once the student-athlete makes an appointment with a sports adminsitrator, the sports administrator explains that confidentiality is strictly applied in the exit interviewing process. The sports administrator also makes certain that student-athletes feel comfortable and free to discuss any issue or topic that may concern him/her.

The information received from the exit interviews is shared with the Director of Athletics during Associate Directors of Athletics' meetings. Any important issues are shared at the end of year evaluation meeting with the applicable coach. Furthermore, urgent issues or concerns are addressed immediately with the applicable head coach and the Director of Athletics/Associate Directors of Athletics (now sport administrator).

8. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/ or appeals procedures are communicated to student-athletes and staff.

In cases where a student-athlete's scholarship is being revoked, the head coach notifies in writing the student-athlete, the associate director of athletics/sport administrator, the compliance office, and director of enrollment services. Once the Office of Enrollment Services receives notification from the head coach, the office sends a letter to the student-athlete informing them of their right to appeal. If the student wishes to appeal, the Office of Enrollment Services sets up a series of meeting with the student-athlete, coach, and the appeals committee. The appeals committee makes the final decision and notifies the applicable parties in writing. The director of enrollment services, oversees the appeals process.

9. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The Gay, Lesbian, Bisexual, and Transgender student organization (hereinafter "GLBT"), offers awareness education/training annually during URI's diversity week. The GLBT Center at the University of Rhode Island is an emerging community resource center that was established in the fall of the 2001-2002 academic year. Since the 2001-2002 academic year the Center has provided an exciting array of programs and services pertaining to the interests and needs of University's GLBT community. The Center also has provided interested students, faculty, and staff with opportunities to work creatively with our GLBT population. Additionally, the Center has made available some opportunities for internships and employment.

The committee discovered that the University is in need of cultural competence training in the area of sexual orientation. As stated in the Minority Plan for Improvement, the committee recommends that the University conduct diversity and cultural competence training seminars for all Department of Athletics staff and applicable University personnel to ensure the University's commitment to diversity and student-welfare issues. (Please see Minority Plan in 4.2 - Plan for Improvement).

10. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The Senior Associate Director of Athletics meets with head coach to approve all team travel to include but not limited to (hotel accommodations, length of trip, mode of transportation, adequate/appropriate departure/return times to campus, meal money)-see travel policy. The Travel Release Policy is used to allow student-athletes to return from team travel, not with the team (see attached). Policies and procedures are disseminated annually throughout the Department of Athletics' manual which is updated annually.

Referencing NCAA sports medicine handbook section 1-A (equitable treatment).

Care to student-athletes is provided as needed for each individual incident. All student- athletes are treated equally regarding acute and follow up care with decisions made by supervising and assigned athletic trainers. Team coverage is based on NCAA risk statistics along with seasonal staffing capabilities. Currently our staff travels primarily with 10 teams (6 women/4 men) and travel to post season events with 4 others (men's & women's swimming and track). On staff we have a head athletic trainer and eight assistants (4 men and 4 women).

11. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

Referencing NCAA sports medicine handbook section 1-A/guidelines 1F.

01. There is an athletic trainer at every home contest (with appropriate equipment)

02. There are athletic trainers at every traditional season practice of high and moderate risk sports

03. There are team physicians at football, basketball and gymnastics home contests

04. Every staff athletic trainer has planned access to a physician based on injury severity. Access includes university health services, team physician office, local hospital, local police, and ambulance services. Mechanisms in place include staff cell phones and distribution of all appropriate phone numbers

05. Every staff athletic trainer is:

-CPR certified annually (including AED)
-Reviews emergency procedures
-Reviews heat related problems and management
-Reviews lightening policy
-Has access to student-athlete medical information as needed

06. The Atlantic 10 has complied additional information to be distributed on a league wide basis outlining visitor information

07. Contractually, all coaches are to be certified in first-aid and CPR should a non-traditional practice be held outside of standard business hours. This should also include emergency phone numbers and procedures.

12. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The University's written emergency plan for the athletics program is outlined in detailed in the question 11 of section 4.3 (Student-Athlete Welfare). However, in addition to that response please see the following:

A. All conditioning sessions are requested to be scheduled within athletic training room hours for athletic trainer/ emergency access;

B. Emergency action plans are posted in the Tootell and football weight rooms with appropriate procedures and phone numbers;

C. All non-traditional sessions outside standard training room hours are the responsibility of the coach as stated in the manual thus the updated first-aid and CPR contractual mandate; and

D. There is an athletic trainer at all summer football conditioning sessions as dictated by the NCAA.

13. Using the program areas for student-athlete welfare issues please:

a. Describe how the institution studies these topics as they apply to all student-athletes;
b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

a. Describe how the institution studies these topics as they apply to all student-athletes.

The Department of Athletics uses the Student-Athlete Program Evaluation form and Exit Interviews to evaluate student-athlete welfare (refer to 4.3, item 5). The results of the evaluations are discussed with the head coach of applicable sport program and sport administrator during their end-of-the-year performance evaluation. Results of the student-athlete evaluations regarding support service issues are discussed by the sport administrator with the head of the applicable support services unit. Student-Athlete welfare issues are also discussed at Department of Athletics' administrative meetings.

In addition, in January 2002 student-athletes were surveyed using the NCAA CHAMPS/Life Skills Needs Assessment. The results from this survey were used in the development of life skills programming to address welfare issues. Furthermore, Life Skills Program Evaluation forms are completed by student-athletes following a life skills sponsored program (i.e. alcohol education, career, etc.). The evaluations are then compiled and the data is used to determine future life skills programming for student-athletes.

As part of the strategic planning process, coaches and support services personnel were interviewed. In addition, written surveys were distributed to address student-athlete welfare issues.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The following are improvements to NCAA CHAMPS/Life Skills:

1. In February 2004, the University appointed (1) currently existing, full-time academic advisor for student-athletes to also serve as Coordinator of the NCAA CHAMPS/Life Skills Program;

2. The budget line for life skills programming has been added and resources allocated;

3. The Life Skills Advisory Team was established to address student-athlete welfare issues and life skills programming needs. The members of this team include: academic advisors, coaches, student life professionals, SAAC advisor, RAM Choices advisor, and student-athletes. The team meets monthly and additionally as needed; and

4. NCAA CHAMPS/Life Skills collaborated with the Eating Disorder Team to address student-athlete welfare issues and to develop policies related to nutrition and body image. The goal of this team is to educate student-athletes and staff regarding the same.

PLEASE NOTE: Refer to the "GENDER EQUITY PLAN FOR IMPROVEMENT" regarding areas listed below:

Improvements to Academic Advising Programs for Student-Athletes

1. Additional staff hired (refer to 4.3, item 2c);

2. Tutorial budget increase (refer to 2.2, item 2); and

3. University College satellite office in the athletic facility (refer to 2.2, item 3).

Improvements to Sports Medicine

1. Hired additional staff

2. Bond Issue ballot to finance a new training facility for student-athletes. The bond issue was voted down in November 2004. As a result, the Department of Athletics will investigate alternatives for funding.

Improvements to Locker room - (refer to 4.1, item 8)

Improvements to Increase Travel/Per Diem Allowance -(refer to 4.1, item 5)

Improvements to Scheduling of Game/Practice Times- (refer to 4.1, item 4)

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Athletics will continue to evaluate student-athlete welfare as outlined above (refer to 4.3, item 13-1a) and will be addressing deficient issues as described in the both the Gender and Minority Plans for Improvement.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

a. Describe how the institution studies these topics as they apply to all student-athletes.

The committee met with several members from the Department of Athletics to review the policies and activities that help to enhance student welfare. The following policies and activities were reviewed.

Class "Excused Absence" forms and policies:

The University manual has a section that addresses the institution's policy on scheduled athletic events. The policy was presented by the Athletic Advisory Board and passed by the Faculty Senate stating that professors must not penalize student-athletes for an excused absence. In turn, the athletic department creates an "Excused Absence" document for each sport. The head coach will submit departure and return times with dates and travel destinations, plus the team roster on a draft form to the associate director's office.The Senior Associate Director of Athletics will prepare, review, and sign the final document. A "Signature Form" is also prepared to give to each team member. The documents are copied to the academic advisors, sport administrator, and to the head coach. The head coach will then give one or more copies (a copy for each professor) to each student-athlete on the roster. The student-athlete will personally contact each of their professors to give them a class excuse form and ask the professor to sign

the "Signature Form" to verify that the student-athlete has seen the professor and that the professor has been given the form. The signature form is returned to the head coach to be fept on file.

Scheduling of games and practices during reading days and final examination period: the University Manual contains a policy which prohibits the scheduling of games and/or practices during the final examination period, including the reading days. Contests that are permitted during these times are those which are not controlled by the University (i.e., conference or NCAA scheduled events). Any other events which are scheduled must have the approval of the Athletic Advisory Board and the written permission of the President.

Summer school policies:

The academic advisors, working in concert with the Senior Associate Director of Athletics, have an application system for summer school. Any student-athlete may apply for funding for summer courses and the applications are reviewed by the advising team and approved or rejected based upon predetermined criteria and available funding (state, foundation, booster, or NCAA). Athletes that are rejected may appeal to the Director of Athletics.

Travel Release Policy:

A student seeking the permission of the coach to travel to or from a contest apart from the transportation provided by the university, must have their parent's/guardian's written permission (under 18 yrs.) and the signature of the head coach and sport administrator. The student and/or parent signs the form if the student-athlete is eighteen or older.

Oversight by a sport administrator with coaches: sport administrators review procedures regarding team travel/per diem, etc. so that procedures and conditions are consistent for all athletes among all sports.

Student-Athlete Employment/Welfare Policy:

As a result of feedback from student-athletes during end-of-year evaluations and exit interviews, the administration created this employment/welfare policy. The policy prohibits a coach from employing their own student-athlete, or any student-athlete, who is participating in a scheduled University activity (practice, competition, meetings, etc.).

Student-Athlete Program Evaluation and Exit Interviews:

The Department of Athletics conducts end-of-year team evaluations with every team member and exit interviews with seniors and others leaving a program. The evaluations are reviewed by the sport administrator, and the comments are shared with the team's head coach during the coach's evaluation session. Further review of the evaluations are done with the Athletic Director, the coach and the sport administrator. Student-athlete feedback on support service areas (e.g. equipment room, athletic training, academic advising) are shared by the sport administrator with the head of the support area and their supervisor.

Sportsmedicine Treatment Guidelines:

The athletic training department has created a series of policies to ensure that all student-athletes receive safe and equitable treatment. Procedures outlined, for example, include situations involving electrical storms interupting practices and/or games and emergency care steps and procedures on the fields.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The policies listed above in (4.3, item 13-2a) are a result of direct input from student-athletes taken from the student-athlete exit interviews and student-athlete evaluations. Most recently, the new Director of Athletics has restructured sport administration in a such manner that provides more time for administrators to devote to student-athletes, coaches, and team issues.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Athletics will continue to monitor, evaluate and develop policies and procedures to ensure student-athlete welfare.

3. Participation in Governance and Decision-Making Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

a. Describe how the institution studies these topics as they apply to all student-athletes.

As stated previously, student-athletes have the opportunity to give input through student-athlete evaluations, exit interviews, life skills needs assessment survey, and life skills program evaluations which all influence the development of the Department of Athletic's policies and procedures.

In addition, all of the groups listed below include student-athlete representation to ensure that student-athletes have the opportunity to be involved in the decision-making processes regarding student-athlete welfare.

Student-Athlete Advisory Committee

Responsible Alcohol Management (RAM) Choices

Athletic Advisory Board

Life Skills Advisory Team

Eating Disorders Team

* Please note that a detailed description of the above-referenced programs can be found in Operating Principle 4.3, Item #6.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

As stated previously in 4.3, item 13-2a, the student-athlete end-of-year evaluations and exit interviews provide the administration and support services with the direction needed to enhance the welfare of all student-athletes. The Student-Athlete Employment Policy created in 2004 was a direct result of feedback from the evaluations. Each sport administrator reviews the evaluations and provides feedback to the coaching staff so that the student-athletes' experience can be enhanced through their suggestions.

The participation by student-athletes on the Student-Athlete Advisory Committee (SAAC)and the Athletic Advisory Board (AAB) ensures their voice on issues heard by the President and the senior administrators in the Department of Athletics. Students' input on Life Skills Advisory Team and Eating Disorders Team directly effects the program planning and policy making that will enhance the welfare for all athletes. For the first time, a "Healthy Foods" vending machine will be placed in the athletic complex, a direct result of work being done by the Eating Disorder Team.

SAAC and Ram Choices have planned a "Welcome Back Rally" in the fall semester and the "Rhody Relays" in the spring semester. Leaders from both of these groups help with the decisions on how NCAA Student-Athlete Opportunity Funds will be allocated.

Substantial funding and staff resources were allocated by the Department of Athletics to assist SAAC in the production of the Student-Athlete Handbook, a valuable tool that is being used on a daily basis as an aid for time management and for quick reference to the Department of Athletics' policies and campus resources.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Athletics will continue to offer a variety of opportunities for student-athletes to provide input on issues that impact student-athlete welfare.

4. Programs and Activities Establishment of programs that address the needs and issues affecting student-athletes.

a. Describe how the institution studies these topics as they apply to all student-athletes.

As stated previously, student-athletes have the opportunity to give input through student-athlete evaluations, exit interviews, life skills needs assessment survey, and life skills program evaluations which influence the development of the Department of Athletic's programs and activities that ultimately address the needs of student-athlete welfare.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The programs and activities listed below serve the needs of our student-athletes as derived from the student-athlete evaluations, exit interviews, SAAC meetings, and life skills programming evaluations.

1. Annual BRIDGES Retreat (Diversity)
Started September 1997-ongoing;

2. Annual Student-Athlete Formal (SAAC sponsored event)
Started December 2003-ongoing;

3. Annual Senior Student-Athlete Banquet
Held in May-ongoing;

4. Annual Dean's List Reception
Held in February-ongoing;

5. Annual National Girls & Women in Sports Day
Held in January-ongoing;

6. Student-Athlete of the Week (recognition at home basketball games)
Started November 2004-ongoing;

7. NCAA CHAMPS/Life Skills Program - this program included the following improvements and additions, the program is ongoing.

a. In February 2004, the University officially appointed a NCAA CHAMPS/Life Skills Coordinator;

b. In August 2004, a budget line was added and resources were allocated;

c. In March 2004, the Program established a Life Skills Advisory Team;

d. September 2004, the Program collaborated with the Eating Disorder Team to create policies and develop education for student-athletes and coaches on nutrition/body image. The Department of Athletics has already scheduled that Healthy Food Vending Machines be installed within the athletic facilities in Spring of 2005;

e. An Alcohol/Substance Abuse Education Program for Student-Athletes & Department of Athletics staff was conducted in September of 2004;

f. A series of Violence Prevention Programs for Student-Athletes & Department of Athletics staff were conducted in December of 2004 and are scheduled to continue throughout the Spring 2005 semester;

g. 1st Year Student-Athlete Orientation was conducted in September of 2004;

h. September 2004, the Student-Athlete Handbook was completed and distributed to all student-athletes and athletic department staff;

i. Life Skills Needs Assessment (Scheduled for Spring 2005);

j. Career Education for Student-Athletes (Scheduled for Spring 2005); and

k. Student-Athlete Listserv (Scheduled to be implemented for Spring 2005).

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Athletics will continue to assess and monitor the progress of student-athlete welfare issues and expand our programs and activities to meet the needs of our student-athletes.

Information to be available for review by the peer-review team, if requested:

- Facilities schedule for practice and competition.
- Sports schedules.
- Sports marketing materials.
- Media guides.
- Institution's student-athlete handbook or, if no such handbook exists, institution's method(s) for conveying athletics policies and procedures to student-athletes.
- Written materials (e.g., forms) used to document student-athlete exit interviews.
- Institution's and/or athletics department written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.

Evaluation

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**

3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**

4. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Operating Principle

4.4 Sportsmanship and Ethical Conduct

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   N/A

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   N/A

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.4 (Sporting and Ethical Conduct) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

   N/A

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action (s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

   N/A

5. Explain how the institution is organized to further its efforts related to sporting and ethical conduct and provide evidence that matters concerning sporting and ethical conduct are monitored, evaluated and addressed on a continuing basis.

   N/A

6. Provide the institution's written policies and procedures on sporting and ethical conduct.

   N/A

7. Describe any sanctions that may be levied for inappropriate behavior by all individuals associated with the intercollegiate athletics program.

N/A

8. Describe the institution's method(s) for communicating the institution's sporting and ethical conduct policies and procedures to all individuals associated with the intercollegiate athletics program.

N/A

9. Describe the institution's educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.

N/A

10. Describe educational activities related to sporting and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.

N/A

11. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sporting and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.

N/A

12. Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sporting and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).

N/A

Evaluation

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sporting and ethical conduct? **Currently Yes**

2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**

3. Does the institution demonstrate that educational activities related to sporting and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**

4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**

RACIAL OR ETHNIC COMPOSITION

ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Ser Adm Ath Dept	F	0	0	0	0	0	0	0	0	0	0	0	0	10	10	10	0	0	0
Ot Profe Ath Dept	F	0	0	0	0	0	0	0	0	0	1	1	1	6	6	6	0	0	0
	P	0	0	0	1	2	2	1	1	0	0	0	0	8	8	8	0	0	0
Head Coac	F	0	0	0	0	0	0	0	0	0	0	0	0	14	14	14	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	0	0	0
Assi Coac	F	1	1	1	0	0	0	5	5	5	0	0	0	14	14	14	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	10	10	10	0	0	0
Tot (f Athl De Pers	F	1	1	1	0	0	0	5	5	5	1	1	1	44	44	44	0	0	0
	P	0	0	0	1	2	2	1	1	0	0	0	0	21	21	21	0	0	0
Fac Ba Ath Boa Com Mem		0	0	0	0	0	0	1	1	1	0	0	0	8	8	8	0	0	0

Other Advisor Policy-Making Group Members		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Name of person completing this chart: Lynne Derbyshire
Title: Professor of Communication Studies

RACIAL OR ETHNIC COMPOSITION

STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	48	48	56	349	367	380	467	428	415	448	417	404	8219	8017	7963	1214	1256	1369
Student-Athletes	1	0	0	1	1	0	52	57	58	4	4	3	250	232	222	11	13	12

Name of person completing this chart: Lynne Derbyshire

Title: Professor of Communication Studies

RACIAL OR ETHNIC COMPOSITION
MEN'S AND WOMEN'S SPORTS TEAMS

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Sports Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	0	0	0	0	0	0	0	0	1	1	1	18	18	16	0	0	0
Men's Basketball	0	0	0	0	0	0	8	8	5	0	0	0	3	2	1	0	0	0
Football	0	0	0	0	0	0	28	28	24	1	2	1	38	31	39	2	3	2
Men's Track / Cross Country	0	0	0	0	0	0	5	7	6	0	0	1	11	13	8	0	0	0
Men's Other Sports and Mixed Sports	0	0	0	0	0	0	4	3	2	0	0	0	33	35	49	9	9	8
Women's Basketball	0	0	0	0	0	0	8	5	8	0	0	0	4	8	8	0	0	0
Women's Track / Cross Country	0	0	0	0	0	0	2	4	5	0	0	0	25	27	32	0	0	0
Women's Other Sports	0	0	1	0	1	1	3	2	2	1	1	1	90	98	97	1	1	1
Total	0	0	1	0	1	1	58	57	52	3	4	4	222	232	250	12	13	11

Name of person completing this chart: Lynne Derbyshire
Title: Professor of Communication Studies

Evaluation of the Self-Study

Accuracy

The visit confirmed that the self-study report was accurate when written. With the addition of a new director of athletics (AD) and deputy athletics director, some reorganization of reporting lines has occurred. It appears that this shifting may continue for a while before the final internal organization in the athletics department is stabilized. The most significant shift has been the reversal of the dotted and solid line reporting of the AD to the president and vice president for student affairs. The direct report is now to the president with coincident reporting to the vice president. How this shift of responsibilities affects day-to-day operations is still developing. The absence of an opportunity to visit with the senior woman administrator (SWA) prevented the team from verifying her role in the current administration.

Institution Response:

University of Rhode Island Response

The university is extremely pleased overall with the administrative changes and reorganization that have occurred in the department of athletics during the past year. As the peer review team has observed, these changes are having positive impacts on the department as well as the university community. This final response to the NCAA highlights additional changes that are occurring that will further enhance the functioning of the department. As the peer review team was aware, the senior woman administrator was not available during the peer review team's visit due to circumstances beyond anyone's control. The SWA was a critical contributor to the collection and reporting of data in the initial self-study report as well as the university's response to the Committee on Athletics Certification's initial findings. Likewise, she was instrumental in describing her role in the department as well as the department processes for which she is responsible. Although she was not available during the peer review team's visit, the university expressed its willingness to ascertain her availability at some future date to facilitate the NCAA's determination of the university's certification status.

Broad-Based Participation in the Self-Study Process

It is clear the self-study steering committee was broadly based and that the committee attempted to gather input from the broad base of the campus and its constituencies. A rather widespread apathy on the part of the broader community mentioned in the interview with the steering committee was confirmed by later interviews. This lack of interest appeared to reflect the isolation of the previous athletics department administration. Several groups mentioned and welcomed a new era of openness reflected by the new administration. One is tempted to speculate that a self-study performed a year from now would have elicited significantly more interest than the current edition.

Institution Response:

University of Rhode Island Response

The university expresses its appreciation to members of the university community including faculty, staff, administrators, students and alumni for their participation in the self-study process. Many individuals, not directly associated with athletics, demonstrated their concern for the welfare of the university, the department of athletics and the student-athletes by dedicating many hours and creative input to the 18-month self-study. Although the university was not successful in soliciting community input during its public forums, it is unclear how many members of the university community kept themselves abreast of the process by accessing the press releases and articles developed by the university's Communications and News Bureau. In retrospect, less than anticipated participation in public forums to solicit input to the self-study may have been affected more by methodology and timing than lack of interest of the university community in the programs of the athletic department.

As stated previously, actions identified by this self-study, particularly the gender equity and minority plans, will be included in the department of athletics' strategic plan. Additionally, the university will review annually, with the involvement of the Athletics Advisory Board, progress achieved on these actions and plans.

Governance and Commitment to Rules Compliance

1.1 Mission of the Athletics Program and the Institution

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

1.3 Rules Compliance

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 1.3 requires an institution to have a clear and unambiguous commitment to rules compliance as a central element in all personnel matters. To demonstrate conformity with this operating principle, an institution must include a statement regarding the importance of rules compliance in all of the following for all administrative staff associated with athletics: contracts or letters of appointment, performance evaluations and job descriptions. The NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") reviewed Page No. 33 of your self-study report, which states, "all job descriptions, performance evaluation tools, contracts and letters of appointment include language that dictate strict adherence to NCAA rules and regulations. The department of athletics has initiated the process of editing the language of NCAA Bylaw 11.2.1 to ensure compliance with NCAA regulations." However, the committee is unclear as to whether a rules compliance statement is included within performance evaluations of individuals outside the athletics department who are associated with athletics. Therefore, your institution must demonstrate that a statement regarding rules compliance is included in all of the following for all individuals outside the athletics department associated with athletics: contracts or letters of appointment, performance evaluations and job descriptions.

Institution Response to the Analysis

University of Rhode Island response:

1.a) The University of Rhode Island (hereinafter referred to as "The University"), confirms the statement from Page No. 33 of our self-study report which states, "all job descriptions, performance evaluation tools, contracts and letters of appointment include language that dictate strict adherence to NCAA rules and regulations. The department of athletics has initiated the process of editing the language of NCAA Bylaw 11.2.1 to ensure compliance with NCAA regulations." The University will provide examples of athletics department job descriptions, performance evaluation tools, contracts and letters of appointment for review by the peer review team during their site visit on May 10-12.

1.b) The University reviewed the job descriptions for all individuals outside the athletics department who have responsibility for university compliance with NCAA rules. While these individuals routinely have performed these duties and are aware of their compliance responsibilities, the job descriptions do not contain specific language related to NCAA rules compliance. The Director of Personnel Services, Office of Human Resource Administration has reviewed these job descriptions and has initiated the process for updating all job descriptions to contain rules compliance statements. Additionally, each of these individuals and their supervisors will receive the updated job descriptions as well as notice that annual performance evaluations should take into account these rules compliance responsibilities. The job descriptions for these individuals will be available for review by the peer review team during the site visit in May.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

The items identified by the NCAA Division I Committee on Athletics Certification (committee) were available for review and have been modified to meet the committee's expectations.

Institution Response to the Peer-Review Team Report

None.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

1. There has been significant turnover in personnel and changes in the support software for compliance over the past year. While compliance is presently well done, that fact rests on the heavy dependence on a single senior administrator. Plans to integrate a broader staffing plan in enrollment services does not seem to have been implemented at this point. With many new participants in the compliance process as well as new tools supporting compliance review, this situation seems unstable for the longer term.

The peer-review team suggests that the university administration evaluate the stability of its current compliance arrangement and move to assure the stability of its compliance operations. This may involve further training of associate deans in the various colleges as well as clear definitions of responsibilities of at least two different individuals in the enrollment services office.

While there is great respect for the athletics compliance officer (reporting directly to the president), the general consensus of those interviewed is that he is working on the edge of reasonable expectations to fully evaluate all situations facing this rather large number of sports programs. A part-time assistant, or perhaps cross training of another staff person in another independent office would be a valuable safeguard.

2. The peer-review team suggests that the roles of both the faculty athletics representative (FAR) and the athletics advisory board be strengthened to assure more stable long-term oversight of compliance issues.

3. Clear progress has been made in organizing booster group participation in athletics since the previous visit. A recent incident involving a booster group going directly to the legislature for a facility enhancement without going through either the president or board of governors demonstrates that continued vigilance on this issued is warranted. The peer-review team suggests continued vigilance and closer coordination between the booster groups, AD and vice president for university advancement.

Institution Response to the Opportunities for Enhancement

D. University of Rhode Island Response

Opportunities for Enhancement:

1. a. The Compliance Coordinator met with representatives from the deans' offices of all colleges (associate and/or assistant deans), the Director of Enrollment Services, Harry Amaral and Associate Director of Enrollment Services, Jack Humphrey, on Monday, June 6, 2005. The purpose of the meeting was to clarify the university's NCAA compliance process and the roles and responsibilities of the university deans' offices regarding certification of satisfactory progress and continuing eligibility for all student-athletes. The role of the Office of Enrollment Services in the certification process was described as well.

The Compliance Coordinator and the Director of Enrollment Services will follow up with a similar session with the Council of Deans during the 2005 fall semester to familiarize the deans with any changes and/or updates on the university's compliance process.

1.b. The Compliance Office has been strengthened during the past two years with additional renovated space as well as the addition of administrative/secretarial support. The peer review team has suggested the addition of a part-time staff person to assist the compliance officer to provide adequate evaluation of compliance issues for the university's 22 varsity sports. At present, the university is experiencing major budgetary constraints as well as staffing shortages in many areas. During the upcoming academic year the university will explore options, including reassignment and/ or cross training of university personnel, to determine the feasibility of providing staff assistance for the compliance office.

2. a. The university acknowledges that the Faculty Athletics Representative and the Athletics Advisory Board can undertake a more supportive role to strengthen the long-term oversight of compliance issues. Therefore, the university commits to creating a Compliance Oversight Committee, considered a "best practice" by the Faculty Athletics Representative Association (FARA). This committee shall consist of: a) the Vice Provost for Academic Affairs, Chair; b) the Faculty Athletics Representative, Vice Chair; c) the Director of Enrollment Services; d) the Compliance Coordinator; e) the Director of Athletics and f) the Dean of Admissions. The Compliance Oversight Committee will meet not less than twice each semester or more as appropriate and necessary to review compliance matters.

2.b. Additionally, the university commits to directing the Athletics Advisory Board "to conduct annually a comprehensive review of compliance and to present its findings to the Faculty Senate and the President." This review and report will be conducted similar to the AAB's review and report of the academic support system and the academic performance of student-athletes. In addition to the AAB, members of the Compliance Oversight Committee will be present at the AAB's report to the Faculty Senate.

3. The University of Rhode Island agrees with the peer review team's assessment that the university has achieved significant progress in its organization and monitoring of booster group participation. One area of progress has been the change in reporting of Athletic Advancement. Athletic Advancement (including the booster relationships), which is in a direct reporting line to the Vice President for Advancement, has improved oversight. The current close working relationship between the Vice President and the Athletic Director also facilitates that oversight.

The Director of Athletics' official stance with booster groups regarding their prescribed roles and their responsibilities (a stance openly supported by the Vice President for Advancement and the President) further takes us down the road toward the kind of vigilance that will maximize booster groups' support of athletics and as recommended by the NCAA.

By mutual agreement, university administration decided to eliminate the position of Executive Director of the Rhode Island Ram Athletic Association and created the position of Assistant Director of Development to further enhance ongoing efforts to strengthen Athletic Advancement, and to help assure that all booster activities (i.e. fund raising, stewardship and cultivation, external advocacy) are achieved through the proper athletic and university channels. This position reports directly to the Director of Development in the Division of University Advancement with a dotted line relationship with the Director of Athletics.

As the peer review team reported, university boosters developed an advocacy strategy to garner legislative support for athletic facility enhancements. The peer review team however, may have drawn several conclusions without the benefit of more complete information about university oversight and communication with those involved in the booster lobbying efforts.

The boosters requested an initial meeting with the President, the Vice Presidents for Advancement and Student Affairs, the Director of Athletics, the Director of Athletic Development and the Assistant Vice President for Public Affairs to discuss their proposal for legislative support of the athletic facility enhancements (Meade Stadium renovations and the Athletic Performance Center). President Carothers explained the budget and legislative process, and noted that these athletic projects were not on the University's list of immediate priorities, nor did the Board of Governors adopt them on their list of priorities. The university was emphasizing academic capital projects during the 2004 legislative session. The boosters however felt confident that they could mount a successful campaign, using their own personal connections and relationships to meet with various legislators as well as with the Governor.

There was an understanding that at all times, the boosters would keep the Vice President for Advancement aware of all developments, as well as the Athletic Director and the Assistant Vice President for Public Affairs. University administration emphasized and clarified that booster requests were not to be made at the expense of established URI priorities. In fact, there was evidence that the boosters used their influence to promote the university's identified priorities as well. Several formal meetings and numerous phone conversations between the boosters and URI administrators took place to discuss booster activities and to receive feedback. These meetings and phone conversations also helped shaped proposed strategies for how to deal with a private fund raising campaign that would probably be necessary to help accomplish the desired athletic capital projects (football stadium and APC).

The newly created position mentioned above, Assistant Director of Development, is an organization change that should enhance overall coordination of both donor and booster efforts in the future. It should be noted also that at the time of this legislative effort, the Director of Athletics was in the process of leaving and in all likelihood had some bearing on the overall communication, coordination, and oversight of this effort.

Academic Integrity

2.1 Academic Standards

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

2.2 Academic Support

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 2.2 requires an institution to demonstrate that academic support services (e. g., tutoring, academic advising, monitoring of missed class time) for student-athletes are subject to a comprehensive review at least once every three years by academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area. The committee reviewed Page Nos. 45 through 53 of your self-study report which states, "the staff of advising programs for student-athletes reports to the Dean of University College and makes annual presentations to the Athletics Advisory Board and to the Faculty Senate." However, the committee is unclear whether the academic support services for student-athletes are subject to a comprehensive review by academic authorities outside athletics at least once every three years. Therefore, your institution must provide evidence that its academic support service areas for student-athletes are reviewed at least once every three years by academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area.

Institution Response to the Analysis

University of Rhode Island response:

Each year (2004 is the only exception), the Athletics Advisory Board (AAB) receives a document from Academic Support Services entitled "Annual Report of Academic Support Services for Student Athletes." This document contains information on Support Services activities and initiatives, both organizational and programmatic. On January 9, 2002, the AAB presented a comprehensive 51-page report to the Faculty Senate and President Carothers containing its comprehensive overview and analysis of the University's academic policies regarding student-athletes and also its academic support programs for student-athletes. The activities of Academic Support Services were carefully outlined and evaluated in this report.

In the current year, the AAB heard a formal report at its February 9, 2005 meeting from the Academic Support Services staff regarding its activities and current challenges. The Associate Dean of University College also attended that meeting. Minutes from the February 9th AAB meeting provide a record of the discussion. After reviewing the material presented at the February 9th meeting and assessing the current advising needs of student-athletes, at its next meeting on March 2nd, the Board recommended a modest increase in the Academic Support Services budget to allow for 12-month appointments for all four members of the staff (only three previously are budgeted for 12 months). At its April 13th meeting, the AAB received the 2004-05 "Annual Report" previously referenced. A comprehensive overview of Academic Support Services activities is recounted therein, as is data concerning the academic performance of student-athletes during the Fall 2004 semester and also previous semesters.

It is important to note that over the past three years, substantial changes have been achieved in academic support services. The Athletics Advisory Board, the athletics department, and the dean and associate dean of University College have made all of these changes as a result of continuous review of these services. For example, prior to the summer of 2002, academic advisors to student athletes were located in University College, in a facility that provided two small cubicles amidst many others, and in which students would meet with their assigned advisors. In July 2002, the Provost and President approved the relocation of the "University College Academic Enhancement Center," a visible and intentional satellite support services office for student athletes, that would allow the center to focus on the unique needs of student athletes who are academically "at risk." The establishment of the center has been accompanied by the addition of three learning specialists/ advisors. The associate dean who meets with them on a bi-weekly basis supervises the specialists/ advisors. The associate dean is in turn supervised and evaluated by the dean of University College.

The referenced reports and minutes of AAB meetings will be available to the Peer Review team during the site visit in May.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

Academic support was universally recognized by all interviewed that had reason to have knowledge of it as the brightest star in the entire athletics support universe. The dean of the university college has the ultimate responsibility for approving the academic support services area and does so within the once-in-every-three-year prescribed requirement set forth by the committee.

Institution Response to the Peer-Review Team Report

None.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

The excellent service offered by the current personnel in academic support has increased the appetite for more support. Interestingly the strongest support for more investment in academic support came not from the faculty but from athletics administration and coaches. The peer-review team suggests that the institution pursue means of increasing support in the academic support area.

Institution Response to the Opportunities for Enhancement

D. University of Rhode Island Response

The university appreciates the peer review team's recognition that the university has made a concerted effort to maximize student-athlete academic performance with the enhancements to the academic support program, including facilities and staff. As the university has indicated in previous reports and responses, the athletics department and University College seek to continuously improve this aspect of the athletics program.

The continuous improvement process has continued since the peer review team site visit. The Dean of University College reports improved efforts at coordinated programming between the two Academic Enhancement Centers located in the athletic complex and in University College.

University College has implemented a new online data management system, designed to improve monitoring of student athletic performance as well as facilitate electronic communication with student athletes on academic matters. This technology enhancement should facilitate timely interventions with student athletes to communicate and resolve important academic matters.

During the 2005 fall semester, supplemental focused tutoring and instruction will be offered to high-risk students in subject areas such as math, science, and biology. These general education subject areas have been determined to be areas requiring more intense assistance for student-athletes and URI students generally.

The university also recognizes the need for increasing staff in the academic support program. At present, one of the academic advisors continues to work on a 10-month contract. The university will commit to seeking funding to support this academic advising position on a 12-month basis beginning no later than the 2006 fall semester.

2.3 Scheduling

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

Fiscal Integrity

3.1 Financial Practices

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

3.2 Fiscal Management and Stability

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

3.3 Established Fiscal Policies and Procedures

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

Equity, Welfare and Sportsmanship

4.1 Gender Issues

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 4.1 requires an institution to develop and implement an institutional plan to address gender equity in the intercollegiate athletics program. Plans for improvement must contain specific goals the institution hopes to achieve, must address opportunities for student-athletes and staff, must address each of the 13-program areas to be reviewed for gender issues, must extend at least five years into the future, must be active at all times and must receive institutional approval. After reviewing Page Nos. 92 through 95 of your self-study report, the committee noted that your institution's gender-equity plan covered all 13-program areas, contained specific goals, extended five years into the future and was active at all times. Further, the committee reviewed Page No. 90 of your self-study report which states, "the plan was brought to the president for review." However, it is unclear if the gender-equity plan received formal institutional approval. Therefore, your institution must demonstrate its current gender-equity plan has received formal institutional approval.

Institution Response to the Analysis

University of Rhode Island response:

The University confirms that the gender-equity plan was brought to the president for review on January 5, 2005 at the request of the Equity and Student Welfare Subcommittee. Abu Bakr, Steering Committee chairperson, Tom McElroy, Director of Athletics and Gregg Burke, Deputy Director of Athletics attended the meeting. The plan was presented to Dr. Carothers for his review and approval. As Chief Executive Officer of the University, Pres. Carothers approved the plan, including the approval of a Title IX audit to be conducted by an outside consulting firm. Pres. Carothers recommended that the plan not include commitments of additional resources at this time and that mechanisms not be created that would usurp senior administration management oversight of the athletics department. The Equity and Student Welfare Subcommittee, chaired by Dr. Lynne Derbyshire, further refined the plan in accordance with the feedback provided by Pres. Carothers.

It is important to note that additional mechanisms have been recommended to continue to develop the plan, which we consider "dynamic" and active at all times. The subcommittee recognizes and agrees that the Title IX Audit, which has received Presidential authority, will help to further establish and clarify Title IX goals for the University. The Gender Equity plan will be incorporated in the overall strategic plan of the athletics department, which has not been finalized as of this date. Additionally, the plan will be reviewed by the Gender Equity subcommittee of the President's Commission on the Status of Women and the Office of Affirmative Action, Equal Opportunity and Diversity for comments and recommendations. Finally, the Director of Athletics will present the strategic plan to the Vice President for Student Affairs and the President for formal approval.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

While the institution's gender-equity plan is scheduled to be revised following the completion of a Title IX audit to be conducted by an external consulting firm (scheduled for fall 2005), the current gender-equity plan has received formal institutional approval. This conclusion was developed through numerous interviews with university and athletics administrators, athletics and academic support staff, and coaching personnel who confirmed the plan has been formally adopted by the president. The peer-review team was informed that once the plan is revised and adopted it will be included in the athletic department's strategic plan.

Institution Response to the Peer-Review Team Report

None.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

The peer-review team suggests that the revised gender-equity plan be given wide distribution specifically targeting coaching personnel, booster groups, the faculty senate and the student-athlete advisory committee (SAAC).

Institution Response to the Opportunities for Enhancement

D. University of Rhode Island Response

The university appreciates the peer review team's recognition of the university's plan to develop and implement its gender equity plan. The university agrees that the above mentioned groups, coaching personnel, booster groups, the faculty senate and the student-athlete advisory committee (SAAC), should be among those groups who will receive the gender-equity plan.

In addition, the university will distribute the gender equity plan to all athletic personnel. Each group will receive the proposed plan and will be solicited for feedback prior to the final approval of the plan by the President. As stated previously, the plan will be distributed to the President's Commission on the Status of Women, the Office of Affirmative Action, Equal Opportunity and Diversity and the Student Senate for feedback and input. The university will utilize the Communications and News Bureau to coordinate efforts to make the plan available to the university community.

Following the proposed Title IX audit (scheduled for fall 2005) and the subsequent revision of the plan, the proposed distribution will occur no later than the 2006 spring semester.

4.2 Minority Issues

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 4.2 requires an institution to develop and implement an institutional minority-issues plan in the intercollegiate athletics program. Plans for improvement must contain specific goals the institution hopes to achieve, must address opportunities for student-athletes and staff, must address each of the eight-program areas to be reviewed for minority issues, must extend at least five years into the future, must be active at all times and must receive institutional approval. After reviewing Page Nos. 108 through 112 of your self-study report, the committee noted that your institution's minority-issues plan covered all eight-program areas, contained specific goals, extended five years into the future and was active at all times. Further, the committee reviewed Page No. 107 of your self-study report which states "the plan was brought to the president for review." However, it is unclear if the minority-issues plan has received formal institutional approval. Therefore, your institution must demonstrate its current minority-issues plan has received formal institutional approval.

Institution Response to the Analysis

University of Rhode Island response:

The University confirms that the minority issues plan was brought to the president for review on January 5, 2005 at the request of the Equity and Student Welfare Subcommittee. Abu Bakr, Steering Committee chairperson, Tom McElroy, Director of Athletics and Gregg Burke, Deputy Director of Athletics attended the meeting. The plan was presented to Dr. Carothers for his review and approval. As Chief Executive Officer of the University, Pres. Carothers approved the plan. Consistent with the Gender Equity plan, Pres. Carothers recommended that the plan not include commitments of additional resources at this time and that mechanisms not be created that would usurp senior administration management oversight of the athletics department. The Equity and Student Welfare Subcommittee, chaired by Dr. Lynne Derbyshire, further refined the plan in accordance with the feedback provided by Pres. Carothers.

It is important to note that additional mechanisms have been recommended to continue to develop the plan, which we consider "dynamic" and active at all times. The Minority Issues plan will be incorporated in the overall strategic plan of the athletics department, which has not been finalized as of this date. Additionally, the plan will be reviewed by the President's Commission on the Status of Students, Staff and Faculty of Color, which will convene in early May, and the Office of Affirmative Action, Equal Opportunity and Diversity for comments and recommendations. The Director of Athletics will present the strategic plan to the Vice President for Student Affairs and the President for formal approval.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

Through numerous interviews with university and athletics administrators, athletics and academic support staff, and coaching personnel the peer-review team confirmed that the minority-issues plan has received formal institutional approval from the president. Further, the plan is scheduled to be included in the athletics department's future strategic plan.

Institution Response to the Peer-Review Team Report

None.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

4.3 Student-Athlete Welfare

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 4.3 requires an institution to conduct the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational welfare of student-athletes. Specifically, institutions must provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis. To demonstrate conformity with this operating principle, exit interviews conducted by the institution must contain questions related to the institution's commitment to the student-athletes' academic success, as well as questions designed to measure the effectiveness of the mechanisms in place to monitor the welfare of all student-athletes.
After reviewing Page No. 116 of your self-study report, the committee was unclear as to whether your institution's exit-interview instrument contains questions related to your commitment to the academic
success of your student-athletes and questions to measure the effectiveness of your institution's mechanisms to monitor the welfare of its student-athletes. Therefore, your institution must demonstrate
that the exit-interview instrument contains questions related to your institution's commitment to the academic success of your student-athletes and questions to measure the effectiveness of your institution's mechanisms to monitor the welfare of your student-athletes.

Institution Response to the Analysis

University of Rhode Island response:

The Senior Woman Administrator has primary responsibility for coordinating and conducting exit interviews with student-athletes. She has reviewed the instrument and has concluded that the exit interview instrument contains several questions related to the commitment of the University to the academic success of student-athletes. The following questions from the university's exit interview instrument address this issue:

* Do you believe the NCAA limitations on playing and practice time (e.g. 20 hours/week in season; 8 hours/week out of season) were helpful in allowing you to manage your time successfully between academics and athletics?

* Please assess your academic experience at URI using the following standards:

5 - Strongly agree 4 — Agree 3 - Unsure 2 - Disagree 1 - Strongly Disagree

a. I met with my major academic advisor(s) a minimum of once a semester
b. My professors were accessible and encouraged my academic success
c. There were adequate on-campus resources to support academic achievement
d. My academic college clearly communicated the requirements necessary for graduation.

* Were you ever required to miss class due to practice?

* Was your practice and competition schedule ever a hindrance to you academically? Socially?

The Senior Woman Administrator also concluded that the exit interview instrument was not sufficiently specific in terms of containing questions designed to measure the effectiveness of the University's mechanisms to monitor the welfare of our student-athletes. The following questions will be added to the exit interview instrument to address this issue:

* Did any member of the University community ever subject you to:

1. Discrimination (e.g. gender, ethnicity, sexual orientation, etc.) A. Yes B. No

2. Sexual harassment A. Yes B. No

3. Abusive Behavior (physical, verbal, mental) A. Yes B. No

4. Harassment A. Yes B. No

If yes, did you receive assistance? A. Yes B. No

Please explain _____

If you did not receive assistance, please explain why.
_____

* Were you ever subjected to hazing by your teammates? A. Yes B. No

If yes, please explain _____

*To the best of your knowledge, did you fully understand and abide by NCAA, conference, and institutional regulations? Did your teammates? Did your coach(es)?

* Who was your primary contact when you had questions about NCAA, conference or institutional regulations?

The complete exit interview instrument will be available for review by the peer review team during their site visit in May.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

The peer-review team reviewed the following student-athlete surveys administered by the athletics department on a regular timetable, a Student-athlete Program Evaluation Form completed by student-athletes at the conclusion of each competition season, and a Senior Exit Interview Form completed immediately prior to graduation.

The Student-athlete Program Evaluation Form contains specific questions that ask student-athletes to evaluate the institution's commitment to their academic success, including 10 questions centering on the institution's academic support services personnel, eight on the study hall, six on the computer labs, and eight on the tutorial system. Additionally, questions designed to measure the effectiveness of the institution's mechanisms to monitor the welfare of its student-athletes were also included: seven on facilities and equipment, six on scheduling and travel, three on the direct involvement of the athletics administration, four on the compliance coordinator's effectiveness, 18 on the appropriate head coach, and nine on the effectiveness of the health and medical support system and staff. The final sections of the evaluation instrument contained open questions concerning the student's campus experience in the areas of diversity and life experience.

The Senior Exit Survey is more limited in the number of questions but more open ended in the question format resulting in broader narrative information. Questions in the areas of academic support and student welfare are included.

Institution Response to the Peer-Review Team Report

None.

2. Operating Principle 4.3 requires each institution to have established grievance or appeal procedures available to student-athletes in appropriate areas. In addition to grievance and/or appeal procedures in the areas required by NCAA legislation (i.e., transfer releases and cancellation or reduction of financial aid), the committee expects each institution's athletics department to have written grievance procedures available to student-athletes related to other areas (e.g., problems with coaches, sexual harassment) and
to ensure that grievance procedures are communicated to student-athletes and staff. After reviewing Page No. 117 of your self-study report, the committee noted that grievance and appeals procedures were in place for financial aid; however, it appears your institution did not address grievance and/or appeal procedures for transfer legislation. Additionally, your institution did not address grievance and/or appeal procedures for areas in addition to those mandated by NCAA legislation (e.g., sexual orientation, harassment, problems with coaches, hazing and abusive behavior). Further, the committee is unclear if the grievance procedures are in writing and if they are communicated to student-athletes and staff. Therefore, your institution must provide evidence that grievance procedures related to all appropriate areas are in writing and communicated to student-athletes and staff.

Institution Response to the Analysis

University of Rhode Island response:

2.a) The University has written procedures in place related to transfers for student athletes. Every student-athlete who seeks or requests to transfer from the University meets with staff from the Compliance Office and is given a copy of the following transfer procedures:

TRANSFER PROCEDURE FOR STUDENT-ATHLETES

? Student-athlete contacts Head Coach regarding possibility of transferring.

? Coach notifies Compliance Office (note, e-mail, phone call, etc) confirming meeting with student-athlete.

? If release to contact is granted: transfer release is given to student-athlete.

? If denied: student-athlete receives notification of hearing opportunity (Bylaw 13.1.1.3.1) from committee outside the athletic department.

? Subsequent to contact with second institution a release from residency requirement (Bylaw 14.5.1) may be granted.

? If denied: the student-athlete will receive notification of right to appeal (Bylaw 14.5.5.2.10 [d]) from a committee outside the athletic department.

The same financial aid hearing committee that hears student-athlete financial aid appeals also has responsibility for notifying student-athletes of the opportunity for a hearing and their right to appeal denial of transfer release.

2.b) The University has written procedures available to student-athletes regarding issues such as sexual orientation, harassment, problems with University coaches, staff and/or faculty, hazing, abusive behavior, etc. This information is available to student-athletes in the Student Athlete Handbook as well as in the University of Rhode Island 2003-2005 Student Handbook (Section 2. Respect for Health, Safety and Rights of Self and Others). Additionally, university grievance procedures are described in Section 4. Respect for University Process and Functions and Section 26. Appeal Procedures and Sanction Approval (The University Student Discipline System). This information is provided to each student-athlete at least once per year along with other compliance information. Student-athletes are required to sign a release affirming their receipt of this information as well as their understanding and compliance with university policies. For example the Hazing Policy is listed below:

Hazing Policy

In accordance with the State of Rhode Island and the University of Rhode Island's Student Handbook policies, the Athletic Department personnel and its student-athletes will not tolerate hazing in any form.

UNIVERSITY OF RHODE ISLAND STUDENT HANDBOOK

2.16 Hazing. Hazing is prohibited. Hazing is any action taken or situation created (the willingness of an individual to participate notwithstanding) upon which initiation, admission into, or affiliation with an organization is directly or indirectly conditioned and which produces mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities and situations include, but are not limited to, paddling in any form; infliction of excessive fatigue; exposure to the elements; forced consumption of any substance; physical and psychological shocks, quests, treasure hunts, scavenger hunts, road trips, or any other such activities; wearing, publicly, apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery, morally degrading or humiliating games and activities; late work sessions which interfere with scholastic activities.

? As a University of Rhode Island student-athlete, I will live by the University's Community Standards of Behavior.

? As a University of Rhode Island student-athlete, I understand that I am privileged to be a representative of the University and my conduct must reflect accordingly.

? I understand that as a member of the University of Rhode Island's Athletic Program, hazing, which is illegal by city, state and federal laws, is prohibited by this University. If I know of or participate in any form of hazing, it may result in criminal proceedings as well as University disciplinary action, which may include but is not limited to suspension from practice and contests to reduction or loss of my athletically related financial aid.

? Being aware of any possible or potential hazing incident, my responsibility is to protect my fellow teammates and make the Athletic Director and/or the Compliance Coordinator aware of the situation. Understanding that my statements will be held in earnest.

Similar material is provided to athletic department staff in the Coaches Compliance Policies and Procedures Manual. The Student Athlete Handbook, the University of Rhode Island 2003-2005 Student Handbook and the University of Rhode Island Department of Athletics 2004-2005 Coaches Compliance Policy and Procedures Manual will be available for review by the peer review team during their site visit in May.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

The peer-review team confirmed that written grievance and/or appeal procedures are in place covering transfer legislation, diversity and harassment issues, hazing and abusive behavior issues, and coaching problems. These procedures are published in the current student-athlete handbook (Page Nos. 8 through 10 and Page Nos. 26 through 40) and the current undergraduate catalog. Additionally, the compliance coordinator publishes a Transfer Procedure Information Sheet (last updated April 2004) that is dissiminated to all student-athletes.

Institution Response to the Peer-Review Team Report

None.

3. Operating Principle 4.3 requires an institution to provide evidence that it has in place programs that protect the health of and provide a safe environment for each of its student-athletes. To demonstrate
conformity with this operating principle, an institution must designate an individual to oversee its efforts in this area and ensure there is an administrator responsible for the institutional awareness of health, safety and sports medicine policies. After reviewing Page Nos. 118 and 119 of your self-study report, the committee was unsure who the designated individual is that oversees its efforts for student-athlete safety and who is responsible for the institutional awareness of health, safety and sports medicine policies. Therefore, your institution must indicate who is responsible for overseeing student-athlete health and safety and who is responsible for institutional awareness of student-athlete health and safety.

Institution Response to the Analysis

University of Rhode Island response:

The University has responded to conformity with this operating principle by designating individuals with responsibility for developing programs and ensuring awareness of health, safety and sports medicine policies. Kim Bissonnette has primary responsibility for ensuring institutional awareness of student-athlete health and safety. Additionally, the University has hired Gina Sperry, who in addition to academic advising responsibilities serves as coordinator of CHAMPS/Life Skills program, to develop programs addressing many health and safety issues as well as coordinating with various University departments, particularly in the Division of Student Affairs which has overall responsibility for delivering programs and services to the entire University student community. Thus, the University has ensured the health and safety of student-athletes by assigning individual responsibility as well as integrating its programs and services with important University departments and programs. Some of these departments and programs include:

* Office of Student Life
* Counseling Center
* University Health Services
* Women's Center
* RAM Choices
* Eating Disorder Clinic
* Violence Prevention

Additional programs have been described in the self-study report.

This information is available to student-athletes through annual workshops, ongoing contact with coaches, trainers, advisor, CHAMPS/Life Skills coordinator, as well as printed information in the Student Athlete Handbook and the University Student Handbook.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? No

Rationale to support the Peer-review team's conclusions:

Through interviews it was discovered that the director of sports medicine is viewed as the individual who is designated to oversee the institution's efforts for student-athlete safety. However, it was unclear who is responsible for institutional awareness of student-athlete health and safety. Therefore, the peer-review team recommends the institution clearly identify that individual in order to meet the committee's requirements.

Institution Response to the Peer-Review Team Report

D. University of Rhode Island Response

Peer Review Team Report:

The Committee on Athletics Certification observed from the university's self-study report that it was unclear who is responsible for institutional awareness of student-athlete health and safety. Therefore, the peer-review team recommended the institution clearly identify that individual in order to meet the committee's requirements.

In response to the Committee on Athletics Certification's observation and the peer review team's recommendation, the university has identified that the Vice President of Student Affairs is the individual responsible for institutional awareness for student-athlete health and safety. The Vice President has ultimate supervisory responsibility for the university health services and the university counseling center. These two services provide medical and mental health services for all students including student-athletes and communicate the availability of these services to students and the campus community.

The Vice President will communicate and coordinate in conjunction with the Vice President of Administration institutional awareness of student athlete safety guidelines and processes with those areas responsible for public safety at the university.

The Vice President will also work with the Communications and News Bureau to develop appropriate communication strategies to enhance institutional awareness of student-athlete health and safety. The Vice President will also work with the Athletics Advisory Board to report to the Faculty Senate on student-athlete health and safety issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

1. The peer-review team was unable to ascertain the process by which data obtained from the two survey instruments is analyzed and used to create change. The peer-review team suggests that the athletics administration establish a complete assessment cycle.

2. The peer-review team found that while information for appeals is available to all student-athletes, few are familiar with the procedures, and even less know where the guidelines are published. The peer-review team suggests that a more aggressive information plan be designed to make student-athletes aware of these guidelines and processes.

Institution Response to the Opportunities for Enhancement

Opportunities for Enhancement:

1. The peer review team acknowledged in its evaluation of the accuracy of the self-study that the absence of an opportunity to visit with the senior woman administrator (SWA) prevented the team from verifying her role in the current administration. This also may have impacted the peer-review team's inability to ascertain the process by which data obtained from the two survey instruments is analyzed and used to create change, since the SWA has had primary responsibility for survey development, administration and analysis.

At present, survey data results are reviewed for consistency and patterns of responses according to individual sports as well as for overall athletic department performance. Survey results are shared with individual coaches and as necessary issues that are determined appropriate for changes are included in the coaches' goals for the year. Progress on goals are monitored and become a part of the coaches' end of year evaluation. Survey results that are related to overall athletic department functioning are reviewed by athletics department administration for appropriate action.

To improve the overall process, the department of athletics will: a) conduct end of the season surveys shortly after the end of each sport's competitive season to distribute the load on survey administrators to conduct and subsequently review the survey results throughout the year instead of at the end of the academic year; b) distribute survey administration responsibility among the various sports administrators equitably; c) computerize and quantify results for more accurate analysis and d) establish formal administrative review (annual) of survey results to be included in strategic plan goals, which are subject to monitoring and evaluation.

2. The university continues to strive to identify methods to communicate information to students, facilitate their retention of the information as well as their awareness of how and where to access information. Similar challenges exist for all students who upon their orientation and arrival at the university experience "information overload."

At present each student athlete receives a student-athlete handbook, which includes this critical information as well as additional printed and verbal information, presented at annual team orientations.

In response to the peer review team's observation of student-athletes lack of familiarity with appeals procedures and location of published guidelines, the university will undertake a more aggressive approach to supplying students with this information. The Team Orientation meeting presently requires that each student sign a statement to confirm his or her understanding of the university's prohibition of hazing activity. In addition to providing information in print form, the university will incorporate a similar "sign-off" to confirm the student-athlete's receipt of appeals information and acknowledgement of the location of published guidelines. The coordinator of the Champs/Life Skills program, the sports administrators, the compliance coordinator and coaches will be directed to place emphasis on this information at team orientations.

An enlarged poster sized copy of the grievance procedures and appeals process flowchart will be displayed prominently in athletics locker rooms.

Additionally, the athletic department website will be updated to include links to important procedures and guidelines for student-athletes.

4.4 Sportsmanship and Ethical Conduct

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

Individuals Interviewed on Campus

Name	Title
Amaral, Harry	chair, governance/rules compliance subcommittee
Bakr, Abu	steering committee chair
Baron, Jim	head coach, men's basketball
Bergen, Sue	associate athletics director, business and finance
Bissonnette, Kim	director, sports medicine
Black-Grubman, Sheila	faculty senate
Boudreaux-Bartils, Faye	faculty senate, president
Boulmetis, John	faculty, school of education
Bradley, Ed	head coach, men's soccer
Burke, Gregg	deputy director of athletics
Carothers, Robert	president
Chilicki-Beasley, Julia	head coach, women's basketball
Derbyshire, Lynne	chair, equity and student welfare subcommittee
Dougan, Thomas	vice president, student affairs
Galatzer-Leux, David	student-athlete
Garrick, Tom	head coach, women's basketball
Gomes, Roxanne	assistant director, Affirmative Action
Heskett, David	faculty, department of physics
Higgins, Mark	associate dean, college of business
Kassabian, Paul	compliance officer
Kowalski, James	faculty senate
Lavallee, Dave	assistant director, communications
Luebke, Barbara	faculty, department of journalism
Martin, Celest	faculty senate
Matthews, Elizabeth	student-athlete
McElroy, Tom	director of athletics
McKinney, Gerald	alumni
Moccia, Dominic	student-athlete
Nippo, George	athletic advisory board, graduate student
Nota, Michele	executive director, alumni relations
Orabone, Eileen	executive assistant
Ramsay, Karen	faculty senate
Ramstad, Yngve	faculty athletics representative
Rendine, Richard	alumni
Rice, Michael	faculty senate
Richmond, Jayne	dean, university college
Rosen, William	faculty senate

Name	Title
Sperry, Gina	director, student-athlete enrichment program
Stowers, Tim	head coach, football
Swift, Judith	chair, academic integrity subcommittee
Wescott, Mick	head coach, men's and women's swimming

Institutional Records Reviewed on Campus

Records Reviewed
2003-05 student handbook
2004-05 NCAA Division I Manual
2004-05 student-athlete handbook
2004-05 undergraduate and graduate catalogue
2004-05 viewbook (entrance requirements)
EADA forms
Equity in Athletics Disclosure Act (EADA) worksheets
Title IX institutional goals
admissions application
assessment of the effectiveness of rules compliance procedures
athletics department staff manual
athletics department strategic plan
board of governors policy manuals
booster organization bylaws
booster organization disbursement/reimbursement policies and procedures
class scheduling procedures
compliance policies and procedures manual
composition, board of governors
end of year, student-athlete program evaluation form
excused-absence procedures
exit interview instrument
institution's written grievance procedures for non-NCAA issues
job descriptions — external to athletics
list of booster groups and members
minutes, academic integrity subcommittee
minutes, athletics advisory board
minutes, board of governors of higher education
minutes, equity/student-athlete welfare subcommittee
minutes, governance/rules compliance subcommittee
minutes, steering committee meeting
organizational chart, athletics advising
organizational chart, athletics department
organizational chart, institution
secondary rules violations
sports and facility schedules
sports marketing materials
sports media guides

Records Reviewed
sports posters
sports press releases
sports schedule cards
sports schedules
student-athlete academic performance information
student-athlete eligibility forms
student-athlete exit interviews
team/staff travel procedures
university policy and procedures manual

University of Rhode Island

Retention and Graduation Rates for Students

Participating in

Special Programs for Talent Development

Between 1994 and 2003

Prepared by the Office of Information Services / Institutional Research

September 2005

Introduction

Special Programs for Talent Development (SPTD) was founded in 1968 to provide a special opportunity to students of color and students from disadvantaged backgrounds to attend the University. It provides help with adjusting to college through a summer pre-matriculation program, special academic advising, tutoring, financial aid based on need, and a "home away from home" at URI.

The purpose of this study is to assemble a longitudinal dataset that makes possible a comparison between students participating in SPTD and those not participating. The accepted measures of success in college – retention and graduation rates – over the last decade are examined, as well as SAT composite scores which are a measure of preparation for college level work. Data extracted from the University's Student Information System (SIS) at chronologically consistent points over an eleven-year period (1994 through 2004) allows individual student enrollments and completions to be tracked over time. These data include gender, race/ethnicity, enrollment term, credit load, SAT scores, and graduation date for all students who entered as new undergraduates.

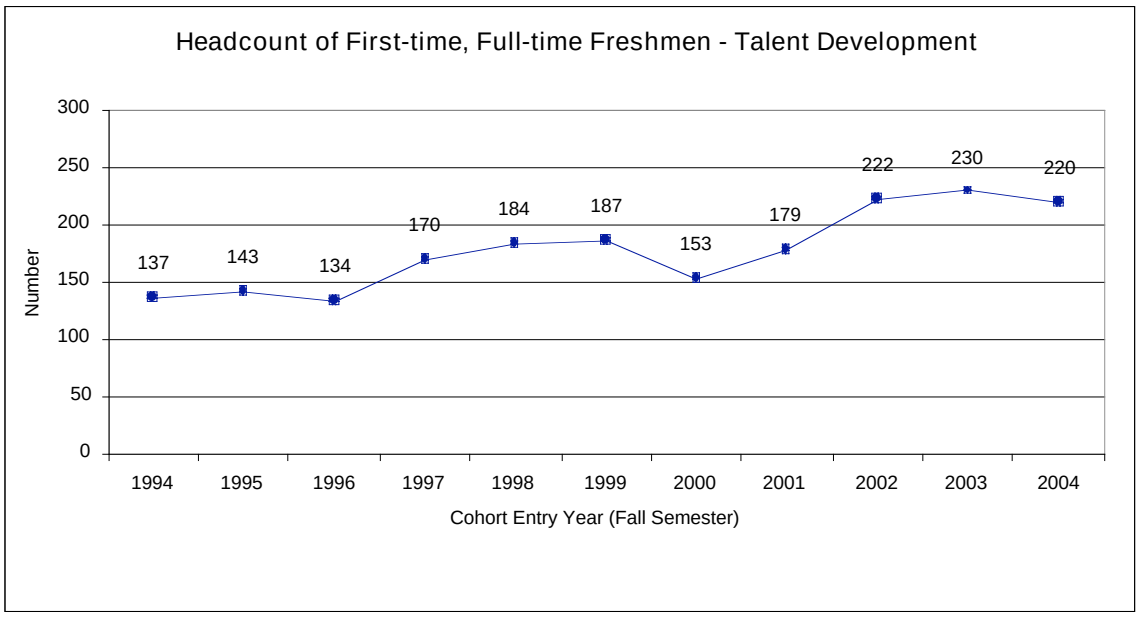
Participation in SPTD is the key variable in this study, but the regularity and timeliness with which it was recorded in the source data is uncertain. For example, the participation code often is absent from a student's initial term record, but present in subsequent term records. To address such problems with presumably missing data, a student was considered to be participating in SPTD in all terms if coded positively in any term. Thus, initial cohorts are likely to include most students in the program except in cases where SPTD students were enrolled for only one term but not coded as participating. This type of exception results in a loss of data and reduces the cohort sizes. Despite these conditions, totals for all cohorts appear reasonable, relatively consistent from year-to-year, and acceptable for this initial analysis. If a more accurate list of SPTD participants can be identified, recalculation of the derived data will not be difficult.

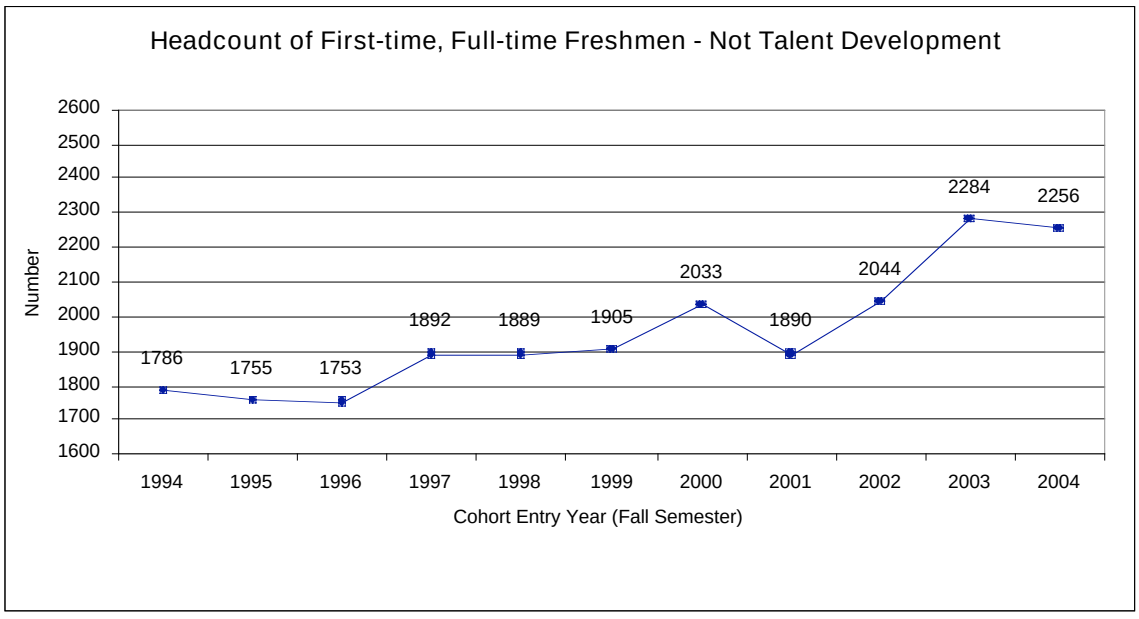
Cohorts are established with a population of first-time, full-time freshmen defined as students entering with fewer than 24 college credits at admission, carrying at least 12 credits in their initial fall term of enrollment, and pursuing a baccalaureate degree. Once established, cohorts can only retain or lose, but never gain, students. Re-enrollment as of October 15th in following fall terms and graduation within 6 years after initial enrollment are standard criteria for the calculation of retention and graduation rates. Each cohort is split into two sub-populations: 1) students participating in SPTD and 2) students not participating. The ratio is about 1 to 11. This analysis compares the two sub-populations by various demographic categories (all students, Rhode Island residents only, by gender, by race/ethnicity).

With small sample sizes and even smaller segmented categories, calculated rates are likely to show large differences from year to year. To dampen wild swings, rates for several years are averaged using the maximum number of years available for a particular variable (e.g., first year retention can be based on ten years of data while graduation within six years must exclude cohorts that have not yet completed six full years from the start).

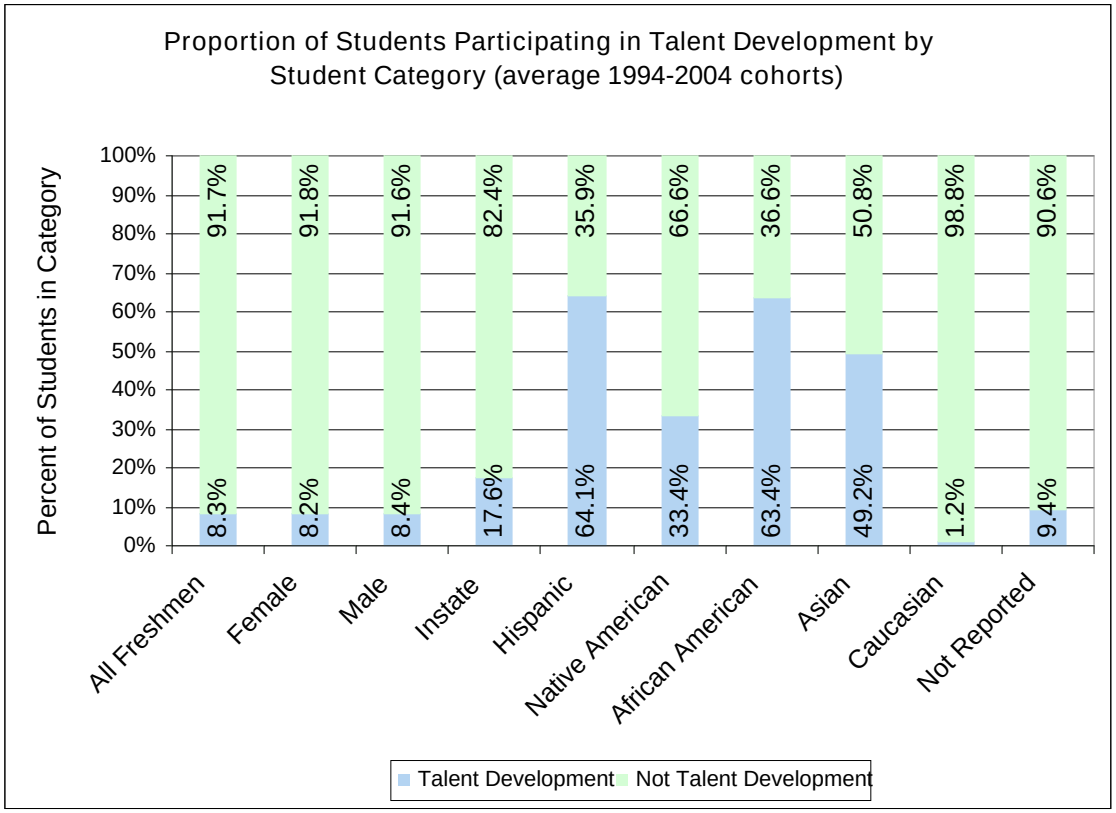
Results

The size of both the freshmen cohorts of student participating and not participating in SPTD have increased with time. The proportion of participants has ranged between 7% and 10% of the full freshman cohort during this period.

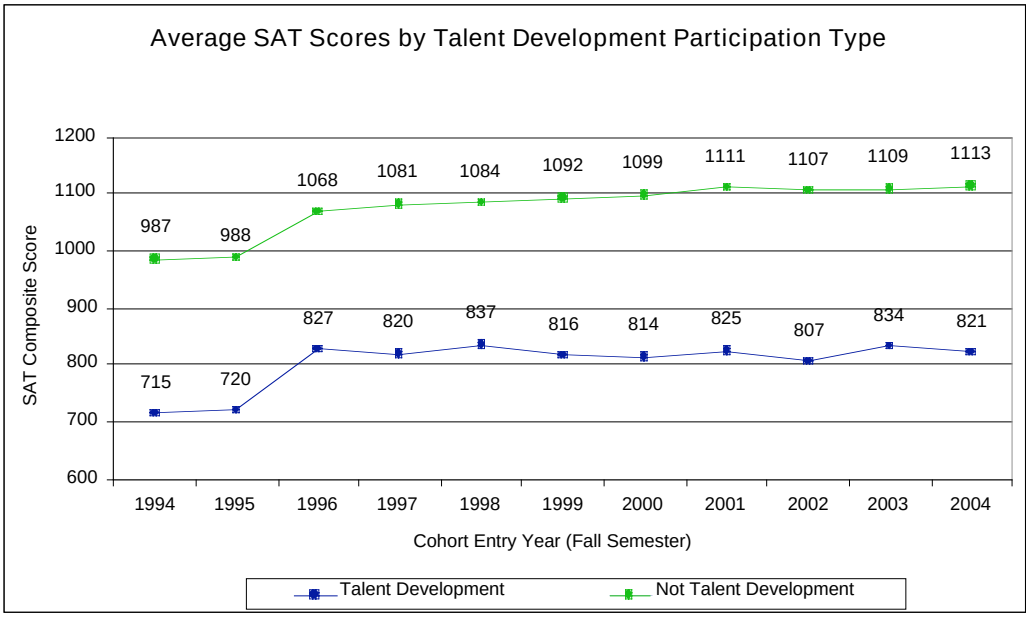




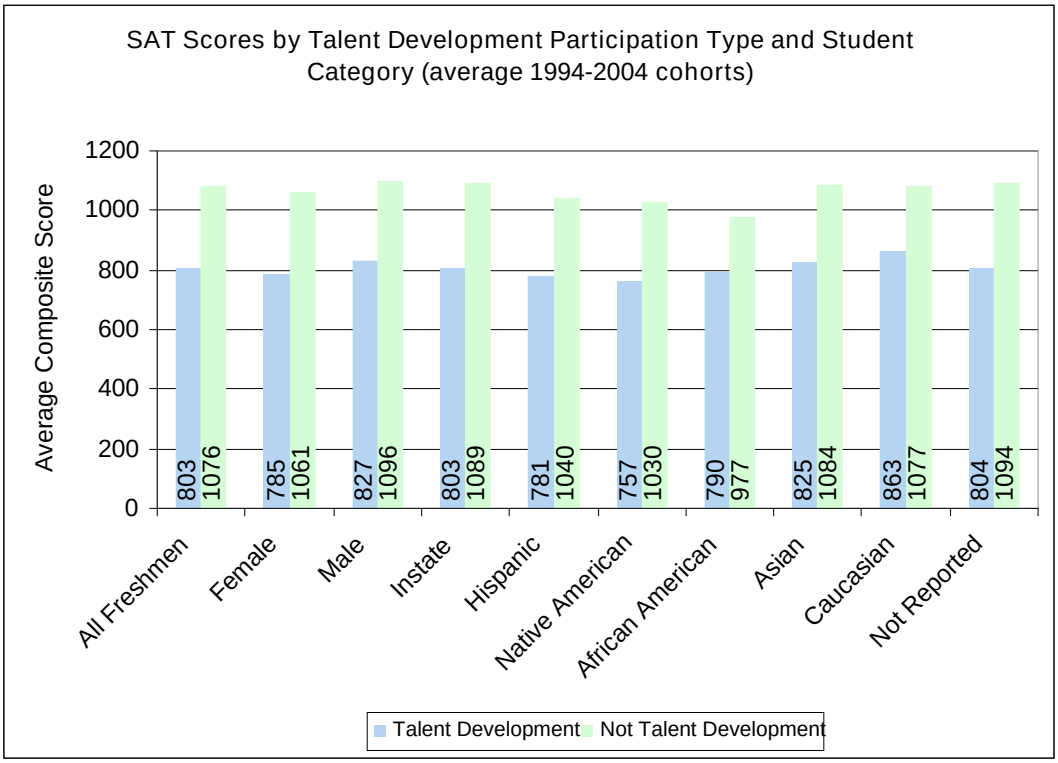
The proportion of freshmen participating in SPTD varies depending on the category of students. When all cohorts from 1994 through 2004 are aggregated the overall participation rate is 8.3% of all students and 17.6% of all Rhode Island students (out-of-state students do not participate in SPTD). Participation rates by men and women are essentially the same. Significantly different rates for the several race/ethnicity categories reflect the mission of the program.



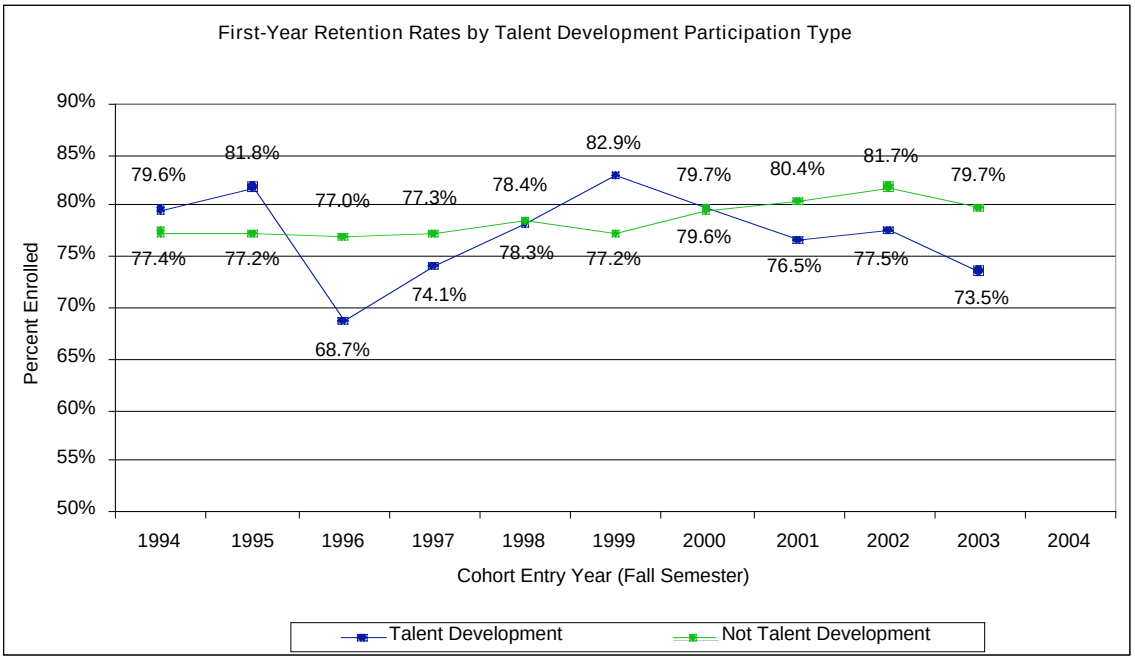
Average SAT Composite scores have tended to increase slightly for non-Talent Development students while remaining relative constant for Talent Development students. Note that the change in scores beginning in 1996 resulted from a re-centering calculation by the test administrator.

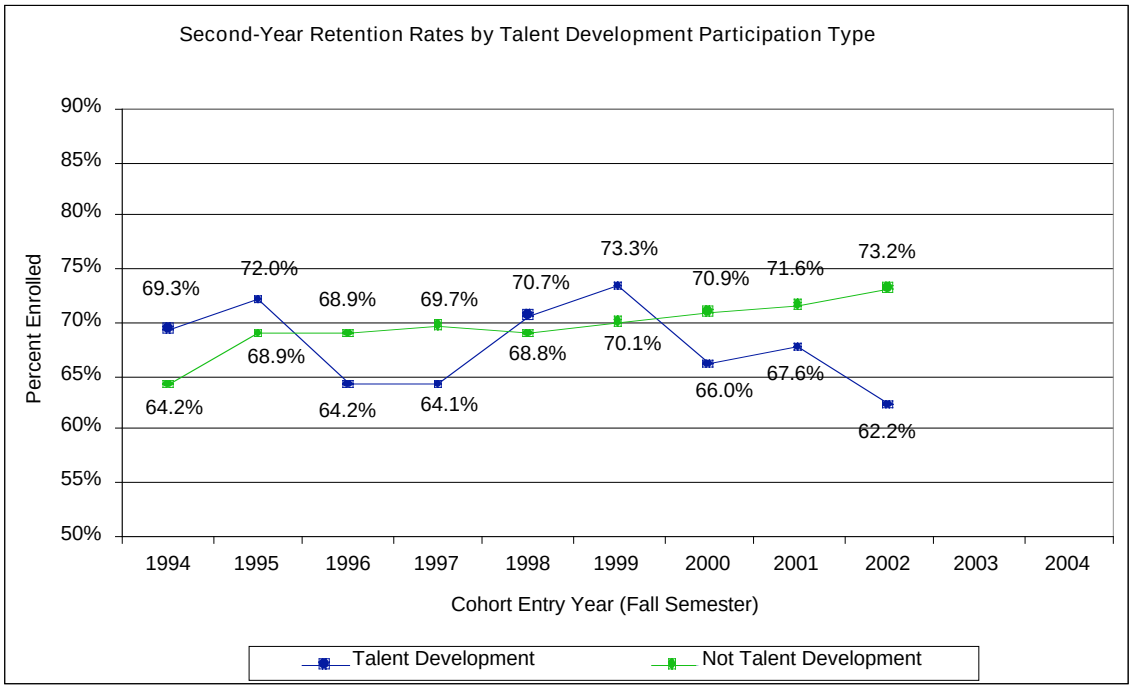


Average SAT scores for Talent Development and non-Talent Development students are significantly different but relatively consistent across all student categories.

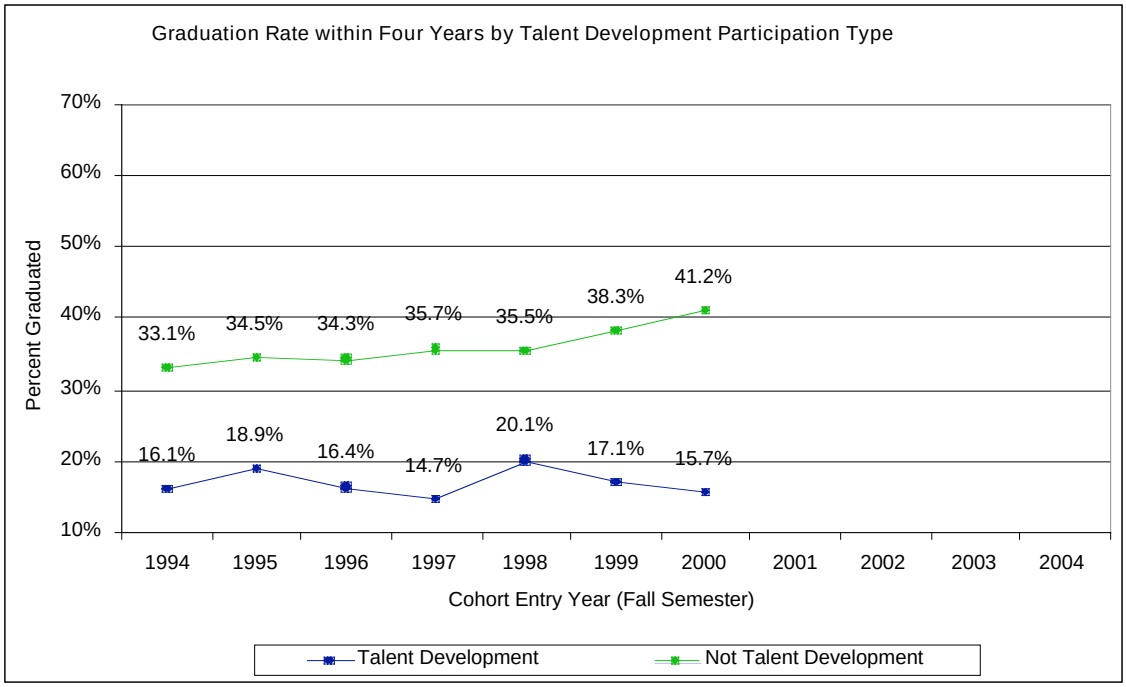


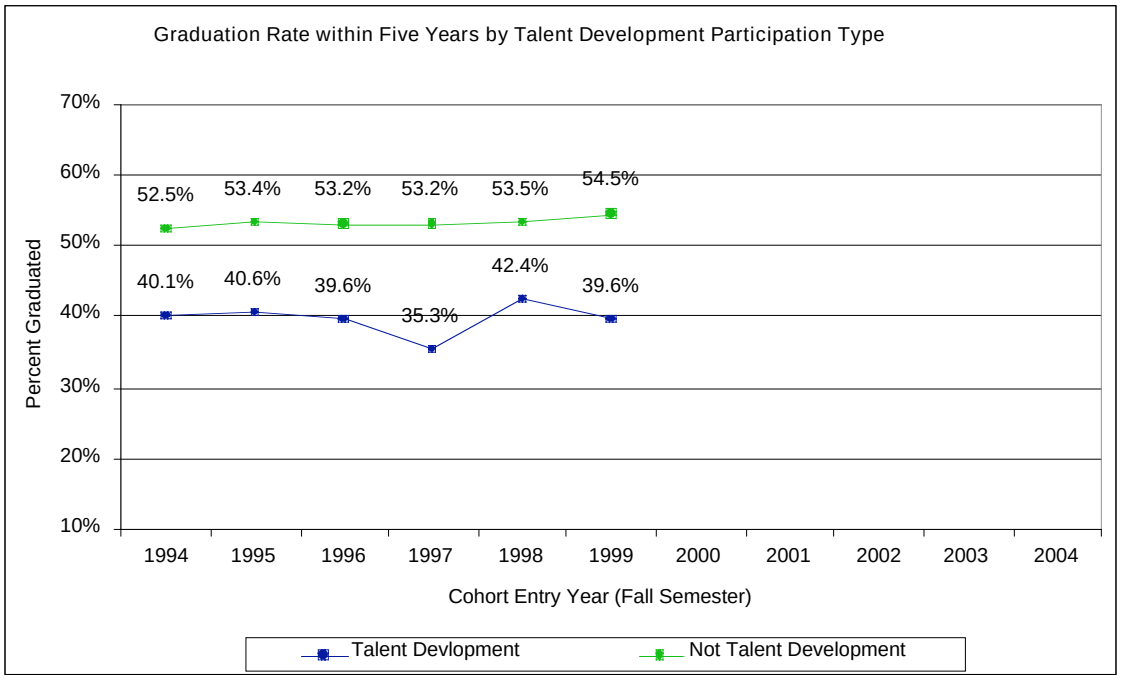
Retention rates for all students in the first and second years after entry are very similar for both Talent Development and non-Talent Development students. Average rates are 1.3% (first-year) and 1.9% (second-year) less for Talent Development participants.

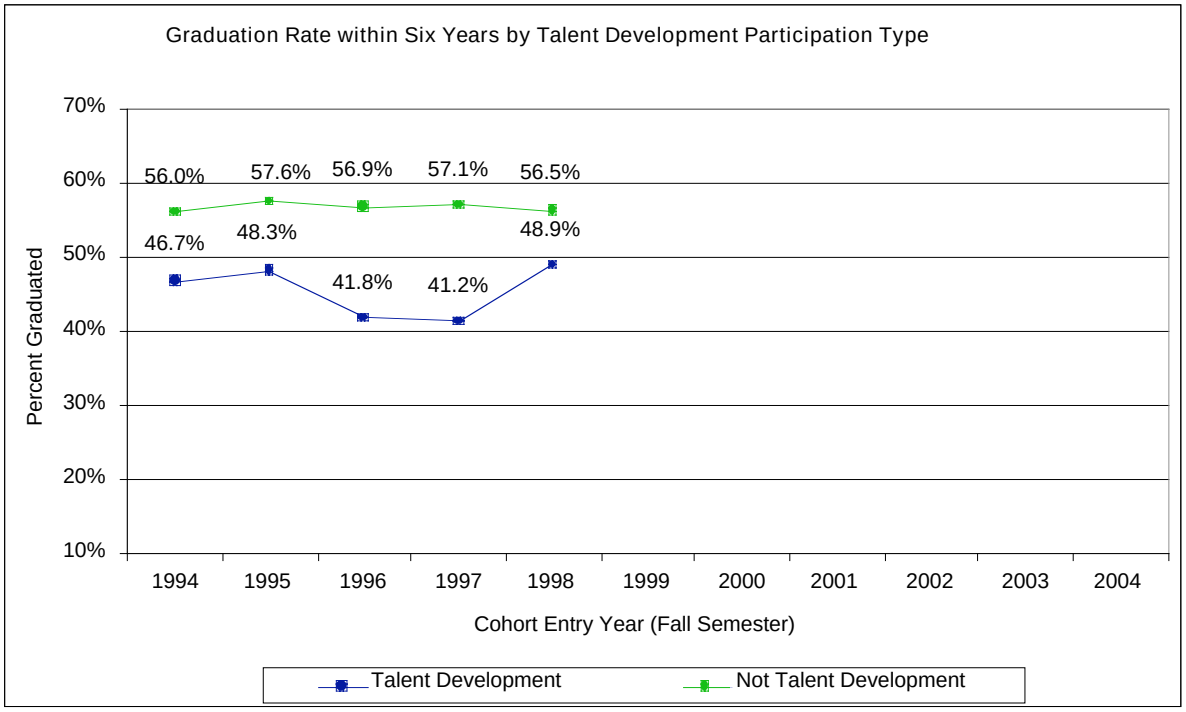




Graduation rates for all students show more distinct differences between Talent Development and non-Talent Development students at the four, five, and six-year time-to-graduation periods. The narrowing of the gap with more time (average of 19.1% at four years to 11.4% at six years) indicates that in the aggregate Talent Development students tend to take longer to earn their degrees than their non-Talent Development counterparts.

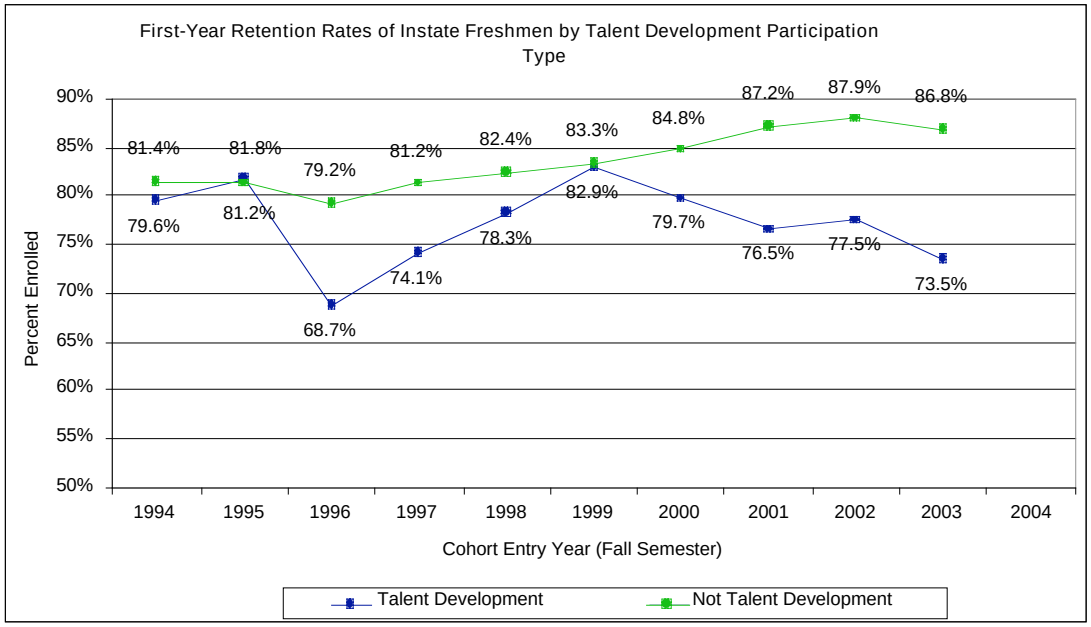


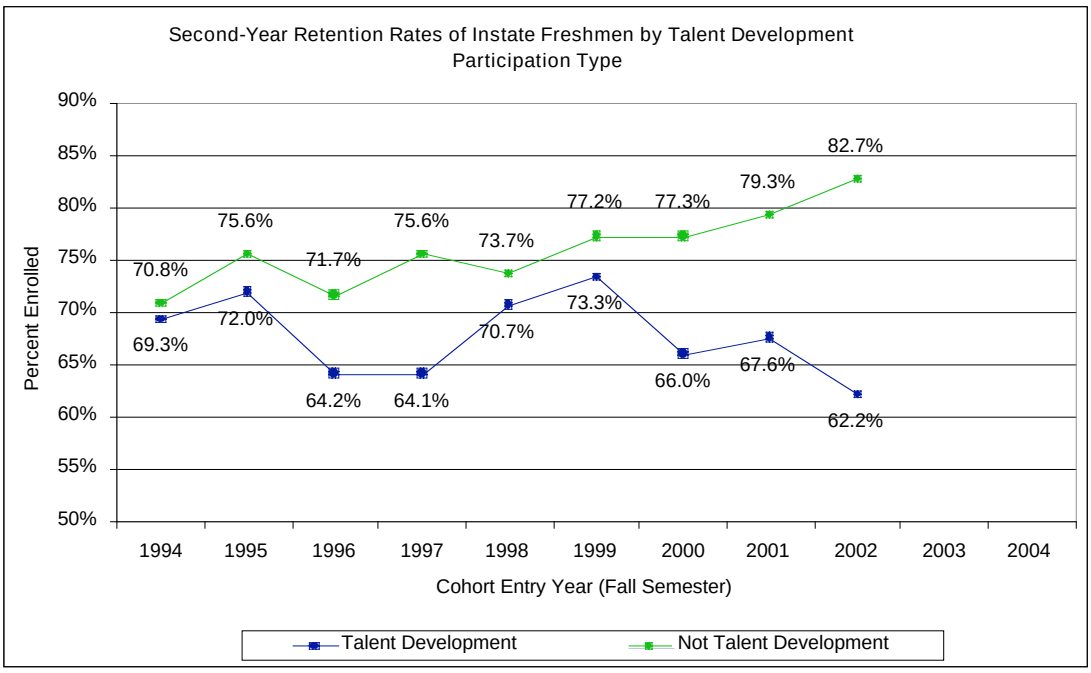




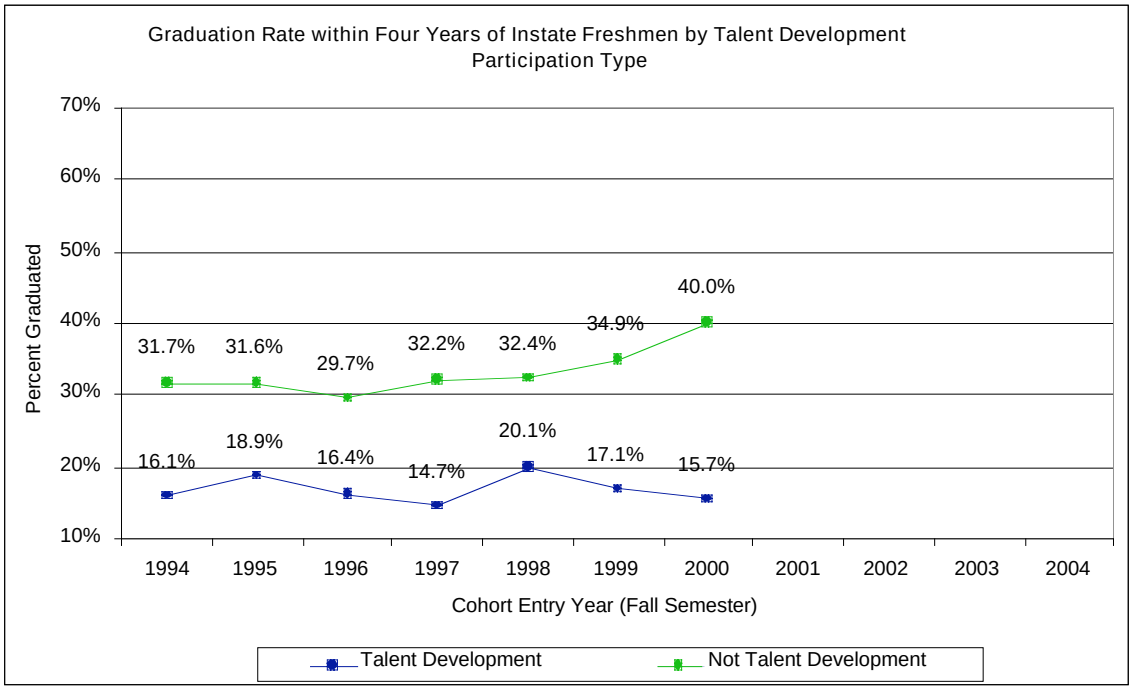
After six years from the initial fall semester, graduation rates for Talent Development students lag behind the non-Talent Development students by an average of more than ten percent. This study did not examine if the gap narrows beyond the sixth year after entry. The proportion of students completing within four years appears to be accelerating for the non-SPTD students, but essentially level for the SPTD participants.

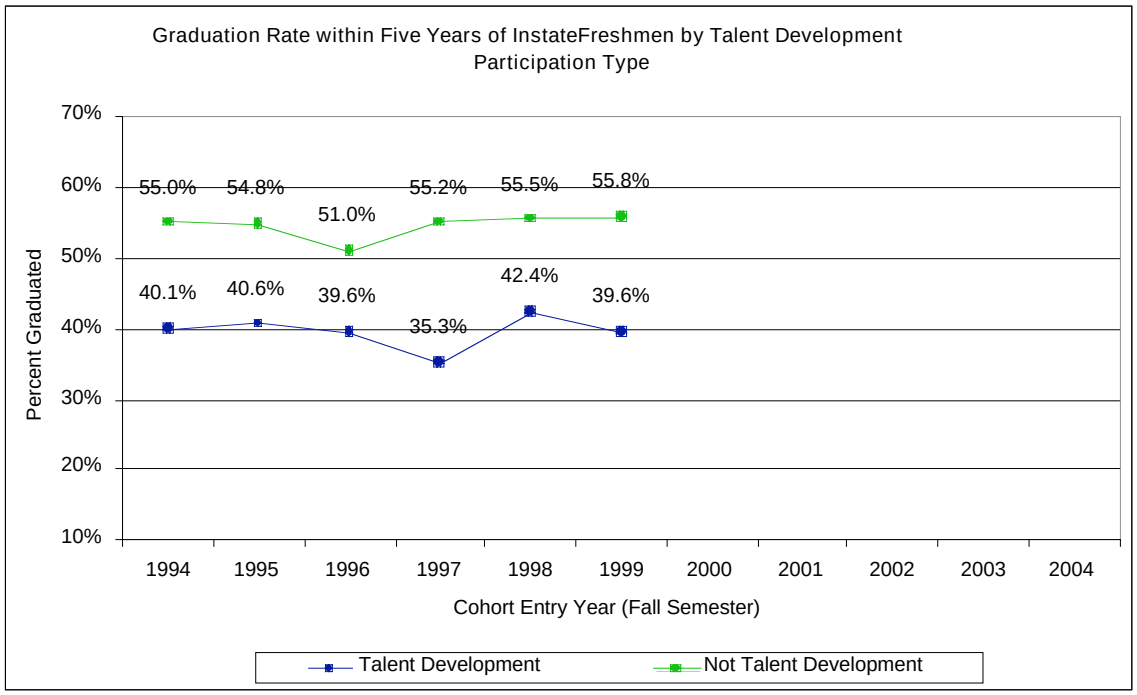
When retention rates for Talent Development students are compared to non-Talent Development students just from Rhode Island, the results are less similar than when out-of-state non-Talent Development students are included. A trend toward increasing divergence has occurred in recent years and is more pronounced in for the second-year rates than the first.

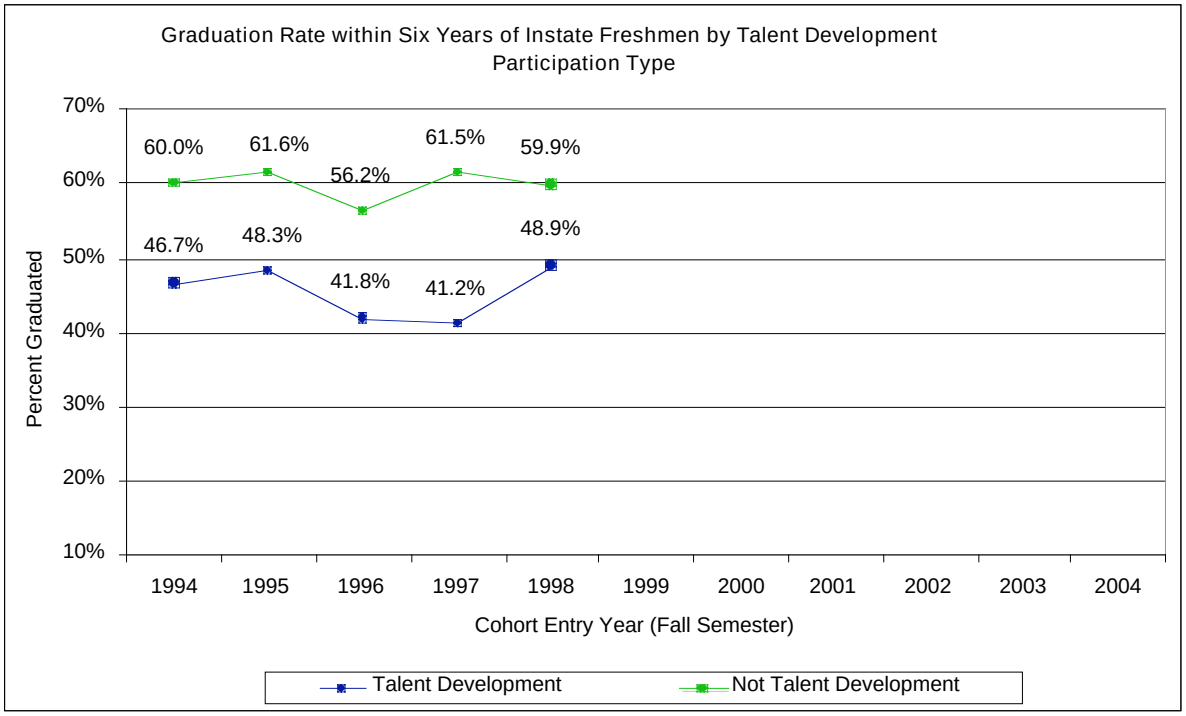




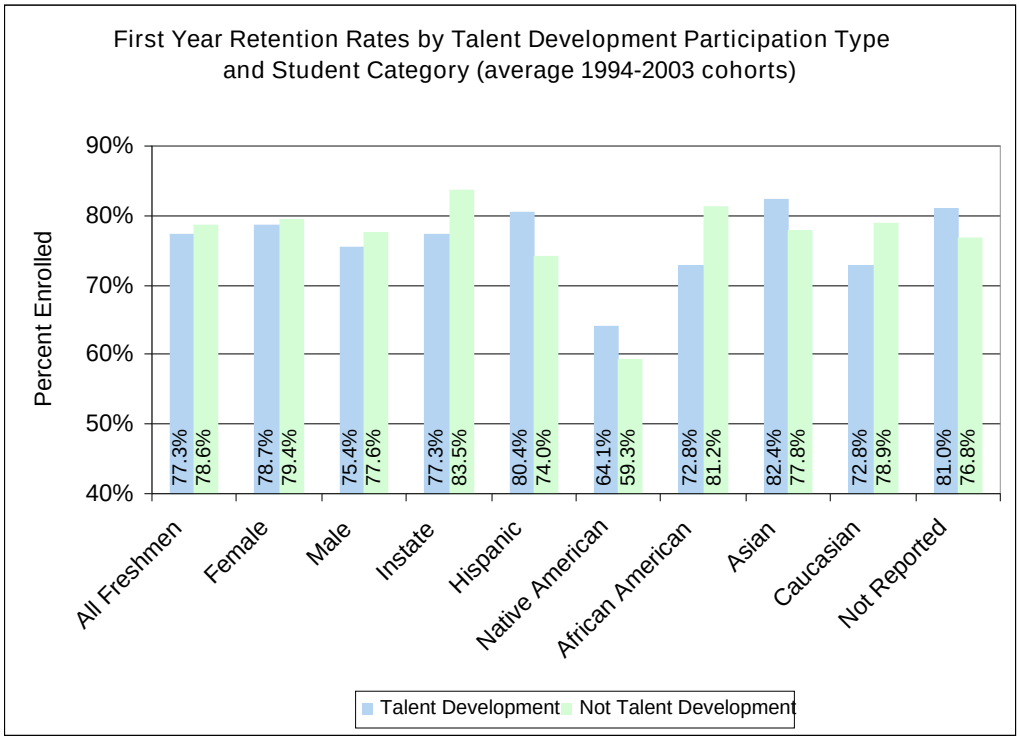
Graduation rates for Talent Development and non-Talent Development students just from Rhode Island show a consistent average difference of 16.2% (four-year) to 14.5% (six-year) among the three time-to-graduation intervals. However, in recent years a trend to completing in the shortest time has emerged for non-Talent Development students.

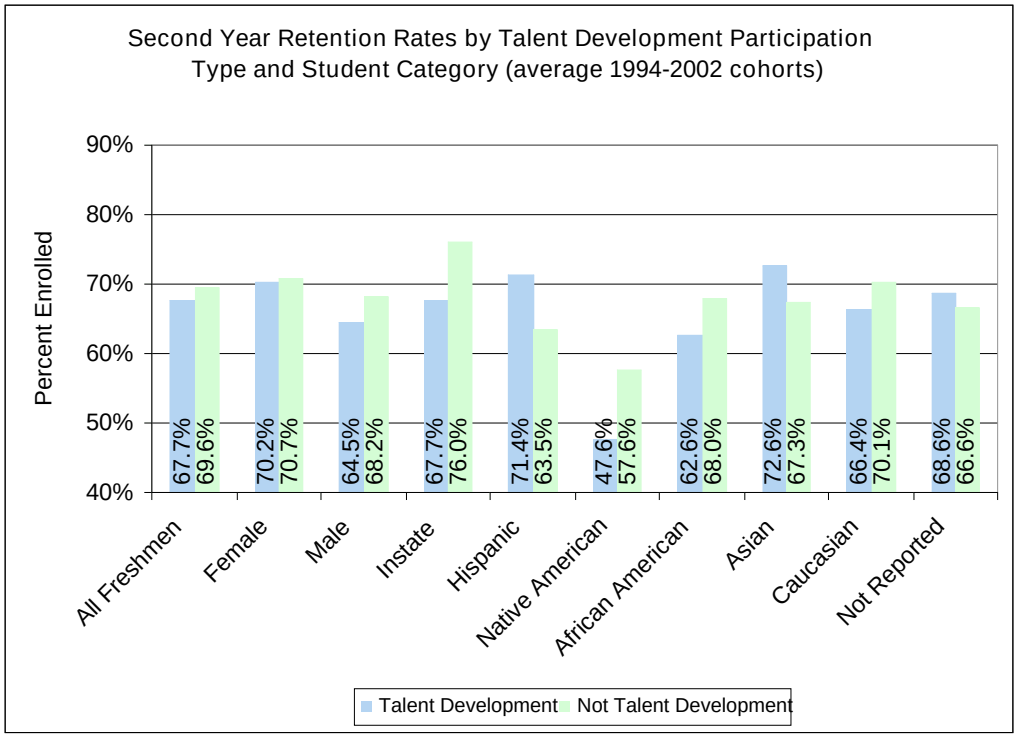




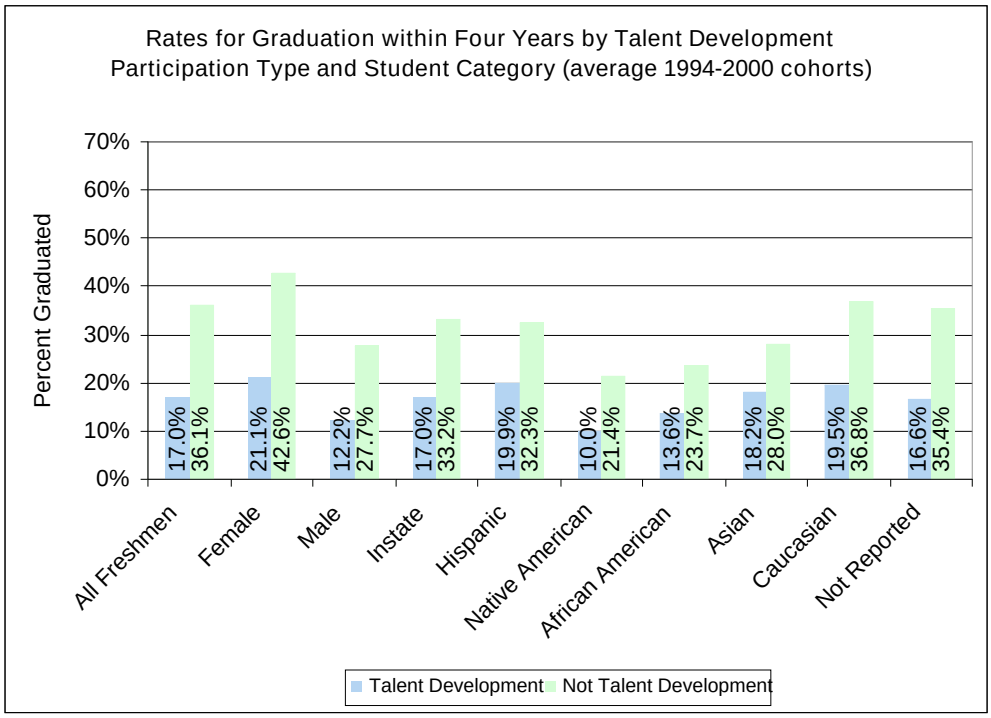

Graduation Rate within Six Years of Instate Freshmen by Talent Development Participation Type
70%
60%
50%
40%
30%
20%
10%
Percent Graduated
60.0%
61.6%
56.2%
61.5%
59.9%
46.7%
48.3%
41.8%
41.2%
48.9%
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
Cohort Entry Year (Fall Semester)
Talent Development
Not Talent Development

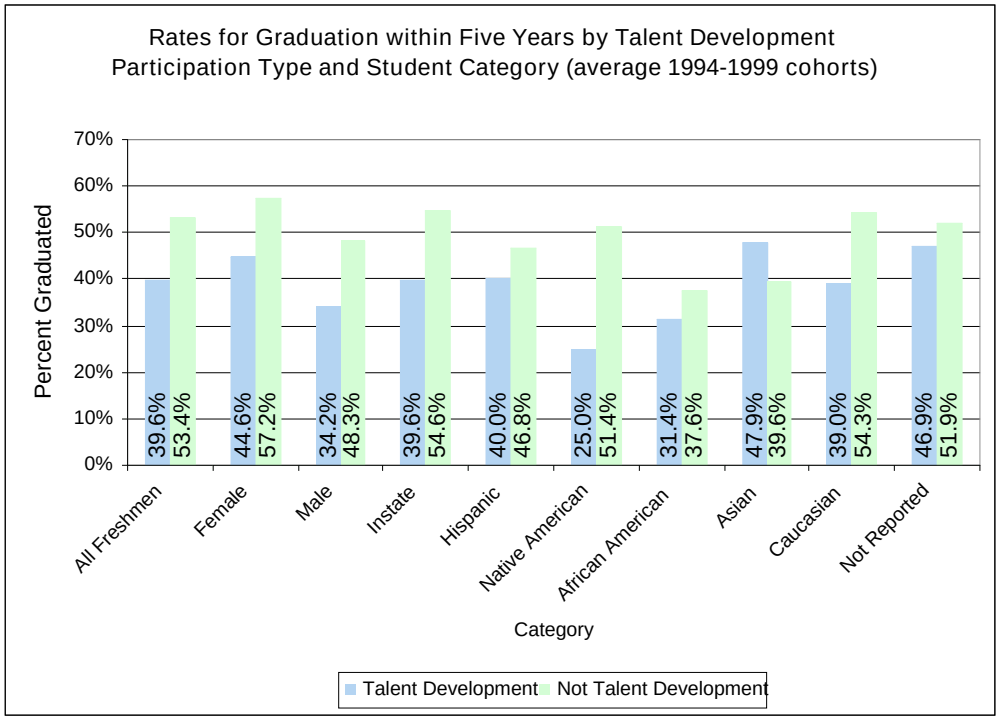
The differences in average retention rates between Talent Development and non-Talent Development students vary among the different student categories. Hispanic, Native American, Asian, and students not reporting a race/ethnicity who participate in SPTD have a better average retention rate those who do not.

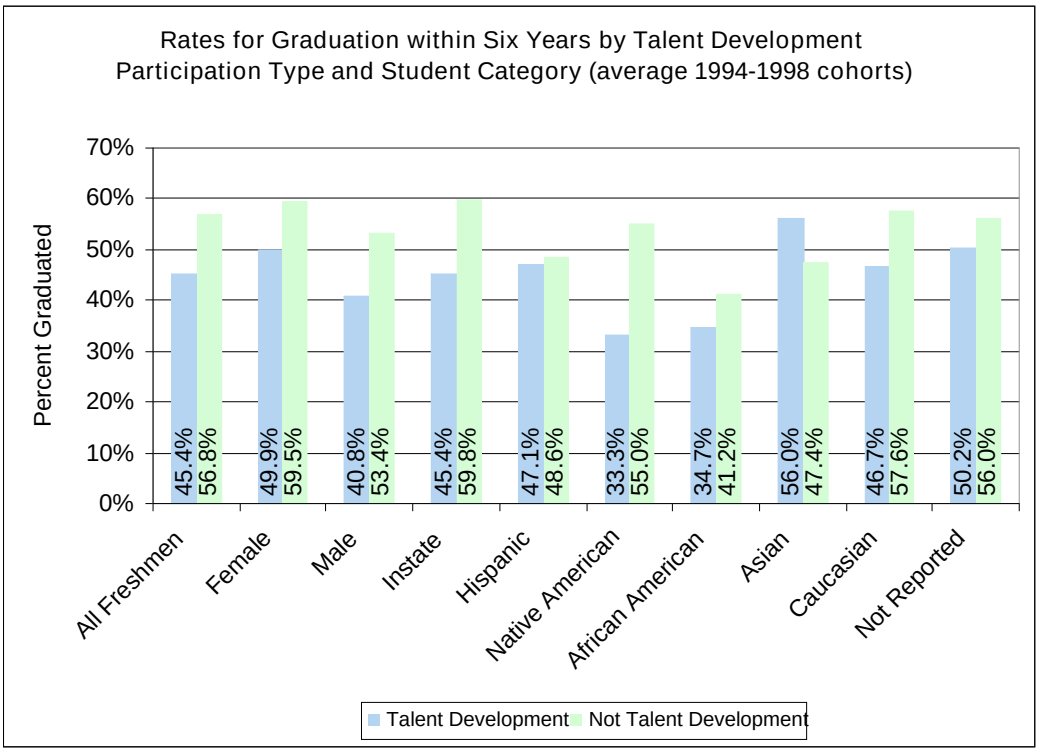




The differences in average graduation rates between Talent Development and non-Talent Development students vary among the different student categories. Asian students participating in SPTD have a better average graduation rate at five and six years than those who do not.






Rates for Graduation within Six Years by Talent Development Participation Type and Student Category (average 1994-1998 cohorts)
Percent Graduated
70%
60%
50%
40%
30%
20%
10%
0%
45.4% 56.8%
49.9% 59.5%
40.8% 53.4%
45.4% 59.8%
47.1% 48.6%
33.3% 55.0%
34.7% 41.2%
56.0% 47.4%
46.7% 57.6%
50.2% 56.0%
All Freshmen
Female
Male
Instate
Hispanic
Native American
African American
Asian
Caucasian
Not Reported
Talent Development
Not Talent Development

Discussion

Special Programs for Talent Development has had much success over the years in providing opportunities for pursuing higher education to students who might not otherwise be able to do so. It is appropriate to look at its results and to establish a baseline of data for further discussion. This analysis uses the standard measures of retention and graduation rates during the last decade to compare students who have participated to counterparts who have not participated.

Averaged over the years 1994 through 2004, 8.3% of the first-time, full-time freshman cohorts participated in SPTD. The proportion rises to 17.5% of Rhode Island students. In general, these students enter college much less prepared for college work with significantly lower average SAT Composite scores than non-SPTD (273 points lower for all students and 285 for RI-resident students). Research using national data indicates that preparation as evidenced by SAT scores is one factor highly correlated to retention and graduation.

Compared to all non-SPTD students (both in-state and out-of-state residents combined), SPTD students continue in the second and third years at nearly the same rate. However, because all SPTD students are Rhode Island residents, a fairer measure would be to compare with only non-SPTD Rhode Island students. In this case the SPTD students lag by an average of 6-8% behind their in-state counterparts. The gap was smaller ten years ago but has widened in recent years. Likewise, their average graduation rates within four, five, and six years also are lower by 14-16%. Here, however, there is no change in the gap over time.

When individual gender and race/ethnicity categories are compared by SPTD participation status, other differences appear.

- Women participating in SPTD have almost the same retention rate as non-SPTD women.
- Retention of men participating in SPTD is lower by 2-4% than non-SPTD men.
- The six-year graduation rate for SPTD women is 10% lower and for men 13% lower.
- Hispanic and Asian students participating in SPTD have retention rates 6-8% higher than those not participating.
- Participating Asian students have six-year graduation rates 9% higher.

It is important to note that these groups contain small numbers of students and that out-of-state students are included in the non-SPTD groups. Percentages have been averaged over several years to smooth variations due to sample size.

University of Rhode Island

Retention and Graduation Rates for

Centennial Scholarship Recipients

Between 1994 and 2003

Prepared by the Office of Information Services / Institutional Research

May 3, 2005

Introduction

The merit-based Centennial Scholarship was initiated in 1994 to encourage outstanding freshman candidates to enroll at the University. Current eligibility requirements are a minimum SAT score of 1150 or ACT score of 25 and a rank in the top third of the high school class. Scholarships are renewable each semester if the student maintains continuous full-time enrollment and a 3.0 average or better. Award amounts are variable up to full-tuition costs.

The purpose of this study is to quantify differences between Centennial Scholarship recipients and the Freshman class to which they belong as measured by SAT scores and retention and graduation rates over the last decade.

First-time, full-time Freshmen are defined as students entering with fewer than 24 college credits at admission and carrying at least 12 credits in their initial term of enrollment. Centennial recipients are included in the Freshmen group. In this study Pharmacy students in the six-year first professional degree program (PharmD) are included with four-year baccalaureate degree undergraduates because they also are eligible for the Centennial Scholarship; usually these groups are not combined because of their unequal times to graduation. Students who became ineligible for retaining their awards were not removed from the analysis.

Re-enrollment as of October 15th in following fall terms and graduation during an academic year (at the December, May, or August conferrals) are defined as criteria for the retention and graduation rate analyses. Calculations of average rates are based on the maximum number of years available for a particular variable (e.g., graduation rate must allow for the four years of study).

Results

During the 1994 – 2003 period, nearly a fourth (24.1%) of the freshman undergraduate and PharmD students received a Centennial scholarship upon first enrollment.

The one-year retention rate of Centennial Scholars averages 87.9% (n = 10) which is 9.4% higher than for all freshmen (78.5%). The retention rate after two years drops to 81.8% (n = 9), but the difference between groups rises to 12.4% higher than the rate for all freshmen (69.4%).

During the period, the rate of retention has gradually increased, but the difference between groups has remained substantially equal.

For Centennial Scholars the graduation rate after six years averages 72.8% (n = 5) which is 15.8% higher than for all freshmen (57.0%).

SAT composite scores for Centennial Scholars consistently exceeded those for all Freshmen by an average of 156 points (15.4%). Higher average scores correlate strongly with higher retention rates.

See tables and charts for specific data.

Conclusions

Centennial Scholarship recipients consistently achieve significantly higher rates of retention and graduation than the overall Freshmen populations. The effect is persistent in that two-year retention and graduation are consistent with one-year retention.

These results are influenced by the minimum SAT score requirement for eligibility. Research on national data has found that admissions selectivity for students with high SAT scores is strongly correlated with retention rate (Freshmen-to-Sophomore Persistence Rates by Institutional Control, Level and Academic Selectivity, 1983 to 2003, Postsecondary Education OPPORTUNITY, Number 134 – August 2003).

Although the impact of the Centennial Scholarship on decisions to enroll and persist at the University is outside the scope of this study, the likelihood is that without it there would be fewer students with higher SAT scores and as a result the retention and graduation rates would be lower.

Table 1. Centennial Scholars compared to all full-time Freshmen from 1994 through 2003.

Fall Term Year	Fresh-man Cohort	Centen-nial Scholars	Percent Centennial Scholars	Freshman Retention rate after one year	Centennial Retention rate after one year	Freshman Retention rate after two years	Centennial Retention rate after two years	Freshman Graduation within 6 years	Centennial Graduation within 6 years
1994	1923	524	27.2%	77.5%	85.3%	64.5%	74.4%	57.0%	69.5%
1995	1898	453	23.9%	77.5%	87.0%	69.2%	82.8%	58.6%	72.2%
1996	1885	424	22.5%	76.4%	86.6%	68.6%	80.7%	57.8%	71.7%
1997	2062	462	22.4%	77.0%	87.7%	69.3%	82.3%	57.8%	74.9%
1998	2162	527	24.4%	78.6%	87.7%	68.9%	82.7%	57.2%	75.5%
1999	2178	487	22.4%	78.0%	89.7%	70.2%	83.8%		
2000	2275	537	23.6%	79.7%	88.6%	70.8%	82.7%		
2001	2173	635	29.2%	80.3%	88.5%	71.3%	81.4%		
2002	2361	522	22.1%	81.3%	89.7%	72.1%	85.4%		
2003	2609	599	23.0%	79.1%	88.1%				
Avg	2153	528	24.1%	78.5%	87.9%	69.4%	81.8%	57.7%	72.8%
N	10	10	10	10	10	9	9	5	5

Fall Term Year	Freshman Cohort Composite SAT	Centennial Scholars Composite SAT	SAT Score Difference	SAT Score Difference Percent	One year Retention Rate Difference	Two year Retention Rate Difference	Six year Graduation Rate Difference
1994	968	1103	135	13.9%	7.8%	9.9%	12.5%
1995	969	1138	169	17.4%	9.5%	13.6%	13.6%
1996	1052	1216	164	15.6%	10.2%	12.1%	13.9%
1997	1061	1222	161	15.2%	10.7%	13.0%	17.1%
1998	1068	1227	159	14.9%	9.1%	13.8%	18.3%
1999	1073	1239	166	15.5%	11.7%	13.6%	
2000	1083	1238	155	14.3%	8.9%	11.9%	
2001	1092	1227	135	12.4%	8.2%	10.1%	
2002	1084	1242	158	14.6%	8.4%	13.3%	
2003	1091	1248	157	14.4%	9.0%		
Avg	1054	1210	156	15.4%	9.4%	12.4%	15.1%
N	10	10	10	10	10	9	5

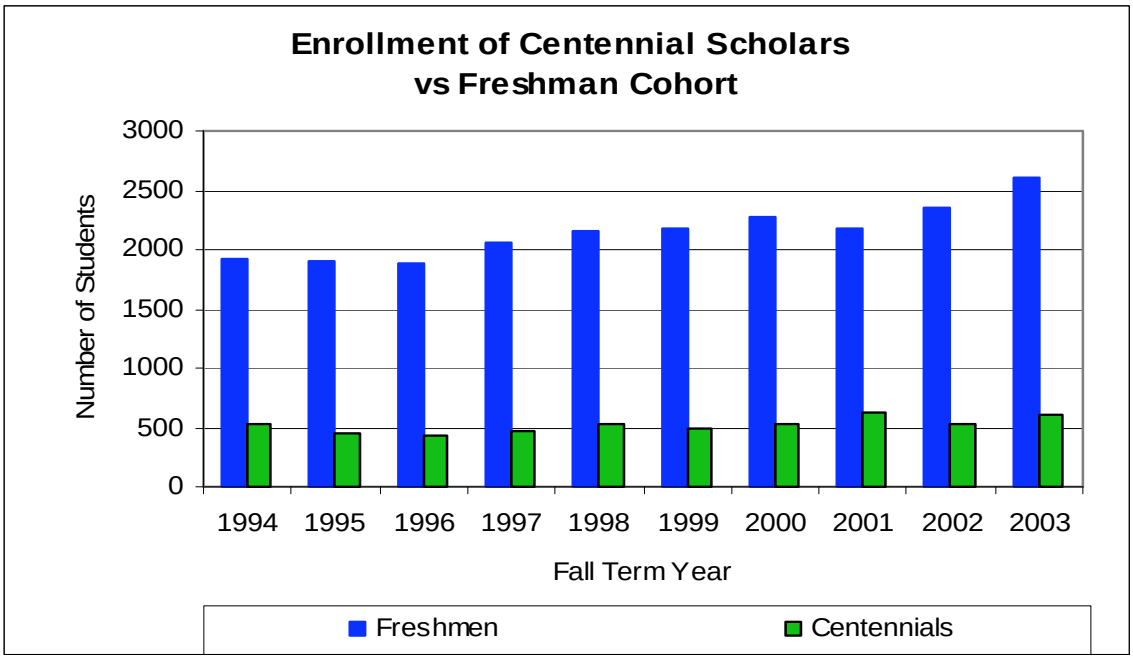


Chart 1. Number of Centennial Scholars compared to full-time Freshmen from 1994 through 2003.

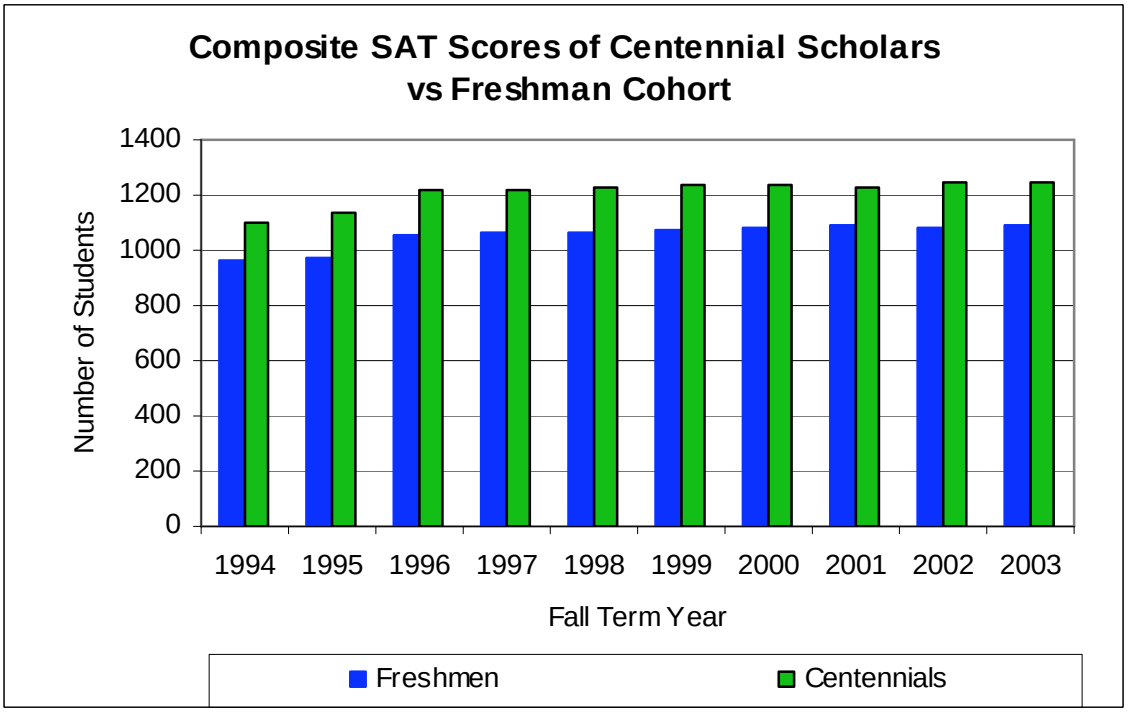


Chart 2. SAT composite scores for Centennial Scholars compared to full-time Freshmen from 1994 through 2003.

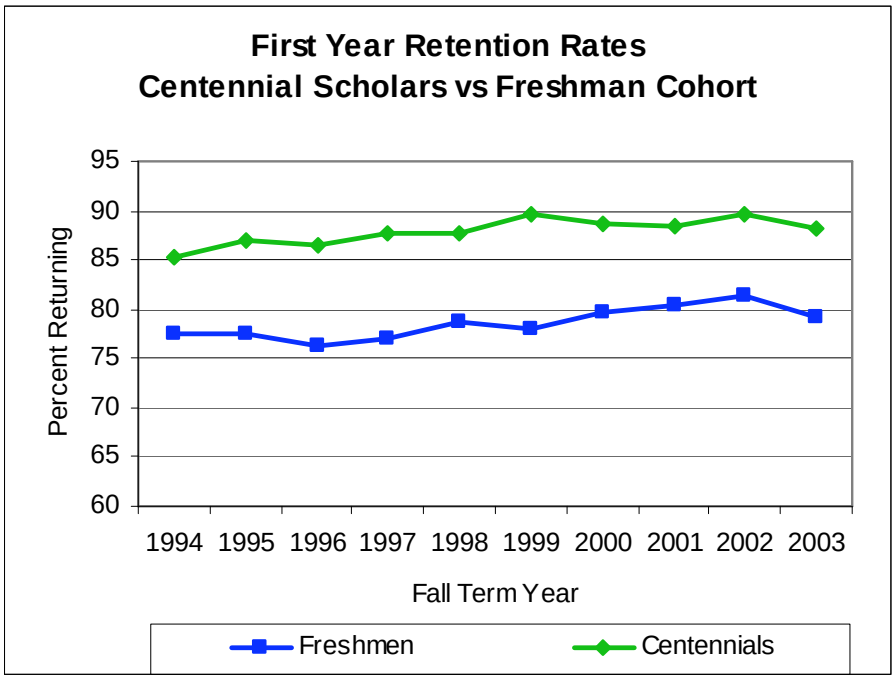


Chart 3. Retention rates after one year for Centennial Scholars compared to full-time Freshmen students from 1994 through 2003.

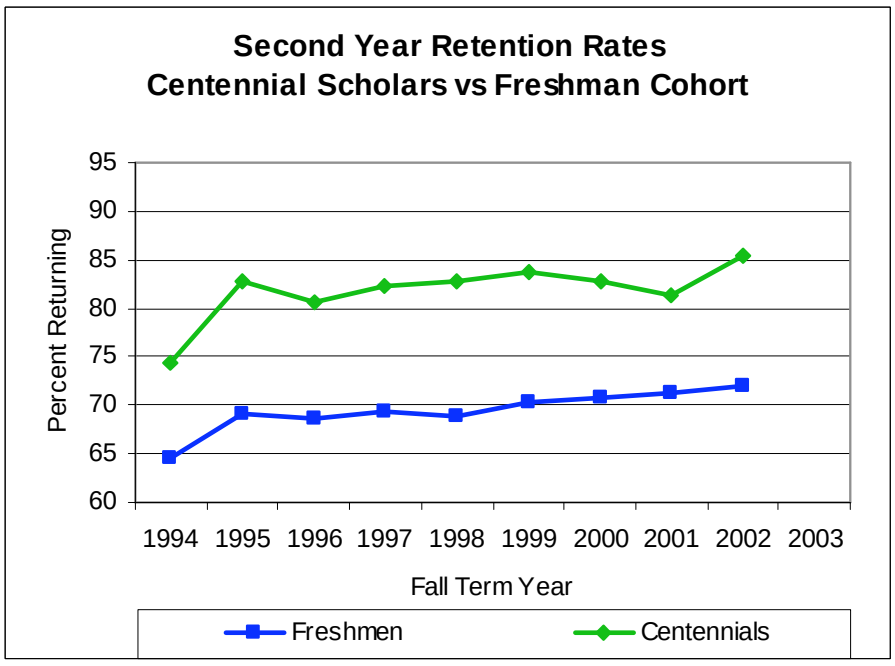


Chart 4. Retention rates after two years for Centennial Scholars compared to full-time Freshmen students from 1994 through 2002.

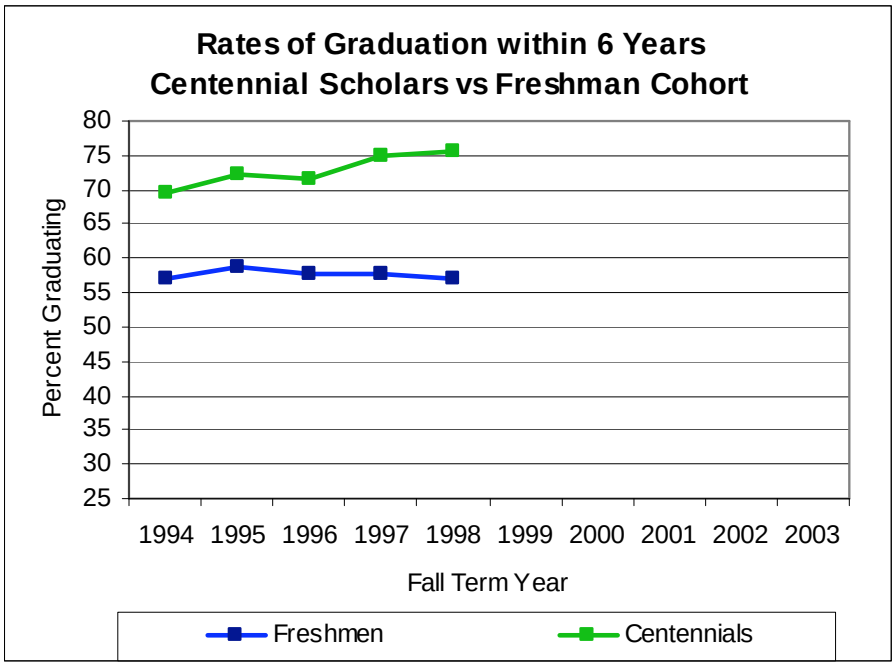


Chart 5. Six-year graduation rates for Centennial Scholars compared to full-time Freshman students from the 1994-95 through 1998-99 academic years.

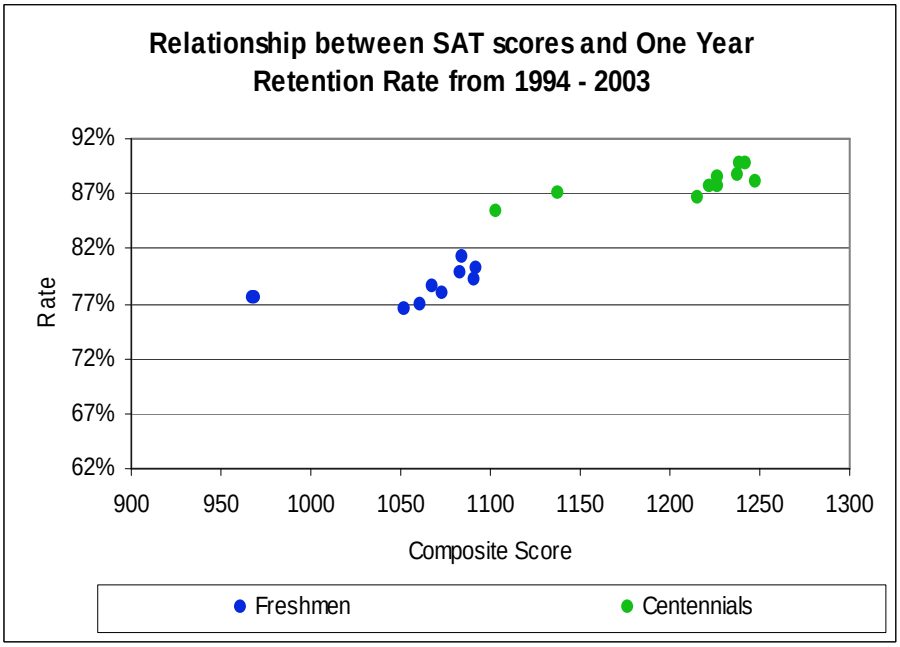


Chart 6. SAT composite scores compared to one-year retention rate for Centennial Scholars and full-time Freshmen from 1994 through 2003. Outlying points to the left of each group cluster are from 1994 and 1995 before the scoring re-centering method existed.

University of Rhode Island

Retention and Graduation Rates for Students

In Academic Plans Offered by the

College of Environment and Life Sciences

Preliminary Summary of Results

Prepared by the Office of Information Services / Institutional Research

October 2005

Introduction

The purpose of this study is to examine the College of Environment and Life Sciences (CELS) during the period of 1994-2004 in terms of the success of students enrolled in the academic plans (majors) it offers. The generally accepted measures of success in college – retention and graduation rates – are compared to all freshman undergraduates at the University (including CELS majors) to gauge their relative standing. In addition, SAT composite scores and high school class rank are considered as indicators of pre-college preparation.

Fall semester data extracted from the University's student information systems at chronologically consistent points (October 15th) over an eleven-year period (1994 through 2004) allow individual student enrollments and completions to be tracked over time. The variables include gender, race/ethnicity, enrollment term, credit load, SAT scores, high school class size and rank, and graduation date for all students who entered as new undergraduates.

Annual cohorts are established as populations of first-time, full-time freshmen entering with fewer than 24 college credits at admission, carrying at least 12 credits in their initial fall term of enrollment, and pursuing a baccalaureate degree. Once established, cohorts cannot gain additional students. Re-enrollment as of October 15th in following fall terms and graduation within 6 years after the term of initial enrollment are the standard criteria for calculation of retention and graduation rates.

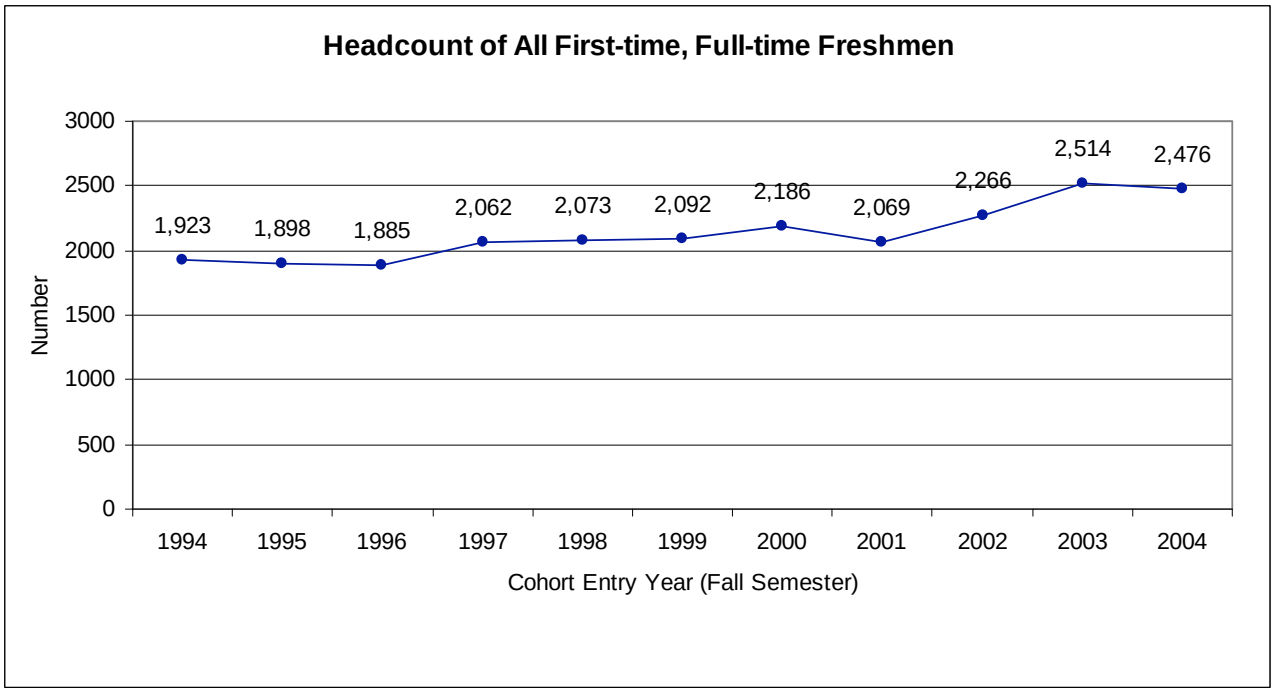
The list of majors is shown in Appendix I. It includes several formerly offered by the College of Arts & Sciences but now administered by CELS after re-alignment of programs during the decade. For this analysis, students who initially enrolled in a CELS major are tracked regardless of their persistence in that major or their switch to another CELS major or to a non-CELS major. Although this criterion excludes students who eventually choose a CELS major after the midpoint of their first semester, it provides a baseline for students who indicated early interest in these disciplines. Additional investigations might look at students who migrated into CELS majors at a later point or students who graduated from CELS majors regardless of their starting disciplines.

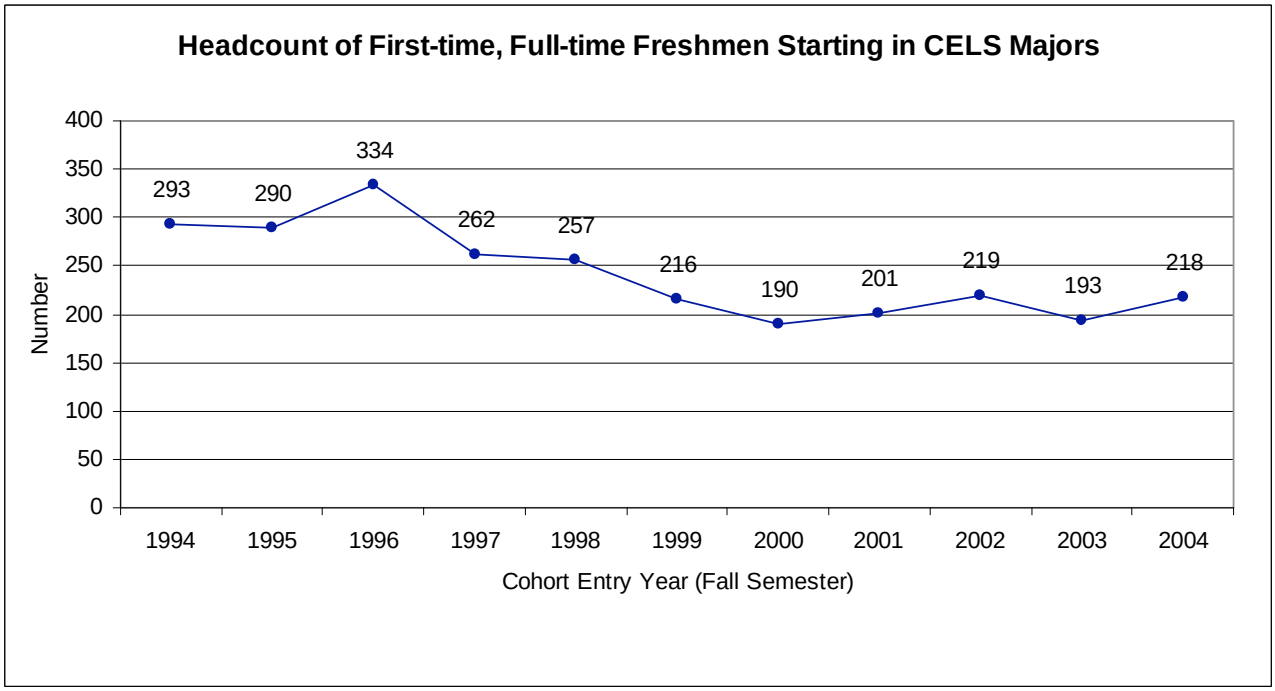
In any study with small sample sizes and segmented categories, calculated rates are likely to show greater variability from year to year than large ones. To dampen wild swings, rates for several years are averaged using the maximum number of years available for a particular variable (e.g., first year retention can be based on ten years of data while graduation within six years must exclude cohorts that have not yet completed six full years).

The information in this report represents only an initial compilation of the data for the College as a whole. Additional work is in progress to look at differences by gender, residency, and race/ethnicity.

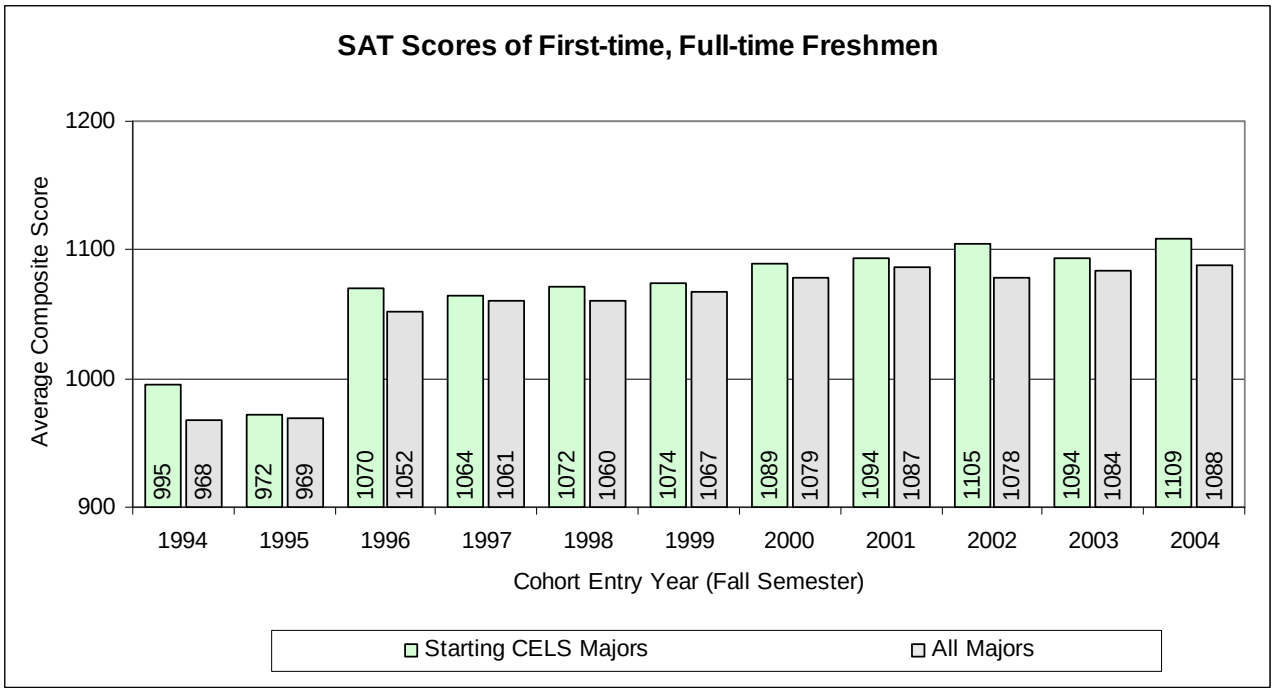
Results

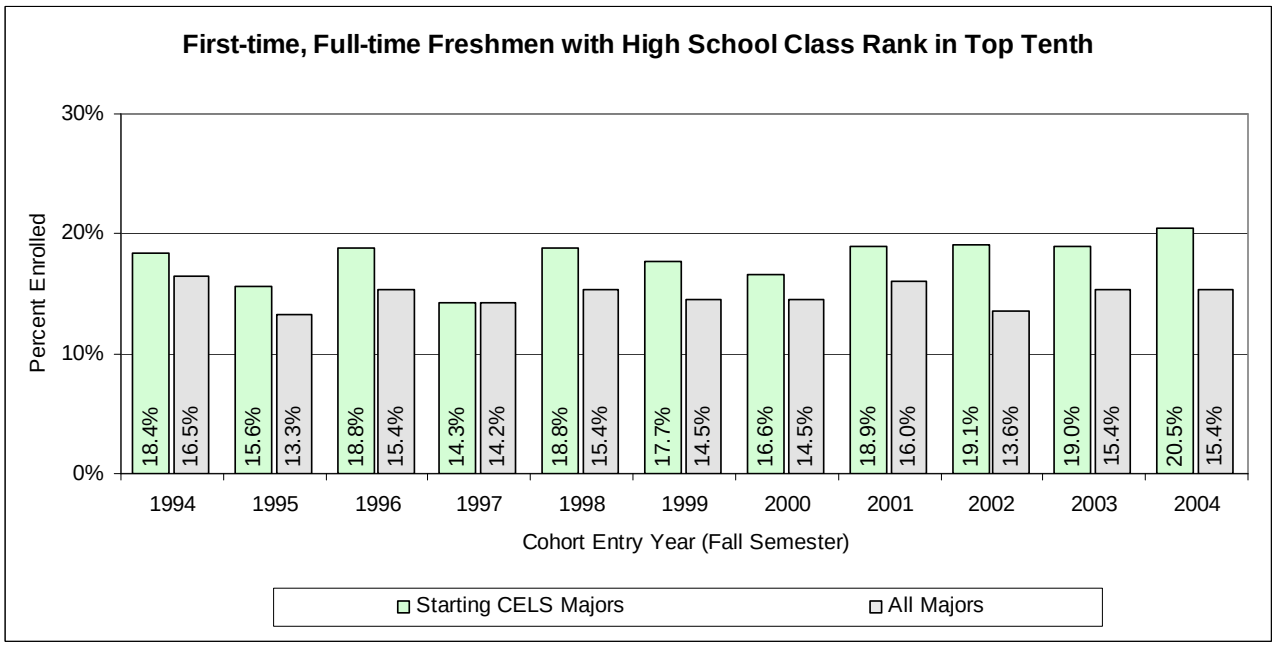
While the number of freshmen students generally has been increasing over the decade, the number of first semester CELS majors declined from 1994 to 1999 and then remained relatively level.



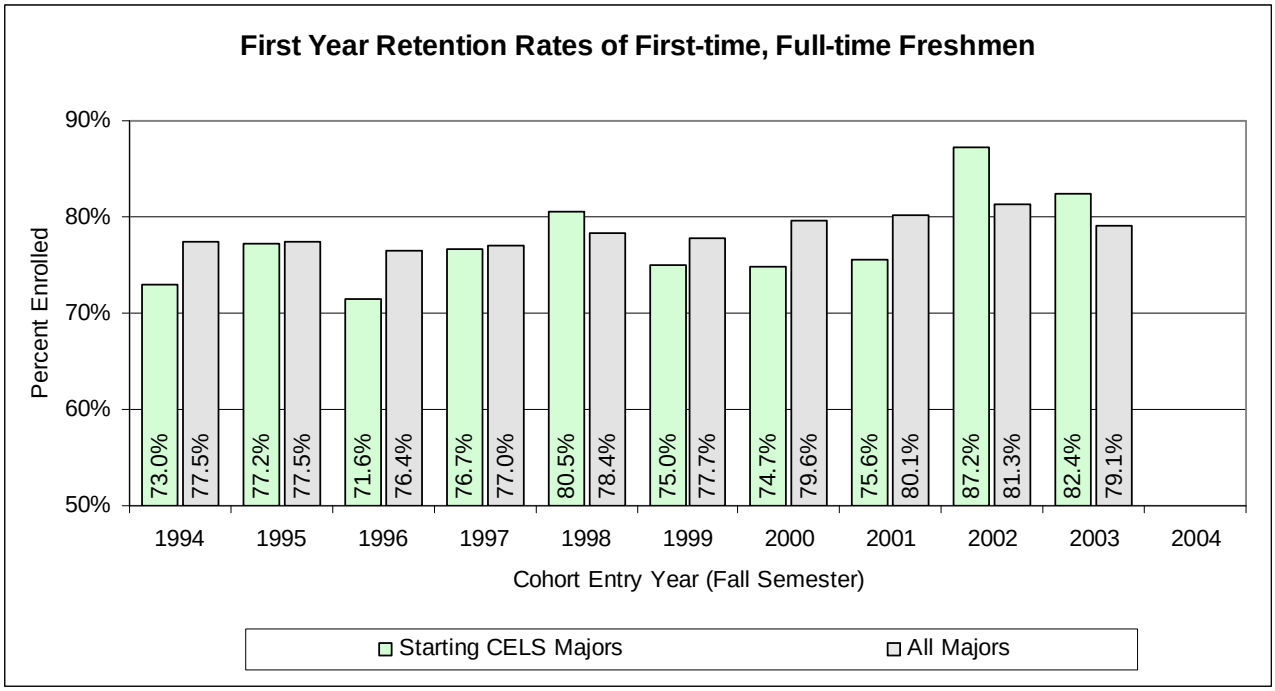


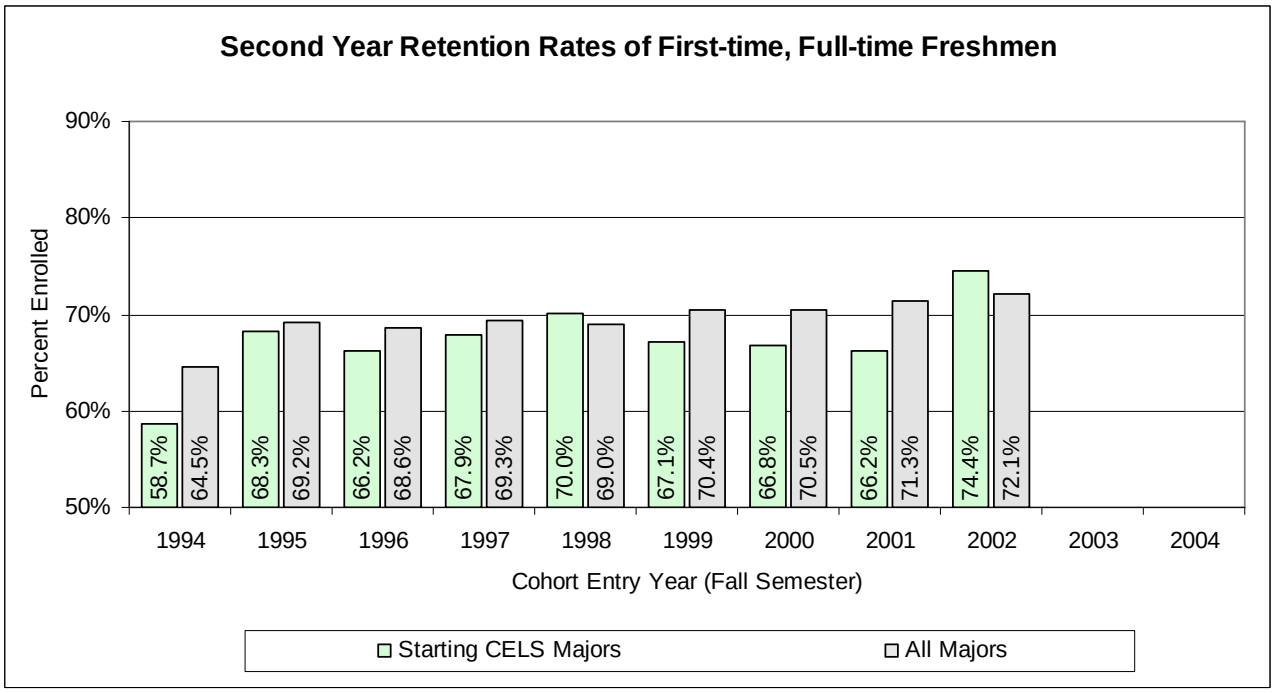
SAT composite scores and High School Class Rank data indicate that starting CELS majors are better prepared than the full freshman cohorts for all majors. Scores averaged 13 points higher and the proportion of students in the top tenth class rank averaged 3% more. Note that the shift between 1995 and 1996 results primarily from re-centering calculations by the test administrator.



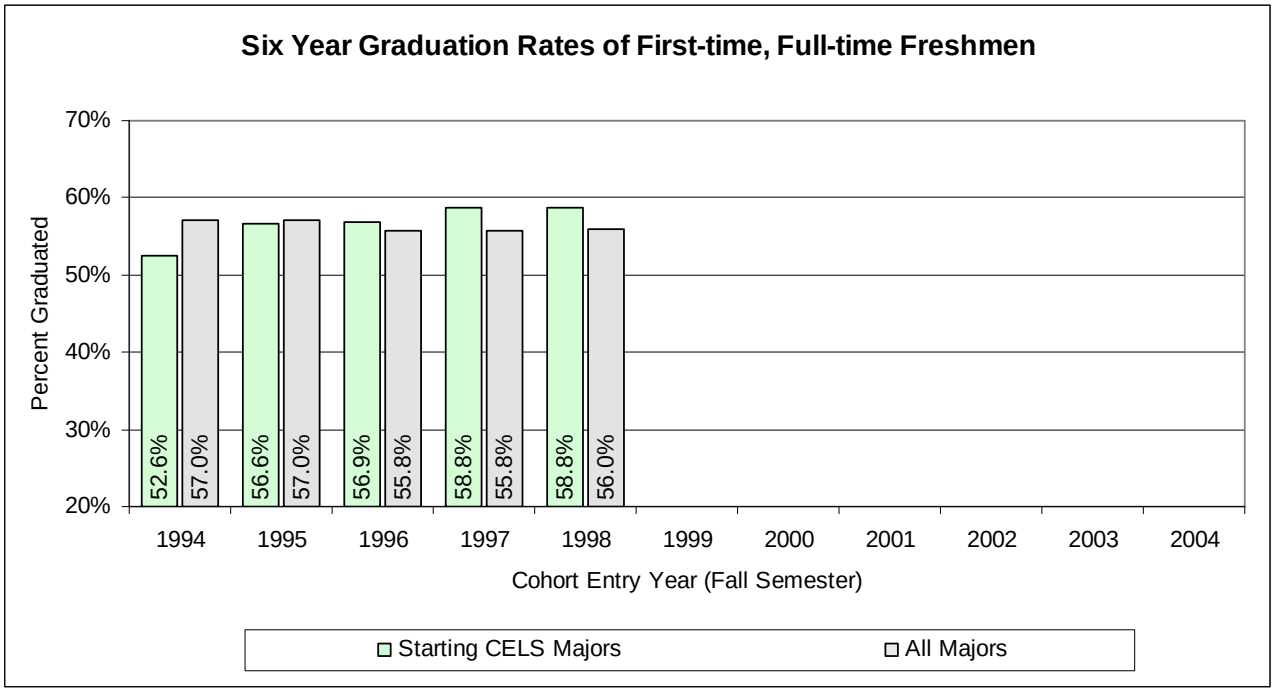


First and second year retention rates of starting CELS majors compared to those of the full freshman cohorts lag on average 1.1% for the first year and 2.1% for the second. The trend may be showing a reversal beginning in 2002 when the rate for CELS majors exceeded that for all majors.





Six-year graduation rates show that starting CELS majors have been improving and surpass the rate for students in all majors in the last three years.



Discussion

Analysis of retention and graduation rates has become a standard practice and results are regularly reported as measures of accountability. Definitions have become well-established and permit easy comparisons between institutions and over time. However, when the analysis is conducted for units below the institutional level, the situation becomes more complicated. Colleges primarily are interested in the success of students majoring in the disciplines they offer. Yet the freedom students have to switch majors both inside and outside of a particular college makes it difficult to define to which unit the student actually "belongs." Is it to the college of the initial major? If so, what about the growing segment of students whose majors are "undecided?" Is it to the college that grants the degree? If so, what about the students who do not graduate?

For this report the simplest condition is to track the outcomes of students who began their academic work in majors presently offered by the College of Life Science and the Environment (CELS). A number of the disciplines that were offered by or shared with the College of Arts and Sciences (specifically bioscience, geoscience, and marine affairs majors) are combined with the exclusively CELS majors to maximize the consistency of the dataset.

Over the time period the number of starting CELS students in a cohort ranges between 190 and 334. This represents on average about 11 percent of the entire freshmen cohort, although the segment varies between 7.7 and 17.7 percent, with the smaller shares occurring recently. The decline may indicate that CELS majors are less popular than before or that students are less certain about choosing one when the enter college.

Starting CELS students may be marginally better prepared for college work than the freshman cohorts in general. Although statistical tests have not been run to determine significant differences, the SAT scores and proportion of students ranked in the top tenth of their high school classes are consistently higher for CELS students. National research consistently correlates better preparation in high school with college persistence and completion.

Retention rates after one and two years for CELS students fall short of the full freshman cohorts by a small amount for most of the time period. The largest gaps occurred in 1999 – 2001, but it appears that the trend may have reversed in 2002.

While graduation rates for the overall freshman cohorts have remained level, the trend for CELS majors is decidedly positive with improvements year-to-year. The difference grew to 2.8% for the 1998 cohort, the latest for which a full six years of elapsed time after the initial semester is available. In contrast, the 1994 CELS majors lagged -4.4% below the overall rate.

It is important to emphasize that this report is only an initial investigation of the available data. Analysis of results by gender, residency, and race/ethnicity have yet to be completed and will reveal more useful information. Beyond that, additional work also is needed to see if students who initially start in the College actually persist in it as well as to investigate the patterns for students who begin elsewhere but eventually find their way into CELS.

Appendix I.

Academic plans identified as CELS majors for this analysis are shown below. The data are derived from two sources: the legacy Student Records System which functioned until the Fall 2003 semester when it was replaced by the eCampus system. Similar majors are combined under a group label to simplify re-alignment changes during the past decade.

Old Code	Major name	New Code	Group Label
AS008BOS	Biochemistry - BS	AS_BCH_BS	BIOCHEMISTRY
AS051BOA	Biology - BA	AS_BIO_BA	BIOLOGY-BA
AS010BOS	Biological Sciences – BS	AS_BSC_BS	BIOSCIENCE-BS
AS111BOS	Zoology - BS	AS_ZOOL_BS	BIOSCIENCE-BS
AS009BOS	Botany	AS_BTNY_BS	BIOSCIENCE-BS
AS225BOS	Env Plant Biology - BS	AS_EBIO_BS	PLANTBIOLOGY
RD225BOS	Env Plant Biology - BS	EL_EBIO_BS	PLANTBIOLOGY
AS024BOA	Geology - BA	AS_GEOL_BA	GEOLOGY-BA
RD274BOS	Geology - BS	EL_GEOL_BS	GEOLOGY-BS
AS024BOS	Geology - BS	AS_GEOL_BS	GEOLOGY-BS
RD024BOS	Geosciences	EL_GEOS_BS	GEOLOGY-BS
AS026BOS	Geology and Geolog Ocg - BS	AS_GOCG_BS	GEOL-OCEANOG
RD275BOS	Geology and Geolog Ocg - BS	EL_GOCG_BS	GEOL-OCEANOG
AS062BOA	Marine Affairs - BA	AS_MAFF_BA	MARINE-AFF-BA
RD263BOA	Marine Affairs	EL_MAFF_BA RD	MARINE-AFF-BA
AS062BOS	Marine Affairs - BS	AS_MAFF_BS RD	MARINE-AFF-BS
RD263BOS	Marine Affairs - BS	EL_MAFF_BS RD	MARINE-AFF-BS
---- new ----	Coastal Marine Policy Mgt	EL_CMPM_BS	MARINE-AFF-BS
RD207BOS	Microbiology - BS	EL_MICR_BS	MICROBIOLOGY
AS007BOS	Microbiology - BS	AS_MICR_BS	MICROBIOLOGY
RD243BOS	Clinical Lab Science - BS	EL_CLSC_BS	MICROBIOLOGY
RD280BOS	Aquacult&Fishery Tech - BS	EL_AFTC_BS	MARINE-RESOURCE
RD260ASC	Fisheries and Marine Tech	EL_FMT_ASC	MARINE-RESOURCE
RD262BOS	Marine Resource Devel- BS	EL_MRDV_BS	MARINE-RESOURCE
RD240BOS	Agricultural & Res Tech - BS	EL_AGRT_BS	AGRIC-TECH
RD210BOS	Animal Sci & Technology - BS	EL_ANSC_BS	ANIMAL-SCIENCE
RD235BOS	Dietetics - BS	EL_DIET_BS	FOOD-SCIENCE
RD238BOS	Food and Nutritional Sci - BS	EL_FNSC_BS	FOOD-SCIENCE
RD230BOS	Food Science & Nutrition - BS	EL_FSNT_BS	FOOD-SCIENCE
RD249BOS	Environ Econ & Mgt - BS	EL_EEMG_BS	ENVIR-ECON
RD258BOS	Environmental Management	EL_EMGT_BS	ENVIR-SCIENCE
RD201BOS	Environmental Sci and Mgt-BS	EL_ESMG_BS	ENVIR-SCIENCE
RD250BOS	Natural Resources - BS	EL_NRES_BS	ENVIR-SCIENCE
RD229BLA	Landscape Architecture	EL_LDA_BLA	LANDSCAPE
RD227BOS	Plant Science - BS	EL_PLSC_BS	PLANT-SCIENCE
RD226BOS	Plant Science and Tech - BS	EL_PLST_BS	PLANT-SCIENCE
RD261BOS	Resource Econ & Comm - BS	EL_RECM_BS	RESOURCE-ECON
RD259BOS	Soil and Water Resources - BS	EL_SWRS_BS	SOIL&WATER
RD247BOS	Water and Soil Science - BS	EL_WSCI_BS	SOIL&WATER

RD270BOS	Urban Affairs - BS	EL_UAFF_BS	URBAN-AFFAIRS
RD906BOS	Undeclared CELS – BS	EL_UDEC_BS	CELS-UNDCL/WAIT
ZN201BOS	Waiting for Env Life Science	EL_WEL_BOS	CELS-UNDCL/WAIT
RD228BOS	Urban Hort & Turf Mgt – BS	EL_UHTM_BS	HORT&TURF MGT
RD228BOS	Envir Hort & Turf Mgmt - BS	EL_EHTM_BS	HORT&TURF MGT
RD246BOS	Wildlife Biology & Mgmt - BS	EL_WBMG_BS	WILDLIFE-BIOL
RD202BOS	Wildlife Conservation Biol -BS	EL_WCB_BS	WILDLIFE-BIOL

2005-06 CSRDE Retention Study

First-time, Full-time Freshman Cohorts

University of Rhode Island

All Students

Fall	Head count	SAT average	---Retention Rates--- After one year	After two years	--- Graduation and continuation --- within four years --- Graduated	Continued	in fifth year --- Graduated	Continued	in sixth year --- Graduated	Continued
1995	1,898	969	1,471	1,313	632	573	363	169	85	58
1996	1,885	1052	1,441	1,294	623	489	361	99	68	43
1997	2,062	1061	1,588	1,428	701	542	365	143	85	54
1998	2,073	1060	1,625	1,430	709	549	381	139	69	56
1999	2,092	1067	1,626	1,472	762	518	351	125	54	66
2000	2,186	1079	1,740	1,541	869	500	320	112		
2001	2,069	1087	1,657	1,475	783	536				
2002	2,266	1078	1,842	1,634						
2003	2,514	1084	1,989	1,800						
2004	2,476	1088	1,985							
2005	2,316	1088								

Fall	Head count	SAT average	---Retention Rates--- After one year	After two years	--- Cumulative graduation rates and continuation rates --- within four years --- Graduated	Continued	within five years --- Graduated	Continued	within six years --- Graduated	Continued
1995	1,898	969	77.5%	69.2%	33.3%	30.2%	52.4%	8.9%	56.9%	3.1%
1996	1,885	1052	76.4%	68.6%	33.1%	25.9%	52.2%	5.3%	55.8%	2.3%
1997	2,062	1061	77.0%	69.3%	34.0%	26.3%	51.7%	6.9%	55.8%	2.6%
1998	2,073	1060	78.4%	69.0%	34.2%	26.5%	52.6%	6.7%	55.9%	2.7%
1999	2,092	1067	77.7%	70.4%	36.4%	24.8%	53.2%	6.0%	55.8%	3.2%
2000	2,186	1079	79.6%	70.5%	39.8%	22.9%	54.4%	5.1%		
2001	2,069	1087	80.1%	71.3%	37.8%	25.9%				
2002	2,266	1078	81.3%	72.1%						
2003	2,514	1084	79.1%	71.6%						
2004	2,476	1088	80.2%							
2005	2,316	1088								

SAT average based on number of students submitting scores. Scores recentered beginning in 1996.

Excludes students in the 6-year PharmD first professional program

Current Year

Feinstein Center For Service Learning
Spring 2006 Report

The Feinstein Center for Service Learning continues to help develop students by providing them with meaningful service opportunities within Rhode Island. Students gain leadership skills, a knowledge of the world in which we live, and an understanding of their role in helping to shape our communities.

The following report details the Feinstein Center for Service Learning's activities for the Spring 2006 semester.

FEINSTEIN ENRICHING AMERICA PROGRAM
URI 101: TRADITIONS & TRANSFORMATIONS

Spring is primarily a planning time for the Feinstein Enriching America Program in the fall semester and for the Spring of 2006, there were no URI 101 classes. We have been working hard to develop our new community partnerships for the fall which include:

- Apeiron Institute for Environmental Living
- Audubon Environmental Education Center
- Child & Family Services of Newport County
- Lucy`s Hearth
- Narragansett Council, Boy Scouts of America
- Slater Mill Historic Site
- Turning Pointe Therapeutic Riding

THE FEINSTEIN LEADERSHIP SCHOLARSHIP

The Feinstein Center for Service Learning is excited about implementing programming to coincide with the new Feinstein Leadership Scholarship. Student recipients will be required to undertake one community service project each year as a condition for the continuation of their scholarship. Through their community service projects, the recipients will be required to promote the mission of the Feinstein Foundation to out-of-state people or organizations and submit a written report of this activity to URI. URI will share these reports annually with Alan Shawn Feinstein and the Feinstein Foundation prior to the continuation of each recipient's scholarship. We are currently beginning the planning process for this exciting new program.

CLEARINGHOUSE FOR VOLUNTEERS

The Clearinghouse for Volunteers continues to serve as an essential resource on the University of Rhode Island campus by offering a variety of volunteer opportunities that meet the needs of our diverse students, staff, faculty, and the surrounding community. We are constantly evolving in order to meet those needs through outreach initiatives, service learning programs, and acting as an intermediary between the community organizations and URI. These vital tasks are performed to help educate students about

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and expose students to the importance of their service and civic engagement in their communities throughout their lives. We are constantly updating the volunteer agency database in order to best serve the URI community as well as those community organizations that rely on us to assist them in finding volunteers for their projects. The agency database is easily accessible to all students from any computer and it is very user friendly. Our website remains a good way for people to learn more about the Clearinghouse and the entire Feinstein Center for Service Learning. Our office is a lively center of activity always occupied with students interested in participating in volunteer opportunities.

Spring 2006 Clearinghouse Projects included:

URI Community Blood Drives

The Clearinghouse for Volunteers held two blood-drives this semester to help the RI Blood Center recruit donors to replenish the blood supply. The volunteers helped out at the drive by manning the refreshment area, doing crowd control, and posting posters and flyers. The blood drives for this semester were a tremendous success, goals established were surpassed and over 500 pints of blood were collected.

Shadow Day and IFC Shadow Day

The Clearinghouse, collaborated with Jumpstart URI to organize and hold a Shadow Day event in February. URI students were recruited and paired with middle school students from the RI Children's Crusade for Higher Education. The students spent the day at the URI campus engaged in mentoring activities, attending college classes and learning about the URI college experience. URI students were trained and encouraged to get to know and build relationships with their younger students; to discuss their experiences in middle school, their plans and/or dreams for the future and how a college education fits within those plans and dreams. This was an extremely successful event. Both the URI and middle school students had very positive experiences.

By the end of the day, the students had really bonded and it was clear that great connections and discussions had taken place. Shadow Day was such a great success that we received a request to do it again. During April school vacation, a different group of middle school students came to campus and had the opportunity to pair up and explore the URI campus with a college student campus. This time the college student was a member of one of our many fraternity and sorority chapters. This shadow day was equally successful and well-received by all involved. Both the middle school and URI students reported learning from and about each other. Each expressed the desire to be involved in this type of event in the future.

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Kayla McCormack was awarded with this year's Volunteer of the Year award. Kayla is an active and outstanding member of the URI student body. Kayla's accomplishments include serving over 350 hours of service as a Jumpstart Americorps member, helping to raise more than $500 hosting a pancake breakfast for URI's Katrina Fund, helping to raise more than $1000 for Relay for Life after inspiring her Jumpstart Team to participate and incorporating bake sales and other fundraising strategies to increase their fundraising. During the Fall Semester Kayla also served as a URI 101 Service Learning Mentor and facilitated a service project for over 100 fraternity and sorority students during their philanthropy week.

Kayla is an excellent role model for her peers. Her commitment and dedication to service is evident in the many contributions she has made to the URI community and the community at large. We are confident that with her skills her future as a leader in service will continue to thrive. Next Semester, she will serve as Team Leader for the URI 101 Service Mentors. We celebrate Kayla's accomplishments and wish her the best in all her future endeavors.

Volunteer of the Year Award

Throughout the semester, the Clearinghouse collected applications for our fourth annual Volunteer of the Year award. It is open to students who exhibit outstanding commitment to service learning activities that benefit the community. Nominations could be made by the student or group themselves, or by a faculty member or community member. The student was selected based on the scope of the activity, their initiative, dedication, commitment, dependability, enthusiasm and compassion for the cause, and the impact of those served. The winner received a $150 gift certificate to the URI Bookstore. An awards ceremony was conducted during the University College Advisor's Meeting on May 2nd.

URI Katrina Habitat for Humanity House Fund

In response to the devastation in the Gulf area as result of Hurricane Katrina, the Clearinghouse coordinated and initiated a fundraising campaign for the URI community to sponsor a home through Habitat for Humanity. The Clearinghouse recruited students, faculty, staff, and groups to volunteer in coordinating, managing, and taking part in campus fundraisers to build up enough funds to build a house. The response to this effort was amazing. The URI community pulled together and held 16 separate fundraising events throughout the Fall and Spring semesters. In addition, our local community also responded with fundraisers of their own. Many individuals and local businesses also sent in private donations. All together, our fund was able to raise close over $35,000!

We are happy to report that plans are underway to build the house this fall. The URI fund has joined efforts with another local fund out of Providence to participate in the House-

in-a-Box project. By doing so we will be able to bring this fundraising project full circle and make this home a reality for a family in need.

RAISE YOUR VOICE: STUDENT ACTION FOR CHANGE

With the fourth year of the Raise Your Voice Campaign coming to an end, we look forward to the following year with great expectations. This spring we kicked off the campaign during Raise Your Voice month in March. Students worked with the RI Office of the Secretary of State's to organize a voter registration drive. They provided students with a voting guide with information about the candidates for local office and their views on issues that pertain to students and with an opportunity to try out voting equipment. According to the RI Office of the Secretary of State, an exceptional number of students registered to vote; more than any other institution of higher education that they had been to this year.

Additionally, a URI undergraduate, Danielle Towne, was one of three students from RI and MA to win the Real Change Essay Contest for her essay, *Hearing the Silence: the Need for Gay, Lesbian, Bisexual, and Transgender Safety Awareness on the College Campus*. She was awarded $500 to implement her vision for campus dialogue. She was able to inspire many students to participate in a Day of Silence to raise awareness about the issue.

ACADEMIC ALTERNATIVE SPRING BREAK

For the first time, URI hosted an Academic Alternative Spring Break. Throughout the spring semester, students took a course exploring poverty issues. In March, the class traveled to Albany, Georgia to work with other college students from around the country on a Habitat for Humanity House. They then returned to the classroom for the rest of the semester for structured reflection and learning. The Feinstein Center for Service Learning assisted with the development of the academic components of the course. This program was a success and plans are underway for next year.

> ***As a biology student, I do not get much time to pursue other areas of learning. Although I had always been interested, or at lease said I was interested in service, I have had very little experience. The idea of integrating academic learning, meaningful service and continued civic engagement as what I had been looking for.***
> Suzanne, class of 2007

JUMPSTART URI

Jumpstart is a national non-profit organization that engages young people in service to work toward the day every child in America enters school prepared to succeed. URI was among 13 institutions selected to become a Jumpstart site in the fall of 2003, chosen from more than 100 institutions expressing interest. Jumpstart recruits, trains, and supports college students to serve as part-time AmeriCorps members, working directly with and supporting young children in Head Start and other early childhood education programs. Jumpstart focuses on building school success for young children by developing their early language, literacy, and social skills; encouraging strong family involvement to help families support children's learning; and training college students to be future teachers and leaders in early childhood education. Jumpstart URI team members can receive federal work-study funds or academic credit for their participation. Additionally, upon

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successful completion of the year, team members receive a $1,000 AmeriCorps education award. Forty-two URI students participated in and completed the 2005-06 academic year.

CHALLENGES

Funding continues to be our major challenge. As the number of students and agencies we serve grows, our funding does not. We have applied for several grants and hope that we will receive some additional funds to enhance our partnerships and our commitment to service.

IN SUMMARY

The Feinstein Center for Service Learning continues to help develop students by providing them with meaningful service opportunities within Rhode Island. Our motto – *shaping students, the community, the future* - was developed to illustrate the work of the Feinstein Center and most importantly its role in shaping the world in which we live.

Our agenda has been clear from the inception of this program…to make students leaders of the future with a clear sense of commitment to service. We accomplish this through our teaching (integrating service into the curriculum and providing meaningful experiences through service learning), our research (evaluating and assessing the meaning of service for students' development) and through our service (faculty, students and staff providing significant hours of committed service to our broader community). This report has touched upon our efforts in each of these regards, and we look forward to constant improvement and growth in each endeavor.

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The College of the Environment & Life Sciences
Browning Living & Learning Community
Assessment Plan, April 2005

Resident Profile for Browning CELS Students

- Gender
- Home State
- Major
- Ethnicity
- SAT scores/class placement

Academic Standing
Grade Point Average Fall Semester 2004, compared with freshman GPA Fall 2003
Grade Point Average Spring Semester 2005, compared with freshman GPA Spring 2004

Retention
Does HRL log information on students who transfer or leave Browning Residence Hall? Why departure? If so, can we access this information?

Focus Groups
Dates are tentatively set for focus groups are ? (is best way to take a random sampling from tutoring sessions, review questions)

Exiting Questionnaire
Students will be required to submit questionnaire before checking out of Browning Residence Hall (is there a checkout routine for housing, if so can our questionnaire be a part of it?)

Comparative Data
We hope to use this assessment plan next year as well and this will yield comparative data for us.

The College of the Environment & Life Sciences
Browning Living & Learning Community
Assessment Survey Spring 2005

PART I: Background Information

1. What is your home state?

_____

2. Please Circle Your Gender

Female

Male

3. What is your ethnicity?

_____

4. What is the main reason you decided to attend URI? Please circle all applicable responses.

Reasonable cost

Convenient location

Scholarship/grant awarded

Best school for me

Good faculty

Prestige of URI

Family influences

Other:_____

PART II: Major Information

5. Your current major

_____

6. What was the initial major you identified when you applied to URI?

_____

7. Do you plan to change your major? If so, to what?

_____

8. If applicable, please print your second major or your expected second major (not minor, concentration, etc.).

_____

9. If applicable, please print your selected minor field of study.

_____

10. Overall, what is your current grade point average (GPA)? Please circle the closest response.

4
3.5
3
2.5
2
1.5
Other_____

PART III: Student Involvement

Student Involvement ON CAMPUS

11. Please list any on campus activities (both paid and not paid) you may be involved in:

_____
_____
_____
_____
_____

Student Involvement OFF CAMPUS

12. Please list any off campus activities (both paid and not paid) you may be involved in:

_____
_____
_____
_____
_____

PART IV: Course Curriculum & Advising

We would like your evaluation of our teaching and advising.

13. Indicate your response by circling one of the following numbers for each statement.

a. Quality of instruction in field of study

4	3	2	1
Excellent	*Good*	*Fair*	*Poor*

b. Content of courses

4	3	2	1
Excellent	*Good*	*Fair*	*Poor*

c. Variety of courses

4	3	2	1
Excellent	*Good*	*Fair*	*Poor*

d. Approachability of academic advisors

4	3	2	1
Excellent	*Good*	*Fair*	*Poor*

e. Contact with advisors

4	3	2	1
Excellent	*Good*	*Fair*	*Poor*

f. Knowledge of the course requirements in your major field of study

4	3	2	1
Excellent	*Good*	*Fair*	*Poor*

14. Overall, how would you evaluate the quality of academic advising you have received at URI? Please circle your response.

Excellent
Good
Fair
Poor

15. Have you visited faculty members in their offices?

Yes
No

16. If yes, how many times per semester?

_____

PART V: Future Planning

Please circle your response for the following questions.

17. Which of the following have you done so far at URI?

a. Practicum, internship, field experience, co-op experience, or clinical assignment	*Yes*	*No*	*Undecided*
b. Community service or volunteer work	*Yes*	*No*	*Undecided*
c. Work on a research project with a faculty member outside of course or program requirements	*Yes*	*No*	*Undecided*
d. Study abroad	*Yes*	*No*	*Undecided*

18. Which of the following do you plan to do before you graduate from URI?

a. Practicum, internship, field experience, co-op experience, or clinical assignment	*Yes*	*No*	*Undecided*
b. Community service or volunteer work	*Yes*	*No*	*Undecided*
c. Work on a research project with a faculty member outside of course or program requirements	*Yes*	*No*	*Undecided*
d. Study abroad	*Yes*	*No*	*Undecided*

19. How would you evaluate your educational experience thus far at URI?

Excellent
Good
Fair
Poor

20. If you could start over again, would you still come to URI?

Definitely yes
Probably yes
Probably no
Definitely no
If no, why not? _____

PART VI: Relationships with Others

21. Circle the number on the scale that best represents the quality of your relationships with people at URI

a. Other Students (Peers)

4	*3*	*2*	*1*
Excellent	*Good*	*Fair*	*Poor*

b. Faculty Members

4	*3*	*2*	*1*
Excellent	*Good*	*Fair*	*Poor*

c. Administrative Personnel and Offices

4	*3*	*2*	*1*
Excellent	*Good*	*Fair*	*Poor*

22. Have you created friendships with students in your major?

Yes
No

23 If so, do you study together outside of class?

_____

PART VII: Institutional Factors

Please circle your response for the following questions.
24. To what extent does URI emphasize each of the following?

a. Spending significant amounts of time studying and on academic work

4	*3*	*2*	*1*
Very Much	*Quite a bit*	*Some*	*Very Little*

b. Providing the support you need to help you succeed academically

4	3	2	1
Very Much	*Quite a bit*	*Some*	*Very Little*

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

4	3	2	1
Very Much	*Quite a bit*	*Some*	*Very Little*

d. Helping you cope with your non-academic responsibilities (work, family, etc.)

4	3	2	1
Very Much	*Quite a bit*	*Some*	*Very Little*

e. Providing the support you need to thrive socially

4	3	2	1
Very Much	*Quite a bit*	*Some*	*Very Little*

f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)

4	3	2	1
Very Much	*Quite a bit*	*Some*	*Very Little*

g. Using computers in academic work

4	3	2	1
Very Much	*Quite a bit*	*Some*	*Very Little*

PART VIII: Time Management

25. About how many hours do you spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, writing, doing home work or lab work, analyzing data, rehearsing, and other academic activities)

0	1-5	6-10	11-15	16-20	21-25	26-30	More then 30

b. Working for pay on campus

0	1-5	6-10	11-15	16-20	21-25	26-30	More then 30

c. Working for pay off campus

0	1-5	6-10	11-15	16-20	21-25	26-30	More then 30

d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More then 30

e. Relaxing and socializing (watching TV, partying, exercising, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More then 30

f. Providing care for dependents living with you (parents, children, spouse, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More then 30

PART IX: Living Arrangements

26. How would you rate the quality of your living experience in Browning Hall?

4	*3*	*2*	*1*
Excellent	*Good*	*Fair*	*Poor*

27. Please rank the following factors as either positive or negative in your experience in Browning Hall? Circle your responses.

a. Housed with students in similar majors	Positive	Negative
b. Friends	Positive	Negative
c. Roommates	Positive	Negative
d. RA's	Positive	Negative
e. Study groups	Positive	Negative
f. Dorm facilities	Positive	Negative
g. Proximity to Butterfield Dining Hall	Positive	Negative
h. Dorm activities and programs	Positive	Negative
i. Location on campus	Positive	Negative
j. Other_____	Positive	Negative

Thank you for taking your time and filling this out!

The College of the Environment & Life Sciences
Browning Living Learning Community
End of the Year Assessment Spring 2005

Number of Surveys: 58
Number of Consent Forms: 57
PART I: Background Information

1. What is your home state?

Connecticut	7
Maine	5
Massachusettes	13
Maryland	1
Minnesota	1
New Jersey	6
New York	5
Rhode Island	16
New Hampshire	3

2. Please circle your gender

Female	26
Male	33

3.What is your ethnicity?

Caucasian	51
African American	1
Laotian (Asian)	1
Greek	1
Italian	2

4. What is the main reason you decided to attend URI?

Reasonable cost	16
Convenient location	23
Scholarship/grant awarded	19
Best school for me	26
Good faculty	7
Prestige of URI	6
Family influences	6
Other:	14
Wanted Pharmacy	1
Parents are Alumni	1
"Surf is good" + other ocean influences	2
Medical Reasons	1
Landscape Arcitecture Option	1
Liked it better than any other schools visited	1

Major: Dietetics	1
Good Microbiology Program	1
Pre-Vet Major	1
Best Internship Option	1
Baseball	1
"Next Year"	1
Closest school with desired major	1

PART II: Major Information

5. Your current major

Clinical Lab Science	2	AVS	9
Microbiology	5	AQFT	3
Landscape Architecture	6	Geology	1
Resource Economics	1	Geosciences	1
ENRE	0	Marine Affairs	4
Nutrition	0	ESMG	2
Turfgrass Management	5	Wildlife CB	4
Undecided	2	Pharmacy	1
Nutrition/Dietetics	6	Biology	1
Horiculture	2		
Pre-Vet	3		
Finance & Accounting	1		

6. What was the initial major you identified when you applied to URI?

Pharmacy	3	Wildlife CB	4
AVS	6	Landscape Arcitecture	6
Geology	1	Marine Affairs	5
Microbiology	3	Business Administration	1
Geology Oceanography	1	Biology	3
Undecided	4	Nutrition/Dietetics	5
ESMG	2	AQFT	2
Turfgrass Management	5	Pre-Vet	3
Engineering	1	Resource Economics	0
Horiculture	2	CLS	1
Finance and Accounting	1		

7. Do you plan to change your major?

Yes	4
No	47
Maybe	6
If yes, to what?	
Childhood Development	1
Pharmacy	1
Marine Biology	1
Microbiology	2
Biology	1

Pre-Vet	1
Political Science	1

8. If applicable, please print your second major or your expected second major?

Exercise Science	1
Physical Education	1
Kinisiology	1
Turf Management	1

9.If applicable, please print your selected minor field of study.

Chemisty	4
Fine Arts	1
International Development	1
Music Performance	1
Business	8
Anthropology	1
Psychology	1
exercise Science	2
Kinisiology	1
Leadership	1
Theater	1
Conservation Biology	1
Math	1
Spanish	1

10. Overall, what is your current grade point average (GPA)? Please circle the closest response.

4	6
3.5	14
3	25
2.5	13
2	1
1.5	0
Other:	
0.9	1

PART III: Student Involvement

11. Student Involvement ON CAMPUS	Number of CELS Students
AVS Club	8
Ballroom Club - Competition Team	1
Baseball	1
Browning/Adams Hall Council	1

CELS Ambassador	3
Computer Lab Job	1
Drug Awareness	2
Flag Football	3
Flavor Unit	1
Greek System	5
Gymnastics Team	1
Habitat for Humanity	1
Intramural Field Hockey	1
Intramural Soccer	4
Intervarsity	2
Intramural Hockey	1
Intramural Sports Staff	1
Intramural Volleyball	1
Jumpstart URI	1
Kuntao Jiu Jitsu Club	1
Lacrosse	1
Marching Band	1
Newman Club	1
Notetaker	3
Nutrition Club	6
Outing Club	1
Peckham Farm	2
Phi Eta Sigma Honors Society	2
PSC	1
Relay for Life	1
Rewnewable Energy Club	1
Rugby	1
Sailing	1
SEC	4
Snowboard Club	4
STARS	1
Student Film Association	1
Student Involvement Office	1
Student Senate	3
Surf Club	4
Swim Team	1
Ultimate Frisbee Team	1
Undergraduate Admissions Office	1
URI 101 Mentor	2
URI Dance Company	2
URI Democrats	1
URI Field Hockey Team	1
URI Symphony Orchestra	2
Women's Ice Hockey Team	1

12.Student Involvement OFF CAMPUS Number of CELS Students

4-H Club	1
Butterfly Farm	2
Church	1
College Pro Painters	1
Festival Ballet Company	1
Figure Skating	1
Fishing	2
Haunted Hill	1
Kingston Fire Department	1
Music	2
Surfing	1
Volunteering	3
Westerly Fire Department	1
Work	18

13. Indicate your response by circling one of the following numbers for each statement.

Variety of courses

Excellent	24
Good	35
Fair	2
Poor	0

Approachabilty of academic advisors

Excellent	32
Good	22
Fair	5
Poor	0

Contact with Advisors

Excellent	23
Good	25
Fair	12
Poor	0

Knowledge of the course requirements in your major field of study

Excellent	31
Good	24
Fair	5
Poor	1

14. Overall, how would you evaluate the quality of academic advising you have received at URI?

Excellent	24

Good	28
Fair	5
Poor	1

15. Have you visited faculty members in their offices?

Yes	56
No	4

16. If yes, how many times per semester?

1	9
2	19
3,4	18
4,5	2
5,6	5
weekly	3

PART V: Future Planning

17. Which of the following have you done so far at URI?

Practicum, internship, field experience, co-op experience, or clinical assignment

Yes	9
No	44
Undecided	0

Community service or volunteer work

Yes	46
No	12
Undecided	1

Work on a research project with a faculty member outside of course or program requirements

Yes	10
No	46
Undecided	3

Study abroad

Yes	0
No	51
Undecided	8

18. Which of the following do you plan to do before you graduate from URI?

Practicum, internship, field experience, co-op experience, or clinical assignment

Yes	54
No	3
Undecided	2

Community service or volunteer work

Yes	52
No	5
Undecided	2

Work on a research project with a faculty member outside of course or program requirements

Yes	42
No	7
Undecided	10

Study abroad

Yes	31
No	18
Undecided	10

19. How would you evaluate your educational experience thus far at URI?

Excellent	23
Good	28
Fair	8
Poor	0

20. If you could start over again, would you still come to URI?

Definitely yes	22
Probably yes	33
Probably no	2
Definitely no	2
If no, why not?	
Can no longer be in pharmacy	1
Bad Gen Ed Professors/In the middle of nowhere	1
The cost	1

PART VI: Relationships with Others

21. Circle the number on the scale that best represents the quality of your relationships with people at URI

Other Students

Excellent	37
Good	18
Fair	4
Poor	1

Faculty Members

Excellent	19
Good	29
Fair	9
Poor	1

Administrative Personnel and Officers

Excellent	13
Good	36
Fair	8
Poor	5

22. Have you created friendships with students in your major?

Yes	56
No	4

23. If so, do you study together outside of class?

Yes	39
No	6
Sometimes	9

Part VII: Institutional Factors

24. To what extent does URI emphasize each of the following?

Spending significant amounts of time studying and on academic work

Very Much	9
Quite a bit	35
Some	14
Very Little	0

Providing the support you need to help you succeed academically

Very Much	16
Quite a bit	34
Some	8
Very Little	0

Ecouraging contact among students from different backgrounds

Very Much	13
Quite a bit	29
Some	16
Very Little	2

Helping you cope with your non-academic responsiblilities (work, family)

Very Much	8
Quite a bit	22
Some	20
Very Little	8

Providing the support you need to thrive socially

Very Much	9
Quite a bit	27
Some	16
Very Little	7

Attending campus events and activities (special speakers, cultural performances athletic events, etc.)

Very Much	14
Quite a bit	27
Some	13
Very Little	6

Using computers in academic work

Very Much	19
Quite a bit	29
Some	9
Very Little	2

PartVIII: Time Management

25. About how many hours do you spend in a typical 7-day week doing each of the following?

or lab work, analzying, data, rehearsing and other academic

0	1
1,5	13
6,10	19
11,15	14
16,20	4
21,25	2

26,30	3
More than 30	1

Working for pay on campus

0	46
1,5	4
6,10	5
11,15	2
16,20	1
21,25	0
26,30	0
More than 30	0

Working for pay off campus

0	42
1,5	2
6,10	6
11,15	4
16,20	4
21,25	1
26,30	1
More than 30	0

Paritcipating in co-curricular activities (organizations, student government, etc)

0	17
1,5	22
6,10	7
11,15	5
16,20	5
21,25	3
26,30	1
More than 30	0

Relaxing and socializing (watching TV, partying, exercising)

0	0
1,5	6
6,10	16
11,15	12
16,20	11
21,25	5
26,0	1
More than 30	7

Providing care for dependents living with you (parents, children, spouse, etc.)

0	46
1,5	4
6,10	3
11,15	0
16,20	0
21,25	0
26,30	1
More than 30	0

26. How would you rate the quality of your living experience in Browing Hall?

Excellent	21
Good	28
Fair	5
Poor	4

27. Please rank the following factors as either positive or negative in your experience in Browing Hall.

Housed with students in similar majors

Positive	56
Negative	2

Friends

Positive	54
Negative	3

Roomates

Positive	44
Negative	13

RA's

Positive	42
Negative	16

Study Groups

Positive	47
Negative	10

Dorm facilities

Positive	48
Negative	8

Proximity to Butterfield Dining Hall

Positive	51

Negative	6

Dorm activities and programs

Positive	41
Negative	16

Location on Campus

Positive	48
Negative	9

Other:	
Positive	2
"Partying, just don't get caught"	1
View	1

Negative	6
Lack of weekend activities	1
Loud	1
Freshmen Parking	4

GRADUATE SENIOR SURVEY

As part of the work of the Retention Committee chaired by Dean Jayne Richmond and Vice President Tom Dougan, a survey was developed and administered to graduating seniors during reading days and finals week this past May 2006. The overall purpose of the survey was to identify what URI does well that made a difference in the success of our students.

The survey was developed by Dr. Gene Knott's Organizational Development class and was administered over the web using SurveyMonkey.com. Students received 2200 e-mail addresses from Enrollment Services. Of the 2200 received, approximately 1700 addresses were valid and still in use by students.

Over 700 graduating seniors responded to the survey.

The results of their responses are attached.

I want to thank Gene Knott and the graduate students who worked on this project.

As a follow up, the survey was shared with the President's leadership team for use, as they deemed appropriate. Tom Dougan will follow up individually with the appropriate Vice President to discuss specific responses to open-ended questions. The responses to these questions were given special attention because, in several questions, over 450 students took the time to write very specific answers.

We hope to publish and distribute a summary of this survey to our alumni and other interested stakeholders.

_____

Thomas R. Dougan, Ph.D
Vice President for Student Affairs

2 → 8 Learning Community Experience (124 responses)

Positive Comments Summary:

1. Eased process for making friends
2. Still friends today with people I met in my learning community.
3. Helpful, helped transition, lifelong friends
4. Helped me to become familiar with URI.
5. Amazing, fantastic
6. Should be continued into 2nd semester.
7. One of the best experiences of my college life
8. Nice to have some of the same people in my class.
9. It was the only thing that got me through my first year.

Negative Comments Summary:

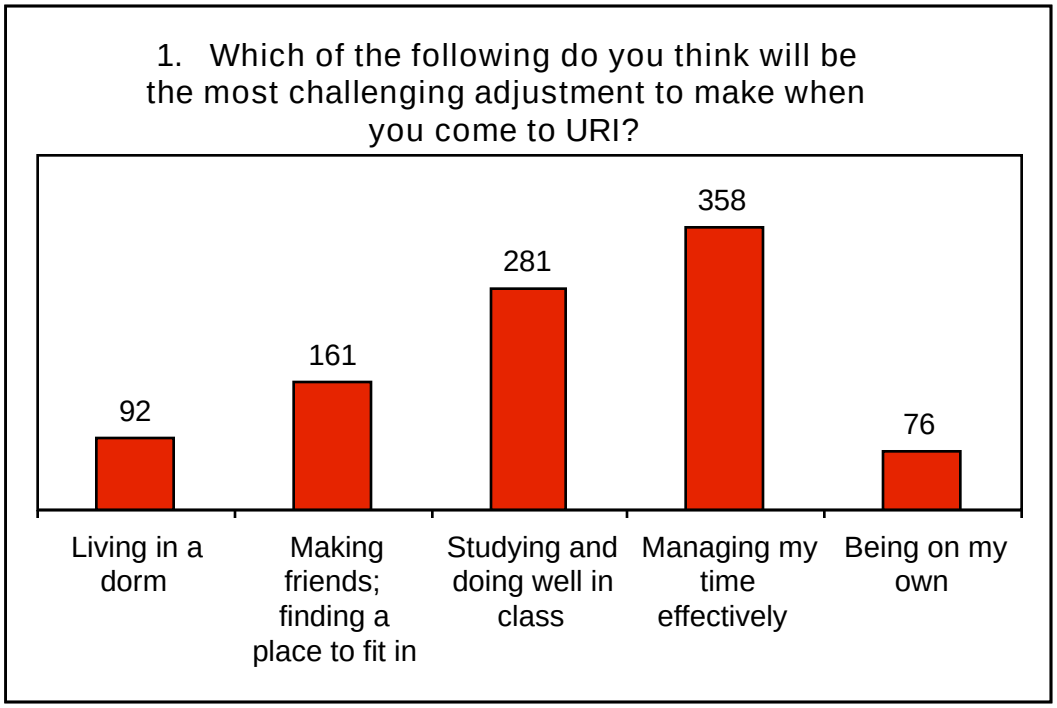
1. It did not make a difference to me.

2. Not helpful
3. Prefer to choose classes myself
4. Diversity House needs more staffing.

Overall, 9-10 responses were positive.

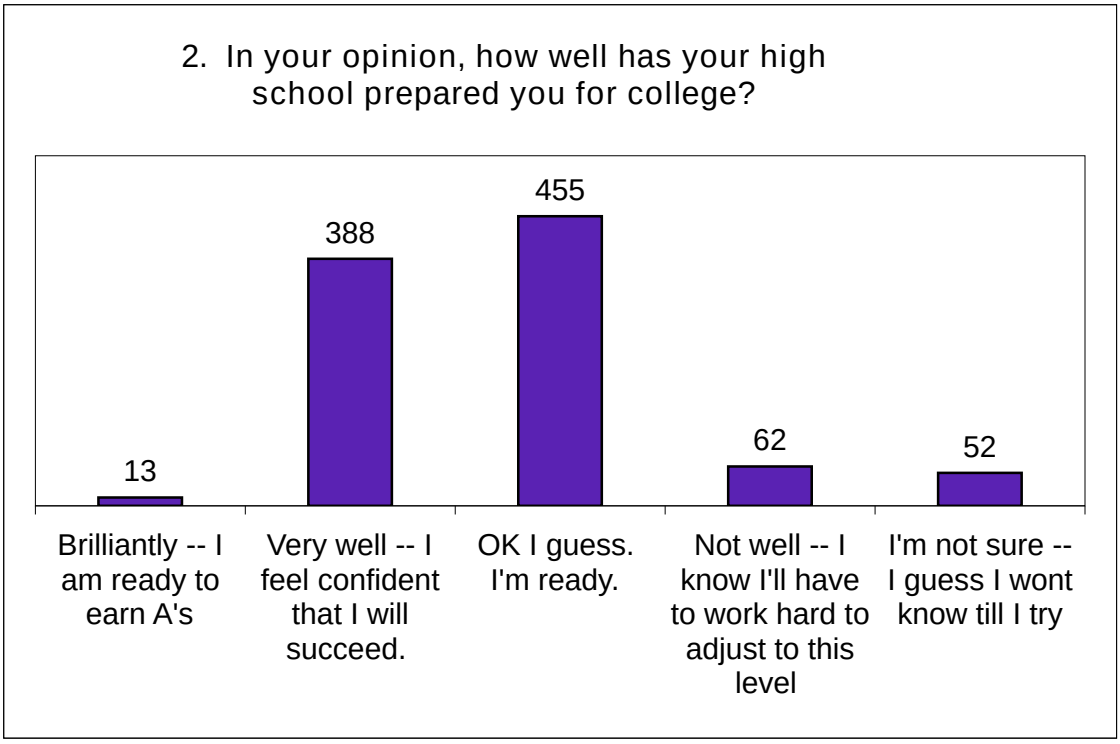
1. Which of the following do you think will be the most challenging adjustment to make when you come to URI?

a	Living in a dorm	92
b	Making friends; finding a place to fit in	161
c	Studying and doing well in class	281
d	Managing my time effectively	358
e	Being on my own	76



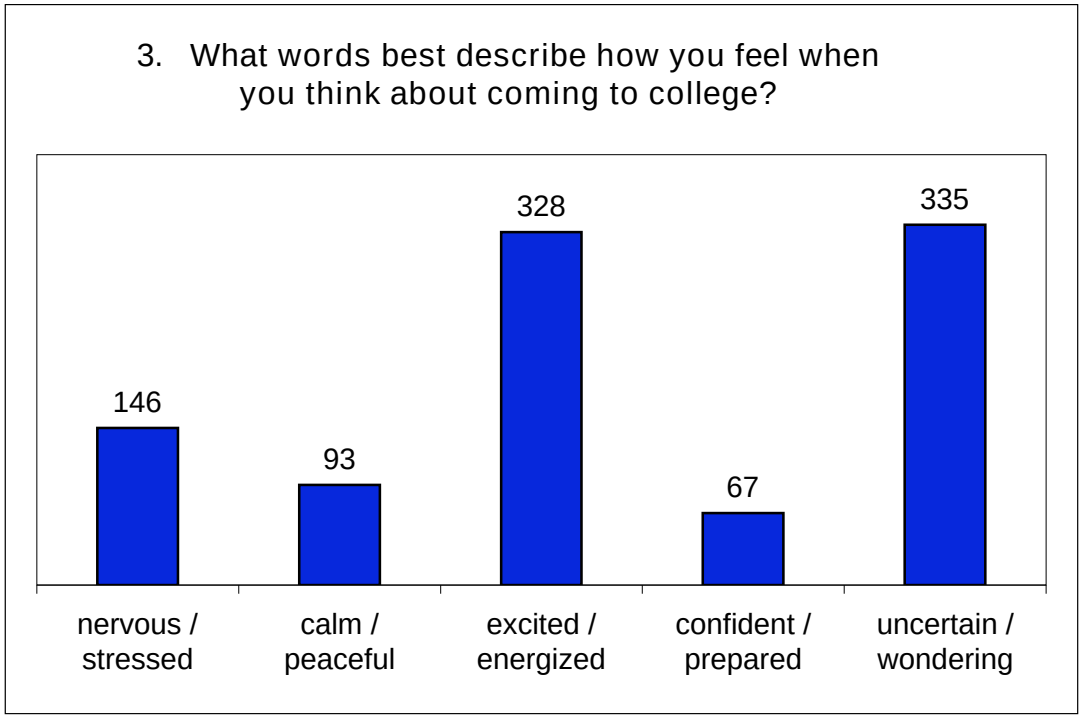
2. In your opinion, how well has your high school prepared you for college?

a	Brilliantly -- I am ready to earn A's	13
b	Very well -- I feel confident that I will succeed.	388
c	OK I guess. I'm ready.	455
d	Not well -- I know I'll have to work hard to adjust to this level	62
e	I'm not sure -- I guess I wont know till I try	52



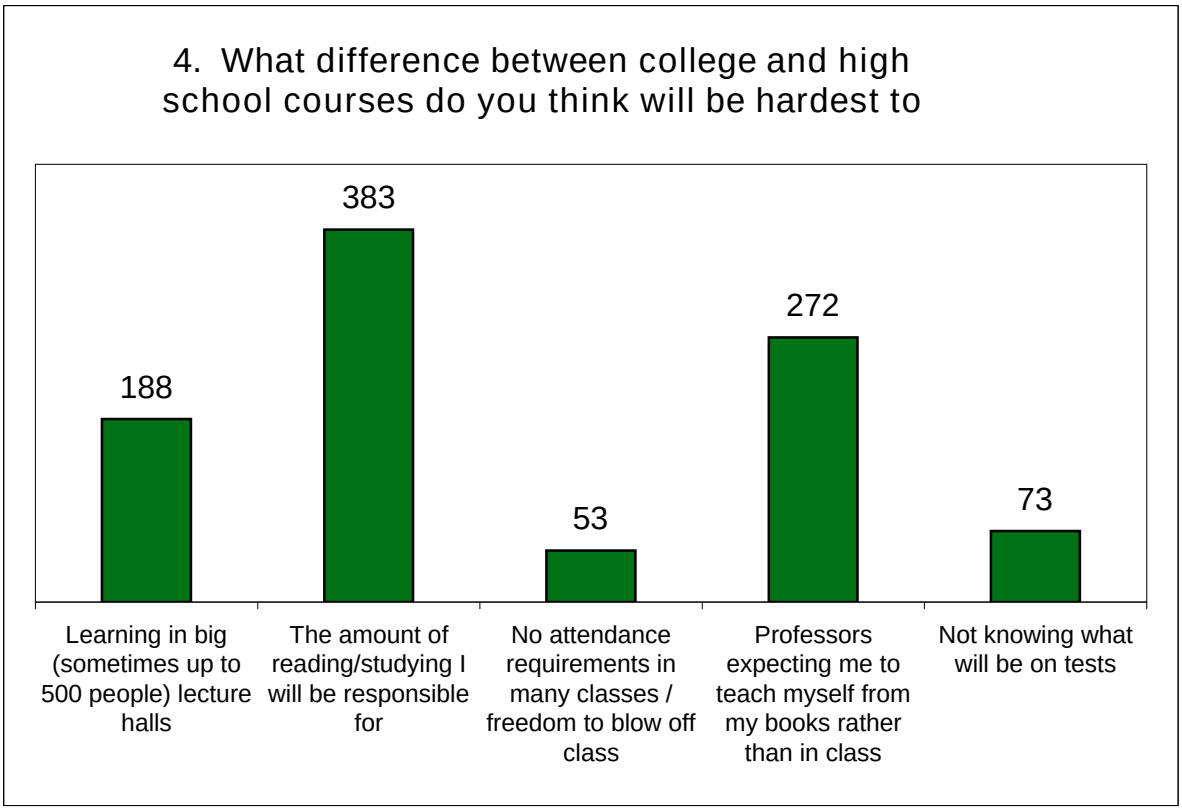
3. What words *best* describe how you feel when you think about coming to college?

a	nervous / stressed	146
b	calm / peaceful	93
c	excited / energized	328
d	confident / prepared	67
e	uncertain / wondering	335



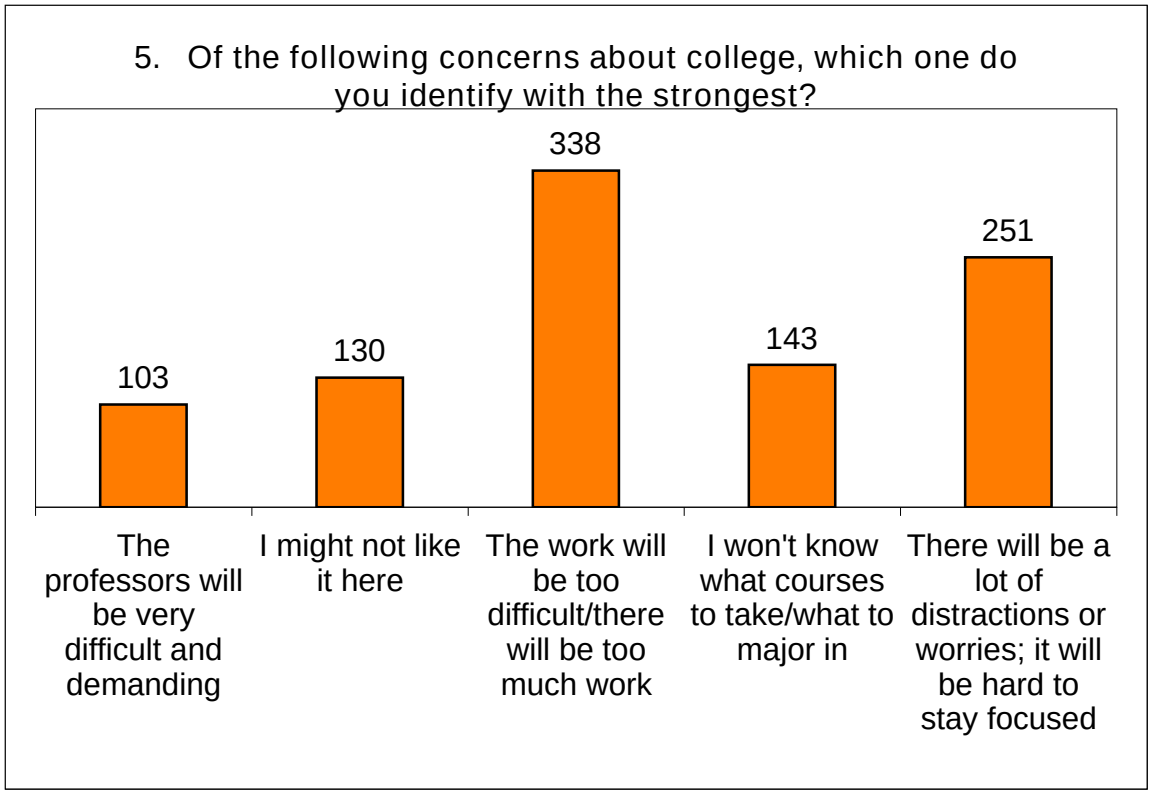
4. What difference between college and high school courses do you think will be hardest to adjust to?

a	Learning in big (sometimes up to 500 people) lecture halls	188
b	The amount of reading/studying I will be responsible for	383
c	No attendance requirements in many classes / freedom to blow off class	53
d	Professors expecting me to teach myself from my books rather than in class	272
e	Not knowing what will be on tests	73



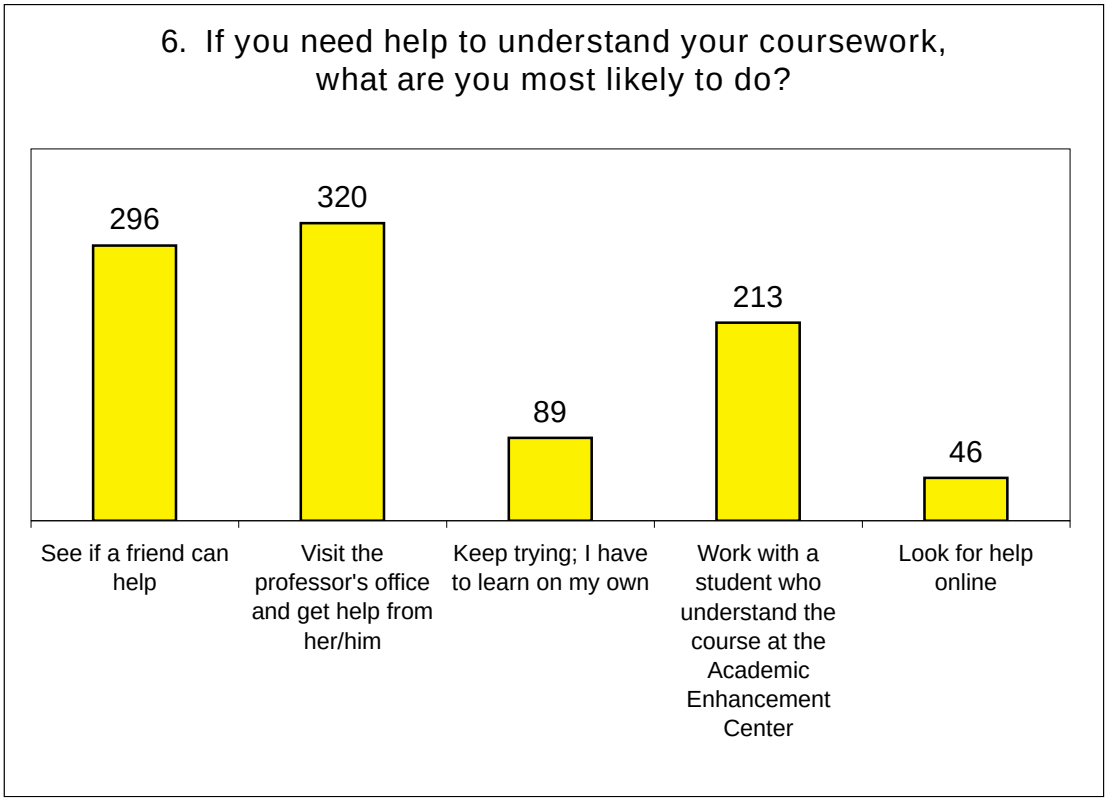
5. Of the following concerns about college, which one do you identify with the strongest?

a	The professors will be very difficult and demanding	103
b	I might not like it here	130
c	The work will be too difficult/there will be too much work	338
d	I won't know what courses to take/what to major in	143
e	There will be a lot of distractions or worries; it will be hard to stay focused	251



6. If you need help to understand your coursework, what are you most likely to do?

a	See if a friend can help	296
b	Visit the professor's office and get help from her/him	320
c	Keep trying; I have to learn on my own	89
d	Work with a student who understand the course at the Academic Enhancement Center	213
e	Look for help online	46



Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
d	c	e	d	d	e
a	c	a	a	e	b
c	c	e	a	d	b
d	b	c	b	e	b
d	b	c	d	c	a
e	c	e	a	e	d
b	b	a	d	b	d
c	b	e	d	c	b
c	c	e	b	c	a
b	c	e	d	c	b
d	c	c	c	a	d
c	b	a	d	c	a
c	d	c	b	c	b
c	c	a	b	d	d
c	c	a	b	c	b
c	c	c	d	a	b
e	c	c	d	c	d
c	e	d	a	b	d
d	e	b	b		
c	e	c	b	c	a
a	b	c	b	a	c
c	c	c	e	c	b
c	b	d	b	d	b
d	c	c	d	a	d
d	c	c	d	c	d
c	b	d	d	a	e
d	c	c	a	b	d
b	b	a	d	e	b
c	d	a	b	c	d
c	d	a	b	c	a
b	b	c	d	e	c
d	b	c	b	c	e
d	c	e	b	e	c
a	e	e	a	b	b
c	d	e	b	d	a
b	b	a	a	d	b
d	b	c	b	d	a
b	b	e	b	d	d
b	d	a	d	b	c
c	c	c	b	c	a
e	c	c	d	e	b
c	c	e	b	c	a
c	c	e	b	c	a
b	c	e	b	b	a
d	d	c	b	c	c
e	d	b	d	a	b
b	b	a	a	e	a
d	d	c	b	c	a
b	d	c	a	d	b
a	c	a	a	b	a
d	c	b	b	d	a
d	c	e	b	c	d

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e	c	a	d	e	c
d	b	e	b	c	e
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e	c	e	e	c	e
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c	c	c	b	c	
c	b	b	b	e	c
d	c	c	a	c	a
c	b	a	d	c	a
	a	d	a		c
b	c	a	b	b	a
c	b	c	d	e	d
e	b	e	a	e	b
a	d	e	b	e	d
d	b	c	d	a	b
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c	c	e	d	c	b
d	c	d	b	d	a
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e	c	e	d	c	b
b	b	c	d	a	d
b	b	e	a	b	c
e	c	e	b	c	d
e	c	a	d	d	d
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c	c	a	b	a	d
d	c	e	b	c	d
b	c	e	b	e	a
d	c	b	b	e	c
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b	c	e	d	b	e
b	c	e	a	a	c
c	b	e	b	c	b
d	c	e	d	e	a
c	c	a	d	c	a
d	b	d	b	c	d
d	c	c	b	e	d
d	b	a	c	e	c
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c	b	c	d	e	c

d	b	c	a	a	d
d	b	d	d	d	a
c	b	c	d	a	b
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b	b	c	b	c	b
a	b	c	b	c	a
b	e	a	d	c	a
d	b	c	d	c	a
d	b	c	d	e	a
d	b	b	d	a	b
a	b	c	a	c	b
c	c	e	b	c	d
b	c	e	a	b	a
d	b	b	b	d	a
e	b	e	d	a	d
c	b	a	b	c	a
e	b	e	b	e	a
c	c	c	d	c	d
c	c	d	b	c	d
c	b	e	b	e	d
b	b	d	b	c	d
b	b	c	a	e	a
c	c	e	b	e	a
d	b	c	a	e	d
c	b	d	b	c	a
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ICAS

The Intercultural Community for Academic Success (ICAS) is a project of the Academic Enhancement Center (AEC) Its mission is to support the academic growth and development of students from underrepresented racial, ethnic, and cultural backgrounds; improve retention; and insure that all URI students have equal opportunities for academic success.

ICAS' current working plan (available in its entirety upon request to davidhayes@mail.uri.edu) links six project goals to six sets of actions to be initiated beginning in spring 2006, and sustained through subsequent semesters. These projects aim to create a more inclusive and interculturally competent AEC environment, connect more students to support services, and ensure that all AEC support services are effective in providing support to students of color.

Goals:

1. Create a more welcoming, inclusive, and interculturally competent Academic Enhancement Center through hiring and staff development, and increase use of AEC support services by students of color *(All actions)*
2. Help students of color to reflect on their academic experience, identify supports and barriers, and develop and implement strategies for success. (*Actions 2,3,4,5)*
3. Develop and / or strengthen academic supports that have historically succeeded in addressing needs for underrepresented students. *(Action 1, 6)*
4. Provide support to student and university organizations which work to enhance the opportunities for students of color to flourish academically. *(Actions 4,5)*
5. Collaborate with students, faculty, and staff to develop a vision of student success that values the strengths and identifies and addresses the needs of racially, ethnically, and culturally diverse student communities. *(Actions 2,3,4,5)*
6. Conduct ongoing evaluation of the use and impact of AEC programs on retention and academic success across racial, ethnic and cultural distinctions *(All actions)*

Actions:

1. AEC Hiring and Staff Development *(goal 1) A:* In fall 2005, AEC staffing reflected a stratified organization, with students of color occupying 8 of 10 clerical and receptionist positions, and tutoring and administrative staff nearly 85% white. This staff structure works against creating a more inclusive, welcoming space for non-white students, both as employees and as service recipients. The AEC will aim to hire and sustain a tutoring staff that is at least 30% students of color by fall semester of 2006.

B: Much of the work which occurs in tutoring and academic counseling interactions involves helping students to identify sources of struggle, reflect on their assumptions, and develop effective strategies for enhancing academic success. For the AEC to conduct this work with students of diverse backgrounds and racially and culturally informed experiences, our staff needs to be trained specifically in the development of intercultural communicative competence.

In Spring 2006, additional training processes that focus specifically on intercultural interaction were added to our pre-service and ongoing training process, which include monthly meetings, peer observations, and weblog discussions. In addition to integrating activities into existing processes, we will add several meeting / workshop activities during the semester. Activities for these meetings will include analyzing media influences and challenging core assumptions, role-playing critical incidents relevant to AEC work, and other critically reflective exercises.

2. Supporting the fall transition for Talent Development students*(goal 2)* The AEC has been fortunate to have built a supportive relationship with Talent Development (TD), which has resulted in an increase of use of our support services by talent development Students. Plans for additional, more focused supports have been proposed, including opening the AEC as a physical space for TD tutoring and study skills development in summer; providing space and support for peer facilitated and facilitated fall study groups, and support for transition-to-fall oriented discussions and workshops, and offering supplemental instructional support for select courses.

3: Peer Facilitated Student Focus/Action Groups *(goals 2,5)* A major goal in all areas of AEC work is to provide students with opportunities to build supportive, collaborative processes for identifying and addressing academic needs. In Spring 2006, ICAS trained a group of facilitators and conducted focus / action groups aimed at students of color to identify forces that work for and against academic success, develop strategies for enhancing academic performance, and plan action. We will continue to offer these groups in future semesters.

4: Collaborations with and outreach to student groups and organizations *(goals 2,4,5)*
In Spring 2006, ICAS began conducting outreach efforts among student groups which work to support success for students of color. Our goals are to raise awareness of ICAS and AEC mission and values, and connect students to available resources such as:

- Interactive training in tutoring and study skills techniques for AEC and non-AEC tutors, study group leaders and peer mentors. These sessions provide guidance in principles of effective learning, studying and tutoring; create opportunities for crucial reflection on existing tutoring and mentoring practices, and provide opportunities for collaboration, idea sharing between existing programs.
- Provide formal and informal referrals to organizations and services.
- Providing space for independent and tutor-supported group study.
- Access to internet and text-based resources such as study skills tip sheets, internet study support sites, course textbooks (for use in AEC only), books and resources on study skills development
- AEC-facilitated student workshops on any subjects related to academic success
- Closed large-group tutoring sessions for student groups
- Tutor support for off-center study events.

5: Additional outreach/activities ICAS student workers will be involved in ongoing outreach activities including:

- Staffing information booths in the memorial union, and conducting surveys and other kinds of activities from the booths and proving information about ICAS and about AEC programs
- Organizing and presenting panel discussions, dorm-based discussions, film nights, open mike events and other occasional student activities.
- Promoting ICAS initiatives in campus-based and local media
- Working with Resident Assistants to promote ICAS through dorm-based events and advertising.
- Maintaining an ICAS mailing list and communicating with students via the ICAS list
- Using facebook and other student interactive media to promote ICAS
- Using Talent Development's email newsletter to promote events and services

The ICAS project assistant will be additionally involved in:

- Working with faculty and staff to promote participation in ICAS-sponsored events, create for-credit opportunties for reflection on intercultural issues, encourage further student participation in AEC.
- Work with Athletics advisors and official to strengthen support for student athletes.

Joint Admissions Agreement:

The Community College of Rhode Island
Rhode Island College
University of Rhode Island

Approved August 19, 2003 by RIBGHE

GOALS, OBJECTIVES AND PRINCIPLES

A primary goal of the Rhode Island Board of Governors for Higher Education (RIBGHE) is to increase the baccalaureate attainment rate of Rhode Island's residents. The University of Rhode Island (URI), Rhode Island College (RIC) and the Community College of Rhode Island (CCRI) have agreed to support a joint admissions agreement (JAA) in order to achieve this overarching goal by meeting four supporting goals:

- to facilitate students' transition from an associate's to a bachelor's degree program. The JAA will have achieved this goal if the system can demonstrate a significant upward trend in transfer enrollment and persistence to graduation. The trend is expected to begin in the second and third years following implementation of the JAA.

- to increase access to further education by underrepresented groups as evidenced by increased graduation rates of those groups in the second and third years following implementation of the JAA.

- to strengthen cooperation among the institutions as evidenced by the joint development of a core of balanced general education that meets specified competencies. These competencies will provide a common set of skills and knowledge that help prepare students to pursue study in their majors at the senior institutions.

- to reduce the cost of higher education for students through an improved rate of transfer credit acceptance.

The data warehouse being established systemwide will allow the Rhode Island Office of Higher Education (RIOHE) to track students as they move through the system of Rhode Island public higher education, thereby allowing measurement of the system's success in achieving the above objectives.

Eight principles serve as the underpinnings of the Joint Admissions Agreement:

1. <u>Institutional and Program Admission</u>
   Once students are admitted to the JAA, they are considered students of CCRI and the senior institution and begin to receive advisement from the community college and

from the senior institution. The transition from the community college to the senior institution should be seamless and transparent. Students with a 2.4 (cumulative) grade point average will continue enrollment at RIC or URI, in keeping with systemwide board policy. The A.S. or A.A. degree will serve as the first two years of a four-year program.

The senior college or university will determine admission and transfer of credits to a specific curriculum based upon the same established criteria implemented with native students. For example, specific programs of study may restrict enrollment of JAA and native students due to limited capacity. Transfer students who have met all conditions of the JAA will not have to take a higher number of credits for the baccalaureate degree than native students of the senior institution enrolled in the same program, nor will they be required to meet any other conditions uniquely applied to JAA students.

2. Acceptance of General Education
   Students who take general education as part of an approved JAA Transition Plan will have those credits accepted toward general education requirements of the participating colleges and universities. Students who have completed the general education requirements for an associate's degree, but have not attained the degree, will be afforded the same acceptance of credits.

3. Interinstitutional Curriculum Coordination and Oversight of the JAA
   The RIOHE convenes the academic department chairs from the three institutions for the purpose of coordinating curricula. The institutions must also notify RIOHE of potential curricular and/or organizational changes no later than July 1st annually, in keeping with the *Regulations Governing Academic Changes in Rhode Island Institutions of Higher Education* (approved January 27, 2003, II.1., p. 6). Such information will be shared amongst the vice presidents for academic affairs and also amongst the presidents through their management letters.

4. New Programs
   To be part of the JAA, new degree programs under development will establish an articulation agreement as part of the RIOHE program approval process.

   RIOHE also convenes the Interinstitutional Articulation/Transfer Committee, whose duties will be expanded to include continuous monitoring and improvement of the JAA.

5. Students' Rights and Responsibilities
   A statement of student rights and responsibilities is described in the JAA as well as in a student guide to the JAA. Students will have clear descriptions of the responsibilities of institutions participating in the system, the students' responsibilities in the system, and the students' rights. Notable among these rights and responsibilities is the right to ongoing, regular advisement from the sending and receiving institutions and the students' responsibility to seek such advice as well as to consult the publications of the senior institution and follow the JAA Transition Plans.

6. Institutional Coordination
   A contact person will be identified within each participating institution to manage the articulation and transfer process internally and to facilitate external communication.

7. Automated System
   The policies and associated procedures for the articulation system will be the core elements for a publicly accessible, computer-based information system linking URI, RIC and CCRI. The system will provide electronic transmission and automated assessment of transcript services.

8. Assessment
   Annually, a statewide assessment of the system and its effectiveness will be undertaken by the Interinstitutional Articulation/Transfer Committee. Included in the assessment will be feedback from JAA students to ensure the process is meeting their needs.

JOINT ADMISSIONS AGREEMENT

The Community College of Rhode Island (CCRI), Rhode Island College (RIC) and the University of Rhode Island (URI), Rhode Island's three public institutions, have traditionally sought to provide access to higher education to qualified students. To expand this mutual commitment and to facilitate students' progression from the associate's degree to the completion of the baccalaureate degree, the institutions agree to establish the Joint Admissions Agreement (JAA) in keeping with the following terms:

I. JOINT ADMISSIONS PROCESS AND CONDITIONS

The JAA, which will be in effect as of the signing of this agreement, is available to CCRI students who, prior to earning 30 credits, matriculate into one of the JAA Transition Plans recognized by the JAA. Each JAA Transition Plan specifies at least 32 credits that transfer to the receiving institution in fulfillment of requirements usually known as general education. Although the receiving institution may require some additional general education courses, the core ensures that transferring and native students have common knowledge across a broad spectrum of the liberal arts and sciences:

- three credits of writing/communications,
- three credits of literature,
- three credits of fine arts,
- three credits of mathematics,
- eight credits of science,
- nine credits of social science, and
- three credits of additional general education that can be applied toward graduation.

Since the requirements of specific degree programs vary among institutions and even within institutions, students must be guided in selecting courses within these broad areas of general education.

To aid students and their advisors in making appropriate selections, JAA Transition Plans will be available on the *RI Transfers* Web site (www.ribghe.org/ritransfers.htm) and in the *Transfer Guide for Students*, which is available in print and also online at www.ribghe.org/transferguide.htm. Only programs specified on the *RI Transfers* Web site and in the *Transfer Guide for Students* as JAA programs with accompanying JAA Transition Plans are included in this agreement. Through mutual agreement of the sending and receiving institutions, additional program plans may be added to the JAA annually, following the spring meeting of department chairs convened by the Rhode Island Office of Higher Education (RIOHE). Any such additions will be advertised widely at CCRI and will be cited as new plans on the *RI Transfers* Web site and in the transfer guide.

A. Admissions officers at CCRI and at the appropriate senior institution will jointly provide an offer of admission and a JAA acceptance agreement to incoming CCRI freshmen who have completed the intent-to-enroll form. CCRI students who complete the form prior to completion of 30 credits will also receive an offer of admission from the senior institution and an acceptance agreement. The offer of admission will be contingent upon the student's fulfillment of the provisions of paragraph B (below). The acceptance agreement will explain the requirements for continuation at RIC or URI. The agreement will also include a waiver allowing the institutions to share student information specified in this agreement. (See Section III below.) Students will be required to sign and return the agreement to CCRI. The agreement will include contact information for the individual responsible for administering the JAA at the senior institution.

B. To be guaranteed admission to RIC or URI under the JAA, a CCRI student must: (1) enroll under the JAA prior to earning 30 credits by completing an intent-to-enroll form and a JAA acceptance agreement as described above, (2) select an associate's degree program included in this agreement [as defined above in Section I] and earn an A.A. or A.S. degree in the prescribed curriculum within five years from officially enrolling in the JAA, (3) have a cumulative grade point average of 2.40 or higher, and (4) meet any specified requirements applicable to all students for specific degree programs at RIC or URI (see also Section II.A.).

C. Courses taken by students at CCRI will satisfy course requirements in accordance with the *Transfer Guide for Students* published by the RIOHE. Transfer credit for any CCRI course not listed in the *Transfer Guide* will be granted at the discretion of the appropriate academic dean (or designee) at the receiving senior institution.

D. The RIC or URI catalog in effect when a student enrolls under the JAA will be specified on the acceptance agreement (see Section I.B. above) and will govern the terms of admission and the baccalaureate requirements for a degree from RIC or URI, as appropriate. If the program at the senior institution substantially changes during the five years following a student's matriculation at CCRI, the senior institution may not be able to deliver the program as originally expected. In these cases, the senior institution is responsible for advising JAA students in a timely manner regarding specific program changes that may affect their baccalaureate degree plans. The senior institution will do

its utmost to find suitable substitution or other accommodations so as to not delay the student's progress. If a transfer student fails to maintain continuous enrollment for one or more semesters at the senior institution, the requirements for a baccalaureate degree will be governed by the catalog in place in the year of re-entry.

E. JAA students will be governed by the regulations, requirements and procedures of CCRI until such time as they are granted the A.A. or A.S. degree. At such time as they matriculate at RIC or URI, they will be governed by the regulations, requirements, and procedures of the senior institution.

II. STUDENTS' RIGHTS AND RESPONSIBILITIES

A. Students successfully completing the requirements of the JAA will be guaranteed admission to RIC or URI, as appropriate. JAA students will have the same rights and responsibilities regarding access to specific programs, majors, and services as continuing students at the senior institution. Senior institutions publish requirements (which pertain equally to continuing and transfer students) relating to grades that must be earned or prerequisite courses required for entry into specific majors. In addition to using these publications, students are responsible for seeking regular, ongoing advisement from the sending and receiving institutions.

B. JAA students, after having earned an A.A. or A.S. degree at CCRI in one of the JAA Transition Plans agreed to by the sending and receiving institutions, are guaranteed that a minimum of 32 credits will transfer to fulfill general education requirements at the receiving institution. Additional credits, in combination with the 32 general education credits, will total at least 60 transfer credits applicable to degree requirements at the senior institution in a specified program. To guarantee transfer of at least 60 credits, JAA students must remain enrolled in a specified JAA Transition Plan and must seek regular, ongoing advisement from the sending and receiving institutions.

C. Each semester, URI and RIC will notify JAA students of deadlines by which students must indicate their plans to enroll at the senior institution in order to maintain eligibility for pre-registration and other enrollment guarantees. Students who pay an enrollment deposit at the senior institution by the specified date will be given the same registration priority as continuing students.

III. INFORMATION SHARING AND EXCHANGE

The institutions agree to share certain information about students enrolled in the JAA. Data will be prepared in the aggregate, whenever possible, and in instances when individual information is shared, the data will be treated as confidential. The purpose of this exchange is to monitor the progress of students pursuing a degree under the JAA, to educate students about the range of academic choices at RIC or URI, to provide students with information conducive to academic success at the senior institution, and to evaluate the success of the program. To that end, each student will be asked to sign a release authorizing CCRI and RIC or URI, as appropriate, to share the following individual student data:

A. Each semester CCRI will provide representatives of RIC or URI, as appropriate, with information regarding students who during that semester returned the signed JAA acceptance agreement. The information will include current name, address, date of birth, identification number, telephone number, e-mail address, choice of degree program and academic record.

B. The senior institution will provide CCRI with annual reports regarding former JAA students who enroll at RIC or URI. The reports will include credit hours accepted and lost in movement to the senior institution, student retention rates and graduation rates as well as grade point averages earned and financial aid received by these students. Feedback from RIC and URI will be used to improve the JAA.

C. If Rhode Island students are denied admission to RIC or URI as freshmen for academic reasons, the respective admissions offices will inform the students about the JAA as an alternative enrollment option to entering RIC and URI. Lists of these potential JAA students will be provided to CCRI.

IV. ADVISEMENT AND COMMUNICATION WITH STUDENTS

The institutions recognize that the JAA must emphasize collaborative communication, including joint academic advisement for JAA students. Advisement must be readily available at the sending and receiving institutions, and the JAA students must actively seek advisement.

A. Each semester at a date and time mutually agreed upon by the institutions, representatives from RIC and URI will hold information sessions at CCRI about the JAA.

   The institutions will also make available on their respective campuses advising materials and information about degree completion and the JAA.

B. The institutions will provide academic advisement to students participating in the JAA to assist them in choosing courses that satisfy the course requirements of RIC or URI, as appropriate. At CCRI and the senior institutions, students will have access to advising center staff and to department/college advisors designated to counsel transfer students.

C. The institutions will include information regarding the JAA in official undergraduate catalogs and admissions publications.

D. The institutions will cooperate with the RI Board of Governors for Higher Education (RIBGHE) to develop JAA recruitment publications. The primary purpose of these materials will be to raise students' aspirations and awareness of an alternative route to a baccalaureate degree.

E. Information regarding the JAA will be included on the institutions' admissions Web sites, on the *RI Transfers* Web site and on the Web sites of other relevant organizations such as the RI Higher Education Assistance Authority (RIHEAA). The sites will include frequently asked questions (FAQs) and an e-mail address dedicated to responding to other questions regarding the JAA.

F. The institutions will provide JAA students with information regarding the inter-institutional exchange program. In addition to providing the opportunity to complete up to seven credits of coursework, participation in the exchange program will familiarize JAA students with advising services at the senior institution.

V. COORDINATION OF CURRICULA

The institutions are committed to coordinating continually their respective curricula, developing opportunities for faculty collaboration, and discussing curricular changes. The institutions will engage in the following activities:

A. Institutions will appoint an individual responsible for transmitting timely information about significant proposed and adopted changes in curricula. Each institution will promptly notify the other institutions, the RIOHE, and the Interinstitutional Articulation/Transfer Committee in writing when its contact person has changed.

B. Faculty at the institutions will collaborate on the development of curricula and course syllabi to ensure that students will be prepared for their courses of study at RIC or URI.

C. The institutions will provide feedback to one another regarding specific areas where curricula appear to be misaligned.

D. New degree programs under development wishing to be included in the JAA will establish an articulation agreement as part of the RIOHE program approval process.

VI. IMPLEMENTATION AND OVERSIGHT

Implementation and oversight of this agreement will be provided by the Interinstitutional Articulation/Transfer Committee. The committee has demonstrated a longstanding commitment to working together to facilitate transfer for students within the public system of higher education in Rhode Island. The committee's work will include the following responsibilities:

A. Fostering a spirit of collaboration.

B. Monitoring, evaluating, and updating the JAA.

C. Reviewing guidelines for and addressing concerns with such issues as:
- Advising and enrollment processes (including pre-registration);
- Exchange of information among institutions; and
- Evaluation and assessment of the program.

D. Coordinating and overseeing the implementation of Section V *(Coordination of Curricula)* of this agreement.

E. Coordinating an annual report to RIBGHE's Academic and Student Affairs Committee regarding the status of the JAA.

F. Publicizing the JAA.

G. Enhancing the upward educational mobility of students by increasing the level of transfer credit acceptance.

VII. TERMS OF AGREEMENT

This agreement becomes effective upon signing.

This agreement is signed by:

Thomas D. Sepe *President* *Community College of Rhode Island*	*date*
John Nazarian *President* *Rhode Island College*	*date*
Robert L. Carothers *President* *University of Rhode Island*	*date*

Note: The Rhode Island Office of Higher Education (RIOHE) wishes to acknowledge that the best practices of Maryland, Massachusetts, Wisconsin, New Jersey, New York, and Oregon were used in developing the JAA and its companion documents and to express appreciation to those states for sharing their materials.

Academic Success Program for Students of Color
at the University of Rhode Island

An Overview

The University of Rhode Island experienced its first major influx of minority students in 1968 (primarily African American) with the creation of the Special Programs for Talent Development. Since this historic event, URI has become increasingly diverse. Along with the Athletic Department, the Talent Development Program remains the primary vehicle for the recruitment and matriculation of students of color. As the university has increased the percentage of out-of-state students, this new student mix includes more students of color from beyond the borders of Rhode Island.

One of the important hallmarks for promoting student success in the Talent Development program has been its strong counseling and advising support network. Athletic programs are also unique by their ability to promote affiliation and community building through its various intercollegiate sports teams. Athletes develop strong familial and supportive bonds with fellow athletes and coaching staffs. Students of color who are from out of state and who are not student athletes or members of Talent Development do not have easily recognized and well-established institutional support networks.

Students who attend Historically Black Colleges and Universities routinely come into contact with staff and faculty of color and therefore have greater opportunities to interact and develop mentor-mentee relationships. At predominantly white institutions such as URI, students of color rarely find themselves interacting with faculty and staff of color. It is not unusual for students to report that they have never or rarely have taken a course with a faculty member of color. Thus, opportunities for interaction and mentoring are limited are somewhat haphazard. Consequently, intentional programs and activities to bring faculty, staff and students of color into contact with each other on a regular basis can best assure these interactions.

The Program

The academic success program for students of color at the University of Rhode Island is an initiative that has been proposed at various points in time since 1968. As recently as 2004, the URI Faculty and Staff of Color Association spearheaded this initiative. The purpose of that mentoring initiative was to provide an informal as well as formal mechanism for students of colors to interact with faculty and staff and other students of color. The underlying assuming was that the resultant networking and mentoring relationships would help support students during their adjustment to college life, thereby increasing their overall retention and graduation as well as satisfaction with their college experience. In addition, this program will include an orientation to study skills and campus academic support networks.

Basic Description – URI Model

Mentor Group Composition

1. The mentoring program is based on matching faculty and staff mentors with a group of student mentees.
2. Ideally, mentor groups will be developed by matching academic and personal interests of students and faculty/staff.
3. The ideal mentor group will include at least one faculty/staff and one student mentor and five freshman student mentees.

Nature and Frequency of Mentor Meetings

1. Mentor Groups will begin meeting during the Fall Semester 2006.
2. Mentor Groups will meet at least once every two weeks for not less than one hour.
3. Mentors will communicate (e-mail, telephone, in person) with each mentee at least once a week.
4. Every other mentor meeting will discuss academic concerns and personal/social concerns respectively.
5. Mentor Groups will meet at locations to be determined mutually by mentors and student mentees.
6. Subjects of discussion at mentor groups will be based on:
    - Academic and personal needs of students
    - Mutually determined subjects for discussion
    - One of several suggested topics:
        - Impact of race/ethnicity on academic achievement
        - Impact of race/ethnicity on personal comfort on campus
        - Unique challenges attending a predominantly white university
        - Opportunities for involvement in organizations, clubs, extracurricular activities

Mentor Expectations, Training and Support

1. All mentors will participate in a training program to be held at the beginning of the academic year.
2. Mentors will receive a University of Rhode Island Resource Guide as well as information to participate in a mentor group listserv.
3. Mentors will participate in monthly mentor meetings for ongoing training and support.
4. Mentors will maintain a record of attendance of mentor meetings and brief summaries of topics discussed - information will be turned in to the Office of Planning Services.
5. Mentors will participate in program evaluation activities.
6. Unless personal and/or community safety and well-being are in jeopardy, all mentor discussion will be considered confidential.

The First Meeting

1. Introductions and Expectations of Mentoring
    a. Group expectations/norms shall be mutually determined by the group members
        i. attendance, confidentiality, discussion topics, communication, etc.
2. Identify potential topics for discussion (academic, social, personal)
3. Exchange contact information
4. Establish a meeting schedule

Program Evaluation

1. Mentees will complete surveys prior to the beginning of the program and after the fall and spring semesters.
2. Mentees will participate in a focus group to assess the effectiveness of the program and to offer recommendations for improvement.
3. Mentors will complete a survey and participate in a focus group to assess the effectiveness of the program and to offer recommendations for improvement.
4. Academic progress of mentees will be monitored after the fall and spring semesters and compared with the academic progress of comparable student groups on campus, including:
    a. All first time-full time freshman
    b. Talent Development and student athletes
    c. Instate and out of state students of color

STUDENT AFFAIRS STRATEGIC PLAN
2006-09

University Goal 1 Achieve the enrollment of a talented and diverse community of students totaling 16,000 (13,000) FTE by the conclusion of this plan.

Division Goal: Increase the number of students admitted to the Talent Development Program by 100 over the course of this plan.

Action: Expand the Guaranteed Admission Program (GAP) to eight additional high schools and middle schools over the course of this plan.

Action: Identify a Student Affairs team to work with Admissions and Talent Development to target a specific school(s) for recruitment.

University Goal 2 Increase the first-year retention rate of freshmen to 84% in 2008-09.

Division Goal: Increase the number of freshmen in living/learning communities.

Action: Increase by 500 the number of freshmen in living/learning communities.

Division Goal: Increase the retention rate of first-year students in Talent Development (TD) by 3% over the course of this plan.

Action: Develop a peer mentor program for first-year TD students.

Action: Seek annual increases in the Hardge Grant equal to or greater than the annual increase in tuition.

- Cost: $300,000 first year of plan.

Division Goal: Improve recreational facilities and opportunities for students.

Action: Construct outdoor recreation facilities such as basketball, volleyball courts for student use.

- Cost: $100,000

Action: Complete the design and renovation of Roger Williams Dining Hall to a fitness and recreation facility.

- Cost: $9 million

Action: Increase recreational facility hours in the Mackal—Tootell Complex.

- Cost: $45,000

Action: Recreational Services will develop and assess the current inventory of facilities, equipment, and program opportunities currently being offered, as well as the potential for new programs and services for the Roger Williams Complex.

Division Goal: Increase peer mentor programs for first-year students.

Action: Develop and implement a Residence Life peer advisor program for first-year Residence Life students to serve as mentors.

Action: Develop and implement a peer educator program to work with URI 101 classes regarding substance abuse prevention.

Division Goal: Develop programs and identify resources that promote out-of-classroom interaction between faculty, staff, and students.

Action: Dining Services will provide lunch and dinner tickets to faculty and students who conduct discussions in one of our private dining rooms, host a Spring event for faculty and students at or near our new dining facility, and conduct free faculty beverage night in the dining halls.

Action: Intercollegiate Athletics will host at least one "Bring your favorite faculty member" to a basketball, football game, etc.

Action: Collaborate with the Student Senate to identify and promote a faculty advisor program for student organizations.

Action: The Provost and Vice President for Academic Affairs and the Vice President for Student Affairs will appoint a committee of faculty and staff to identify how we can focus collaboratively on student learning in and outside the traditional classroom.

Action: Student Affairs will identify resources to support faculty who host students outside the traditional classroom.

- Cost: $10,000

Action: Increase participation of faculty in programs at the Rainbow Diversity House.

Action: Establish a faculty advisors' association for faculty advisors of fraternities and sororities.

Action: "Bring a faculty member to dinner" program sponsored by the Women's Center and Rainbow Diversity House.

University Goal 3 Increase the number of students who graduate in six years by 2%.

Division Goal: Increase the effectiveness of mentoring, career and personal advising, and leadership development.

Action: Mentoring programs will be developed and/or continued in Residence Life, the Women's Center, Talent Development, and Student Life.

Action: Student Life will collaborate with Career Services and academic colleges to pilot a URI 401 course, "Transitioning to Graduation."

Action: Commuter Students' programs and services will be evaluated with recommendations developed to better connect commuters with campus life.

Action: Career Services will increase collaboration with University College with special focus on the "undecided" student.

Action: Career Services will increase one-on-one career advisement by 20% with first and second-year students.

- Cost: $20,000

Action: Career Services will develop a specific website for first-year students.

Action: Explore the development of on-line career workshops.

Action: The Counseling Center will seek to hire staff from under-represented groups and expand outreach to freshmen and students of color.

Action: The Counseling Center will augment in-service training on multicultural counseling for all counselors.

University Goal 4 Develop a University-wide new and invigorated focus on students.

Division Goal:

Action: Expand the Memorial Union webpage to include all campus events for students, including Art, Theatre, Music, Athletics, Residential Life, etc.

Action: Secure funding and complete construction design for an additional 600 beds on campus.

Action: Submit a Department of Education Grant to fund a comprehensive program of alcohol-free weekend social activities.

Action: Expand the number of posted on-campus employment opportunities by 20% for students and use the current web-based system in Career Services to list employment opportunities.

Action: Student Life will collaborate with other departments to create a "Safety First" Website.

Action: Give final consideration to the construction of a new bookstore on Upper College Road and determine the best use for the vacated space in the Memorial Union.

University Goal 5: Enhance total annual retention of non-State revenue by 15%.

Division Goal: Increase grants and donations to support programs by 10%.

Action: Form a Division-wide Grant & Fundraising Committee to explore and identify grant and private fundraising opportunities.

Action: Explore viability of committing personnel resources to Division development efforts, especially in such areas as leadership development, women's issues, mental health and diversity.

Division Goal: University auxiliaries and enterprise funds will contribute $1 million to University need-based financial aid.

Action: Through the budgeting process develop a strategy for identifying funding for this purpose.

University Goal 6: Increase the enrollment, retention, and graduation rates of under-represented groups, including students with disabilities.

Division Goal: Develop and present a checklist of best practices for assessing needs, developing and evaluating programs, and progress toward diversity goals.

Action Plan: Benchmark a similar institution for best practices; develop a checklist.

Division Goal: As part of overall University assessment, a review of strategies and outcomes will be conducted on Talent Development, the Multicultural Center, GLBT Center, Disability Services, the Women's Center, the Center for Student Leadership Development, and other areas in Student Affairs.

Action Plan: Develop learning outcomes for each of the above areas, including how outcomes will be assessed.

Action: Assess learning outcomes.

Action: Benchmark similar institutions for successful retention programs.

Action: Establish and maintain a network of trained and competent staff in Student Affairs including diversity mentors.

Action: Develop and enhance outreach efforts to University College with special attention to international students.

Division Goal: Increase the retention rate of under-represented students by 3% over the course of this plan.

Action: Develop a peer-advising program for first-year students from under-represented groups.

Action: Provide more ethnic food in dining halls; work to hire more minority staff.

Division Goal: Increase membership participation of under-represented students in existing student leadership and organizational training.

Action: Conduct inventory of current mentoring programs; identify new initiatives and monitor progress in new areas.

Action: Conduct assessment of current level of participation.

Action: Conduct focus groups and discuss and identify ways to increase participation.

Action: Use Rose Butler Brown model to increase leadership opportunities for under-represented student populations.

Action: Through in-service training, Health Services will focus on the needs of GLBT students, and students from under-represented groups.

University Goal 7: Increase hiring and retention of faculty and staff from under-represented groups.

Division Goal: Develop a checklist and best practices instrument for assessing needs, developing and evaluating progress toward diversity goals.

Action: Identify best practices.

Action: Present best practices workshop to the Division.

Action: Make best practices information known to Vice Presidents, Directors, Affirmative Action Committee, Search Chairs.

Action: Assure that Student Affairs' staff are applying the information to develop strategies and to increase recruitment and retention.

Division Goal: Build an active and current résumé file of potential employees from under-represented groups who can be recruited into hiring pools.

Action: Develop and maintain a list of organizations, newsletters, and websites that involve under-represented groups.

Action: Develop and maintain a file of potential employees from under-represented groups that can be recruited for job openings.

Action: Develop relationships with universities that have a high number of under-represented populations.

Action: Create a system for maintaining files and making them available to Search Committees.

Division Goal: Explore semester or yearlong staff exchanges with diverse colleagues from other institutions.

Action: Identify and publicize a process whereby individuals can seek an exchange.

Action: Identify institutions that may be interested in staff exchange.

Division Goal: Create a mentor system for new hires from under-represented groups and establish a program in Student Affairs.

Action: Identify best practices; develop a model for Student Affairs.

Action: Develop and articulate mentor responsibilities.

Action: Identify staff who are interested in mentoring; provide mentors with training/orientation.

Action: Provide funding for mentor program.

Action: Assess the success of the mentor program.

Division Goal: Provide educational materials to all search committees regarding potential sources of bias.

Action: Consult with ADVANCE about programs that are being developed.

Action: Develop programs for search committees, chairs, etc.

Action: Train a core group that can implement the program.

Division Goal: Share success stories of how people from under-represented groups were hired and the benefits to URI.

Action: Annual presentation.

Action: Articles in electronic newsletter mailed to Student Affairs' staff.

Division Goal: Conduct exit interviews with all departing staff from under-represented groups.

Action: Establish and announce policy.

Action: Develop list of questions and a protocol for exit interviews.

Action: Communicate information grid.

Action: Assure appropriate follow up occurs.

Division Goal: Share information about the environment on campus and in the State with job candidates from under-represented groups.

Action: Develop a plan for how candidates can meet with staff from under-represented groups.

Division Goal: Improve availability of information on where staff can go if they need assistance.

Action Plan: Improve websites that address staff needs. Assist ADVANCE in establishing a page for under-represented staff.

University Goal 8: Create a visible and vibrant institutional commitment to multicultural competence (awareness, knowledge, skills).

Division Goal: Strengthen the advising of student organizations to enhance cultural competency of student groups and strengthen organizations' advising.

Action: Clarify existing structure of student groups and faculty-staff advising.

Action: Initiate conversations with Student Senate to identify issues and concerns.

Action: Develop and implement an advising program.

Action: Identify best ways to implement diversity training of student organizations using current cultural competency instruments.

Division Goal: Revitalize the Rainbow Diversity House Program.

Action: Establish an advisory group of students, faculty, and staff.

Action: Evaluate and review the application process for student residents.

Action: Conduct an open house event to market the Diversity House and its programs.

Action: Market the facility and related programs via webpage; if interested, forms, brochures, props, etc.

Action: Develop collaborative opportunities with URI 101, leadership minor, Women's Center, Multicultural Center, Talent Development, and other University offices and student organizations.

Action: Initiate efforts to involve faculty in all aspects of the Rainbow Diversity House, including programming and advisory committees.

Action: Evaluate programs each semester.

Division Goal: Identify external funding sources for program support.

Action: Participate in the Student Affairs' grant and fund-raising committee.

Action: Identify potential donors, service learning support, corporations, and alumni.

Division Goal: Ensure that Housing and Residence Life incorporate programs and activities that promote cultural competence.

Action: Form a Residence Life Subcommittee, student staff to develop and promote educational programs and activities to promote cultural competence.

Action: Incorporate cultural competence training into staff-student training.

Action: Identify resources and programs that address cultural competence.

University Goal 9: Improve the physical environment to promote diversity and inclusion.

Division Goal: Enhance the multicultural ambience of campus living units.

Action: Conduct a diversity sensitivity inventory of Student Affairs' facilities.

Action: Create areas in HRL and the Memorial Union to showcase art from various cultural groups.

Division Goal: Identify a better location and facility for the GLBT Center.

Action: Seek available space on Upper Campus. Make relocation of the Center a priority.

Division Goal: Identify resources to address, maintain needs for Talent Development and Multicultural Center facilities.

Action: Each facility will create a facilities plan and a detailed fiscal plan.

OVER-REACHING GOAL: Improve communication among major committees concerned about equity issues:

President's Commission on the Status of Women
Commission—Staff and Faculty of Color
Affirmative Action
Harassment Committee
ADVANCE, etc.

Action: Appoint a coordinating team for equity.

Action: Develop a brochure and website on various equity committees.

Enrollment Management Consulting Report for the University of Rhode Island
Executive Summary

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October, 2006

Enrollment Management Consulting Report for the University of Rhode Island
Executive Summary

In October I was asked to serve as a consultant in the area of enrollment management. My charge was to assess the following areas: admissions recruitment efforts, the efficient use of campus based financial aid, how the campus organized to influence student persistence, optimal recruitment/retention efforts especially for students of color, and the relationship/impact of campus facilities on recruitment and retention goals. During a two-day period I met with a variety of campus administrators and faculty members. This executive summary includes an abstract of key strategic and operational recommendations.

Strategic Recommendations

1. URI should appoint a senior enrollment manager. This individual could be a new vice-presidential appointment or it could be an associate provost. Once appointed the campus also needs to develop a strategic enrollment management plan.
2. The University needs to appoint 2 FTEs that are focused exclusively on enrollment management research in the areas of financial aid, enrollment projection modeling, and retention research.
3. Campus stakeholders have several questions about the recruitment and retention of students of color. To answer these questions requires additional research. Taking action

on recommendation two above is necessary in order to understand these issues.
4. The University needs to be more intentional about attracting transfers students. URI should look closely at the possible use of the Providence campus as a "front door" to attract more transfers. It also should review how academic course offerings and articulation policies. The admissions office needs more staff devoted to recruiting transfers students.
5. The campus should devote more attention to student persistence and identify a senior administrator to be responsible to developing programmatic activities to enhance persistence.
6. Senior campus policy makers and deans should continue to review the classroom, laboratory, and housing capacity of the campus to make sure that enrollment goals do not outstrip the physical capacity of the University.

Operational Recommendations.
1. Senior administrators should seek a consultant (or conduct a study of peer institutions) to look at the size of the admissions staff and the level of campus support. There is reason to believe that the staff is too small and has inadequate resources. It is possible that the campus could rely less on financial aid to achieve enrollment goals with a more robust admission staff. In addition members of the president's cabinet should take the same campus tour that prospective students experience to assess the quality of campus facilities used during the tours.
2. As soon as possible, senior policy makers should look carefully at the current distribution of financial aid dollars. Large investments may be going to students in programs that would enroll a sufficient number of good students with less financial aid.
3. URI should more effectively use the Honor's College as a recruitment vehicle for high ability students.
4. The University should consider taking low cost steps to attract more international undergraduates.
5. The campus should provide annual enrollment reports to relevant campus stakeholders in order to build more understanding and support for enrollment management efforts in the areas of recruitment and retention.

Enrollment Management Consulting Report for the University of Rhode Island

As the percentage of state budgets going to public colleges and universities continues to decline, an increasing number of public colleges and universities are falling into a class of campuses that might be labeled tuition dependent public institutions. This statement is certainly true of The University of Rhode Island. The state has never provided large levels of support per FTE student and in recent years state appropriations per enrolled student have continued to decline. As a result of mounting enrollment and financial pressures I was asked by President Robert Caruthers to serve as a consultant to review and assess the enrollment management activities of the campus and to pay particular attention to the following issues: the efficacy of admissions recruitment efforts, the efficient use of campus based financial aid, how the campus organized to exert a positive influence upon student persistence, optimal recruitment/retention efforts especially for students of color, and finally, the relationship/impact of campus facilities on recruitment and retention goals. During a two-day period I met with a variety of campus administrators and faculty members including: the president, the provost and

members of her administrative team, deans and associate deans of academic units, student affairs administrators, University College, institutional research, planning, finance, admissions, enrollment services, and members of the faculty senate.

Based upon reports that were sent to me and my interviews with key campus stakeholders six broad themes emerged from my consultation: organizational leadership and planning, the effective use of financial aid and enrollment research, recruitment and retention of students of color, developing transfer capacity, and overall campus retention efforts, and institutional capacity. As senior policy makers read through this report, it will be evident that these themes are not mutually exclusive. In addition, I want to note an important limitation of any consultation. I was on the campus of the University of Rhode Island for two days. I also had an opportunity to read many reports, but at best I have only an incomplete picture of issues and activities that might influence the success of efforts to shape enrollments at the University of Rhode Island; campus stakeholders are in the best position to determine "when I got it right" and how to make the best use of this report. Finally, it is worth noting that I have never been on a campus consultation before where everyone made unsolicited positive comments about their level of respect for how hard the individuals associated with admissions, enrollment services, institutional research, and University College work and their level of dedication to the University. This is certainly noteworthy.

My report is organized into three sections: strategic issues, operational issues, and a conclusion.

Strategic Issues

The Need for an Organizational Leader & Enrollment Planning. The University has devoted considerable time and effort in the area of strategic planning. As a result it has a strong overarching strategic plan in place which provides an excellent foundation to develop a more focused strategic effort in the area of enrollment management. However, one of my strongest impressions of enrollment activities at URI is how decentralized it is. Several key offices (enrollment services, admissions, and University College report to the provost's office, but it is my impression that the responsibilities of this office are too large and that at least for the moment, no one in the office has the time and/or expertise to play a leading role in enrollment management activities for the campus. Right now, the campus has a number of functioning committees in place that bear on enrollment management efforts including the Enrollment Management Committee, the SAT Optional Committee, and the Branding Committee. These are important committees that are focused upon issues that will advance enrollment efforts at the University. Nevertheless, one of my concerns is that each of these committees is considering issues that could bear upon campus enrollment management efforts. It is my impression that no senior administrator is able to devote significant amounts of time and energy to systematically track these discussions in order to consider what they might mean for campus enrollment policies and practices.

Tangible evidence of the problems in this area include the fact that the admissions staff do not yet think they have been notified of specific campus enrollment goals for the entering Class of 07. Although the campus planning does an excellent job of laying out broad goals for admissions, this is not sufficient because specific goals can change from year to year and yet be consistent with broader campus goals. An admissions office

needs to have a sense of specific goals with regard to quality, diversity, and resident and non-resident students. Ideally they would have this information in early summer in order to develop a plan for the coming year. Additionally, there is no enrollment management plan that could be used to help guide the recruitment and financial aid plan for the next 2-5 years.

The campus is investing large amounts of money in financial aid, and to a lesser extent to admissions recruitment. The strategic coordination of these two offices is critical for the campus to effectively use its resources to achieve enrollment goals. University College has taken a leadership role in the area of first year retention efforts; however, its scope is currently confined to areas related to the mission of the College. In addition, I saw no evidence that there is a coordinated effort devoted to sophomores or upper division students in the areas of student success and persistence. I also offer additional observations related to persistence efforts and the potential role of University College later in this report.

In addition to the need for a senior enrollment officer, the campus also needs an enrollment management plan. The plan should identify enrollment and retention goals for the next three to five years. The report should be data driven and should identify the resources that will be required to achieve these goals. At the moment, it is doubtful that the campus has either the administrative expertise or the analytical capacity to construct such a report. Putting this report together should be one of the first charges for a senior enrollment office if appointed, and sufficient analytical capacity must be made available to help develop such a report.

Intentionally, I never make specific suggestions regarding the location of enrollment management efforts. I believe that the traditions and norms of each campus should shape these decisions. Nevertheless, I would recommend that the campus establish a senior administrative position to coordinate enrollment management efforts. Whether this position is a free standing vice-president or should become a position in the provost's office is a decision that should fall to the president.

The Effective Use of Financial Aid, Enrollment Research, and Enrollment Modeling. The campus has made a substantial investment in financial aid. It is attempting to use financial aid to improve quality and also to provide adequate need-based financial aid. I have never conducted a campus consultation where so many campus constituent groups raised financial aid concerns, particularly related to need-based financial assistance.

However, at the moment, it is impossible for me, and I suspect for campus administrators, to make analytical data-driven decisions about the adequacy and efficacy of financial aid for merit and for need. The campus is currently operating on a combination of the collective wisdom of a small group of campus administrators and the power of the anecdote. It is entirely possible that the wisdom of the campus administrators is generally on target. However, during my visit I found groups asserting that the enrollment surge was due to the "phone-a-thons" conducted by the faculty while others suggested that it was the additional financial aid that individuals were offered during "phone-a-thons" and other contacts with prospective students late in the recruitment cycle. These assertions may be true, but it is also true that students who are still considering URI late in the recruitment cycle are already more likely to enroll. And (I say tongue in cheek) if you offer someone a scholarship who is already coming, or who

is already strongly leaning toward coming, s/he will accept any offers and scholarship yield rates on offered scholarships will look very high. I am always skeptical of high yields on campus scholarship offers, it often means that the data are being collected wrong or that offers are going to students who would have enrolled with a smaller scholarship or no scholarship. URI needs to invest in the capacity to analyze the effectiveness of their financial aid offers and other recruitment initiatives.

Having strong enrollment analytical capacity can yield many benefits. The same student data base that is used to conduct financial aid research can over time be used to develop sophisticated enrollment projections for new students and returning students which would help the campus project fiscal and academic needs earlier. These same data sets can be used over time to conduct more rigorous studies of student persistence patterns. The URI aid budget is now approximately $20,000,000. If no other funds are available, funding two analysts out of this budget would more than pay for the investment over time. I would recommend that the campus invest in the appointment of two FTEs analysts to work specifically in the area of financial aid research, admissions modeling and projection studies, and retention research.

The charge for my visit included a request that I offer suggestions about building a good retention data system. Developing a good longitudinal enrollment data file can also be used to model student persistence behavior. This will give the campus the capacity to drill down and look at retention problems across student sub-groups such as students of color, residents and non-residents, transfer students, specific majors, and so forth. During my conversations with several campus administrators I had the sense that many individuals realize that the campus needs more capacity in this area. Another question that was raised during my conversations was whether additional IR staff should be housed within the University administration; there can be synergies for a campus IR organization if a number of analysts are located within one group. However, in many instances I have seen staff who could be devoted to enrollment related research reassigned to undertake other work related to state and federal reporting requirements, campus capacity studies, and other tasks. In addition, the Office of Institutional Research has lacked stability with respect to where the office is housed and its reporting relationships. This instability increases the possibility that adding analysts to work on enrollment management research to the IR office may not result in a constant focused set of analyses to assist with enrollment management efforts. Thus, the key question for senior URI administrators is to decide where it would best to place additional research analysts. If there is any question as to whether or not these individuals would be devoted to enrollment research if they were placed within a larger IR office then they should be made part of the enrollment management unit.

The Recruitment and Retention of Students of Color. There is much to be done in this area and in many respects this is an easy section of the report to write. URI appears to be getting more and more successful in recruiting students of color. However, this population also has a high attrition rate. Everyone attributes this attrition rate to financial aid and this might be correct. However, the campus simply lacks the capacity at the moment to look carefully at this population. URI needs to use multivariate analyses to look at the contributions that academic preparation, financial need, amount of campus based financial aid, and academic major, for example contribute to student persistence. Perhaps the University is admitting too many students who have very little likelihood of

graduating no matter how much financial aid they are given. This is an important area, but one at the moment for which minimal descriptive data and anecdotes are driving institutional policies and practices. I want to reiterate, the descriptive data and anecdotes may be pointing the campus in the right direction, but given the investment being made in this area I recommend that the University invest in research capacity so that campus administrators have a better sense of the impact of programmatic interventions and other efforts. Hiring an experience enrollment officer will also help. S/he will be able to contextualize URI efforts in a broader array of what other campuses are doing and have more experience to draw upon.

Developing Transfer Capacity. During the next 10 years the proportion of traditional age high school graduates that have been a major source of new first year students is going to decline in Rhode Island and surrounding states. The strategic plan of the University calls for an increase in transfer students, but this goal has yet not been realized. This goal should become a key goal for the enrollment management plan I referenced earlier in this report.

This is one area for which I am less confident that I talked to enough individuals to have a full sense of the level of commitment and campus capacity to attract and enroll transfer students. Readers from URI will be in a better position to develop a fuller picture of what the campus needs to do in order to more successfully attract transfer students. My primary observations would rest along the following lines. The faculty at URI, like many flagship universities, may have an antipathy at best (and resistance at worst) to enrolling transfer students. This has resulted in an academic climate that is not welcoming for transfer students. The attitudes of faculty and academic units are critical because these attitudes often drive campus policies in areas related to course articulation and transfer policies that can be a major factor in the enrollment decisions of transfer students. I was unable to get a strong sense of the role that the Providence campus currently plays, and could play, as a 'front door" for transfer students, but this is an area that merits serious consideration. The University will need to be more creative and aggressive in recruiting transfer students and in enacting policies that make the campus transfer friendly.

Finally, the admissions office will need more staff to successfully enroll more transfer students. The admissions office has only one full-time professional staff member devoted to transfer recruitment (and this is not the individual's only responsibility) and little in the way of support staff focused on transfer students. The University is unlikely to be successful in expanding its' transfer efforts without both a stronger strategic focus and a stronger operational base.

Campus Retention Efforts. Campus administrators lack a detailed understanding of student persistence and the factors that affect it. The Office of Institutional Research does a nice job of producing basic retention reports, but the development of effective campus-wide strategies requires focused attention that goes beyond standard reports. There is no senior administrator who systematically guides campus efforts in this area. University College does an excellent job of providing a strong set of transition programs and academic support for first-year students. This unit may be in a very good position to provide oversight in this area. The other likely location for such efforts would be in under the umbrella of the senior enrollment officer if URI does move forward an appoint such a person in the near future.

Institutional Capacity. During my discussion with the deans, there appeared to be

widespread belief that the University lacks the physical capacity to serve the additional number of students that URI seeks to enroll. Several individuals pointed to the new residence halls as a step in the right direction. However, they noted more housing is needed. More vexing, if accurate, many faculty and academic administrators suggested that classrooms are already holding more students than they were designed to serve and that the capacity of lab sciences are already overtaxed to a near crisis point. URI's strategic plan calls for additional substantive increases in undergraduate and graduate enrollment. If the perceptions about classroom, lab space, and housing are correct, these limitations may jeopardize plans to grow enrollment without action in this area.

Operational Questions and Recommendations

In addition to these strategic recommendations several operational issues arose during my consultation that I address in the second part of this report. They range across several areas of the University. I briefly enumerate them below.

1. Senior administrators should study the size and structure of the admissions staff and the level of support provided by the campus. I did not spend enough time with this group to have a clear sense of their staffing and levels of support but based upon comments offered by members of the admissions staff and other more indirect indicators I saw reasons to believe that the admissions staff may be too small. This study could be done by a consultant or a trusted campus administrator could be charged with contacting peer institutions to collect data on the size of their admissions staffs and levels of funding. The current model of part-time *road runners* is antiquated and reinforces my impression about the level of staffing and support. In addition, they may lack sufficient financial resources to purchase student names, mount aggressive e-mail and web-based marketing efforts to continue to successfully achieve the enrollment goals of the campus. It is possible that the senior policy makers will discover that the campus could rely less on financial aid to achieve enrollment goals with a more robust admission staff.

   In addition, I would recommend that the senior management team go on a typical campus visit that prospective new students undertake when they come to campus for the first time. They should start at the visitor's center, proceed to the admissions office, and then on to the campus overview session in the student union. During this visit campus policy makers should be trying to view the experience from the perspective of a potential new student and his/her parents and the kind of first impression that is created. Enough anecdotal comments were made during my time on campus to raise questions about the need for more attention physical attractiveness of the URI campus visit.

2. As soon as possible, senior policy makers should look carefully at the current distribution of financial aid dollars. The large investment being made in Pharmacy students, for example, is unlikely to achieve many strategic objectives. Many of these students are likely to enroll without any financial aid. If there are other high demand programs that garner large shares of campus merit aid they should be carefully examined. URI may need to allocate some of its aid resources to each school/college in order to rationalize the allocation of aid, otherwise aid dollars may flow disproportionately to students who would enroll without large

scholarships. In general I heard too many statements that suggest that aid dollars are too often allocated on the basis of anecdote and not invested strategically. Distributing financial aid to academic units make the awarding of financial aid more complex and requires even more careful monitoring and analysis. I can provide some additional insights into a process like this if requested.

3. The University may not be getting the maximum recruitment return on the Honor's College. There are many psychic benefits associated with being admitted to a high demand/high status program such as the campus Honor's College. During my discussions it sounded like URI made decisions to enroll students in the Honor's College after they had been admitted and matriculated. If this is correct, the University should consider using admissions at the time of matriculation as an incentive to recruit and enroll more high ability students. Coupled strategically with financial aid, the Honor's College could play an important role in efforts to recruit talented students.

4. For a public university, in a desirable location, URI enrolls remarkably few international undergraduates. URI invests so little in international recruitment that it is possible that the campus could achieve some solid enrollment increases in this area. International recruitment could be enhanced with modest investments in staff, an enhanced web site, and the use of express mail services. These efforts should precede any large scale investments in international travel. I can offer some specific suggestions in this area to appropriate staff if there is an interest. For this report I have elected not to go into this much detail.

5. The campus should provide annual enrollment reports to a wide range of campus constituents. Annual reports describing who is enrolling and who leaves would help build a better base of understanding of campus enrollment efforts, the challenges of achieving them, and the rationale for institutional efforts in this area. By linking the budgeting process and the distribution of resources more directly tied to student enrollments, annual enrollment reports will help to focus the attention of deans and the faculty on enrollment related issues and result in more support for campus efforts to increase success in the areas of admissions and/or student retention.

Future Possibilities and Recommendations

In the next ten years the University of Rhode Island faces some important enrollment challenges. The competitive marketplace for nonresidents and the decline of high school graduates in Rhode Island and the entire New England region will make it difficult for the campus to maintain current enrollment levels let alone increase them. The University has a strong foundation to move forward that is built around the campus plan. However, it is likely that URI will require a more focused effort in order to achieve its enrollment goals. The campus needs a senior enrollment officer to manage and coordinate its enrollment efforts. In addition, it also needs to invest more resources in enrollment related research and analysis. Most visibly, in the area of financial aid, the University spends a great deal of campus resources in financial aid with little data based evidence of the efficacy of these expenditures. Once a leadership structure is in place a

strategic enrollment management plan should be developed. URI should also devote more focused attention on the structures and strategies it has in place to recruit transfer students. Finally, the University should also give more attention to studying student retention issues and charge a senior campus administrator with managing these efforts. The most likely candidates for this task would be either the new senior enrollment officer that could be appointed as a result of this report or the Dean of University College.

Preliminary Report
of the
Financial Aid Leveraging Committee

Harry Amaral
Emily Anderson
Victor Gonzalez
James Lynch
Ann Morrissey
Glen Ramsay
Judith Swift
Tim Tyrrell
David Taggart

August 19, 2005

Introduction

The Financial Aid Leveraging Committee was first convened by the Provost in mid-June of 2005, and charged with examining the status of financial aid at the University of Rhode Island (URI) and its possible use as a strategic recruiting device. For the most part, the committee focused on the entering class of 2005. Of the total 2600 students 1919, or 76%, receive financial assistance.

Financial assistance is traditionally divided into two categories—need-based and non-need-based. The bulk of non-need-based is awarded on academic merit. It is important to note that in many reports, including the Common Data Set, the dollar amounts shown in these categories are based not on the source of funds, but rather on the financial needs of the recipient. A scholarship based on academic performance such as URI's Centennial scholarship will be recorded as "need-based" for those recipients showing financial need but "merit-based" for those without financial need. Last year URI awarded 455 students with no financial need an average of $7,526 or a total of $3,424,732.

Status of financial aid at URI

A general review of the status of financial aid at URI reveals certain factors that seriously impact our ability to recruit a freshman class and retain our upperclassmen:

- The available federal dollars remains constant and is unlikely to increase in the current political climate. The amount of Federal College Work Study and Federal Supplemental Educational Opportunity grants has not increased since 1993.

- The annual aggregate limits for the direct loan program have not increased. Because of the $2,625 limit for freshman, we seriously diminish our ability to fund student financial needs, even with loans.

- RI State scholarship level remains constant for our instate students for AY 05-06.

- One can easily observe the financial strain on families by viewing the alternative loans and parent loans that families are now borrowing. In academic year 93-94, parents borrowed through alternative loans $1.2 million dollars. For this year, parents will borrow over $12 million, an increase of 900%— more than 26 times the inflation rate of 34% over the same period. With parent loans, the increase is from $2.3 million to over $15 million. Clearly, this borrowing demand impacts our recruitment and retention ability.

- Current total unmet need for the 2005 entering class is $8,327,351. Average unmet need for in-state students is $3,823, out-of-state $8,151 and regional $3,087.

- General fund grant dollars has increased from $3.7 million to $4 million while in-state increases in tuition, fees, room and board have amounted to $862. URI needs a $1.4 million increase so that the 1700 students currently receiving University grants, can stay even. With out-of-state increases in the $1,900 range, either alternative loans will once again increase or we will fail in our retention efforts.

URI compared to our peers and competitors

The committee examined information from the Common Data Set for 2004-5. There are many difficulties in making comparisons across different institutions, and we attempted to deal with these difficulties by making various adjustments. These adjustments mean that our conclusions are estimates, but we believe they capture the general picture.

The Common Data Set includes total dollar amounts of scholarships and grants which we divided by FTE enrollment to adjust for institution size. The results are shown in Table 1. Column 1 shows need-based financial aid per FTE. Column 2 shows non-need-based financial aid per FTE. Column 3 shows the percentage need met for students that were awarded any need-based aid. It should be noted that these tables do not include athletic scholarships which are reported in separate charts by institutions. URI's reported numbers in both need and non need based charts include URI Foundational and alumni scholarships. Among our peers, need-based scholarships and grants range from $2,154 at UConn to $3,007 at UMass Boston.

- URI is near the upper end of need-based scholarships and grants at $2,942.

- Among our peers, non-need-based scholarships and grants ranged from $45 at UMass Boston to $1,185 at UNH.

- URI is near the bottom of non-need-based scholarships and grants at $167.

- URI is at the bottom of our peers with respect to the percentage of need met for students that were awarded any need-based financial aid. We meet only 57% of need compared to a high of 89% at UMass Boston.

This final comparison is a bit deceptive because it depends on the in-state/out-of-state mix. URI has a higher proportion of out-of-state students paying higher tuition rates, and hence greater unmet need for those students. The final column of table 1 is an attempt to correct for that problem. By using in-state and out-of-state tuitions as well as in-state and out-of-state enrollments one can estimate total tuition revenue. The ratio of total financial aid dollars to total tuition revenue is defined as the discount rate. Comparisons across peers as well as private competitors can thus be made.

- The discount rate ranges from a low of 24.2% at UConn to a high of 37.5% at UNH. Because fees are not included UMass's discount rate is misleading.

- URI is in the middle with a discount rate of 28.5%

Table 1 uses estimates of total tuition revenue. The actual numbers for URI are
.

Total Undergrad Tuition $101,449,316
Discount $25,620,738
Undergraduate Discount Rate 25.25%

Yield Rates

The purpose of financial aid leveraging is to increase yield as well as make more effective use of financial aid dollars. It is hoped that the strategic use of financial aid will induce students to enroll at URI who otherwise would not and to limit funds to those who would enroll anyway. To make use of financial aid leveraging it is important to examine yield rates in as much detail as possible. At this date, we have learned the following about yield rates for this fall's entering class.

- The overall yield rate is 23%.
- The yield rate for men is higher than that for women—24.8% vs. 21.9%.
- Yield rates are higher for men in every college except CELS and NURSING. It should be noted that the higher yield rate for women in CELS exists only for in-state students. The out-of-state students in CELS show the typical pattern of higher yields for men than women.
- Yield rates differ across colleges from a low of 17% in BUSINESS to a high of 47.3% in PHARMACY.
- In-state students have higher yield rates than out-of-state students —43.3% vs. 15.3%
- The higher yield rate for in-state students is true for all colleges except PHARMACY.

The following results are based on those accepted freshmen who also applied for financial aid (a subset of all those accepted).

- When controlling for SAT level yield rates for students with centennial scholarships is significantly higher than for those without.
- Yield rates decline as SAT level rises. The 750-849 cohort has a yield rate of 79.8% while the 1350-1449 cohort has a yield rate of 28.7%
- The yield rate steadily declines with one exception. The 1150-1249 cohort drops to 25%. This pothole in the data appears in AS, BUS, CELS, and HSS. This has been attributed to the increase in the SAT cutoff for centennials, and is another indication that targeted financial aid increases yield.

Recommendations

There is enough evidence to suggest that the strategic use of financial aid to woo various applicants but not others has a qualitative as well as financial payoff. However, a great deal of research must be done and repeated annually to gain the necessary knowledge to successfully target those that could be induced to attend with awards and to reduce funding of those that would come without such inducement.

Summary of important findings

Summary point 1
Yield for centennial scholars has gone down over the past few years because the scholarship allocations have remained constant while the tuition and fees have increased and federal and state grant monies have remained constant. Centennial scholarships over the past four years have lost "buying power."

Summary point 2
The yield of students with financial need who were awarded financial aid but did not enroll at URI with SAT scores in ranges between 1000-1190 was considerable with a total of 1527 students. Most of these applicants were below the centennial scholarship range. In the 1200-1290 SAT range a total of 473 students did not enroll who were awarded aid. This latter group is the cohort where centennial scholarship may not have been enough.

Summary point 3
URI has less variety in across-the-board merit scholarships than other peer institutions. We offer centennial scholarships for a particular academic level where other institutions offer across-the-board merit scholarships at a variety of levels of academic achievement. While it is difficult to argue that need-based aid is important, it is also important to note that failing to enroll an adequate number of low-need/merit aid students, who tend to pay a greater portion of institutional costs, can lead to institutional inefficiency and greater costs for remaining students.

Summary point 4
URI must annually analyze yields across various categories in order to understand how to leverage with greatest success. We should establish a series of reports (yield reports) to allow the tracking of yields for various groups.

Recommendations:
Broaden the support for centennial scholarships to increase yields for students especially above the 1200 SAT and to help keep pace with inflating costs.

Create other across-the-board tiers of merit scholarships targeted to yield higher levels just under the centennial scholars in terms of SAT and class rank/GPA – those with SAT

scores between 1000-1190 and perhaps a class rank of top 40%. These could be called *"Presidential" or "Deans" Grants or Scholarships*

Allow flexibility by the Admissions/Enrollment Management staff in the offering of scholarship amounts to award both need based, non need based, and instate and out of state merit applicants along with the timing of making those awards to potential applicants.

- Future FA Research

    1. Assess student recruitment and admission trends. Generate regular data on demographic and financial characteristics of the student applicant pool, both enrolling and non-enrolling.
        a. Research should include an evaluation of whether or not inquiries and rates of conversion from inquiry to application have been increasing or decreasing.
        b. If applications have declined, are we disproportionately losing students who would be paying our full price?
        c. URI should track the average net tuition revenue generated in each segment (low need, low quality, how need, high quality, high need, high quality; high need, low quality).

    2. Obtain an understanding of our price position against primary competitors.
        a. Compile detailed information about competing "overlap" institutions – both public and private, including data on institutional characteristics such as enrollment trends, location, faculty credentials, enrollment by select academic programs, use of technology as a pedagogical tool, and available scholarships.
        b. The analysis should examine the relative competitiveness among entering students in terms of standardized test results, high school grade point averages, and class rank.
        c. Student characteristics should be analyzed and include gender and ethnic distributions, geographic origin, percentage of students residing on campus, and other descriptors.

    3. Recently, URI disseminated the College Board's *Admitted Student Questionnaire* that asks admitted students to tell us what they really think of our programs, recruitment literature, competition, and, more importantly, financial aid packages.
        a. Students also rate us on institutional image—e.g., highly respected, expensive—and characteristics—e.g., academic reputation, cost of attendance, and quality of academic facilities.
        b. The feedback will allow us to compare competitor polices, practices and awards distribution to better evaluate the price sensitivity of our students and appropriate financial aid allocation.

    4. Review the impact of financial aid on student retention. Obviously, because of the frequent changes in federal, state and institutional financial aid policies, it is often a challenge to make definitive comments on effects of financial aid on

student persistence and retention. Given this typical scenario, URI should annually analyze the effects of financial aid on matriculation and persistence. Furthermore, an institutional student tracking and financial aid database should be created, utilizing data warehousing technology, to focus on access, retention and degree-completion and financial aid of low-income, first generation and student of color enrollees.

NOTE: There is no one methodology to pricing and tuition discounting that will work for every college or university. It is critically important for each institution to chart its own path in the higher education arena, using information on competitors and its own historical data on the behavior of admitted students in order to understand its market niche, weigh strategic directives, and arrive at the best approach.

New Graduate Student Orientation
Tuesday, September 4, 2007
9:00 – 11:45 A.M.

Memorial Union Ballroom

9:00 – 9:30	Registration	
9:30 – 9:35	Introduction	Associate Dean Harold Bibb
9:35 – 9:40	Welcome	Provost M. Beverly Swan
9:40 – 9:50	The Graduate Experience	Vice Provost Lynn Pasquerella
9:50 – 9:55	The Graduate Student Association	Ms. Laura Gostin, Vice President Graduate Student Association
9:55 – 10:00	The Graduate Assistants' Union	Ms. Jocelyne Dolce, President Mr. Michael Bailey, Staff Representative
10:00 – 10:15	Frequently Asked Questions	Keith Killingbeck Associate Dean Graduate School
10:15 – 10:20	Disability Services	Pamela Rohland, Asst. Director Disability Services
10:20 – 10:25	The University Library	Amanda Izenstark, Asst. Professor Reference and Instructional Design Librarian
10:25 – 10:30	Career Services	Carolyn Thomas, Asst. Director Career Services
10:30 – 10:45	Residency for tuition purposes, Scholarships, Fellowships, Assistantships	Associate Dean Harold Bibb
10:45 – 11:00	Break – Refreshments	
11:00 – 11:50	Graduate Fair*	
12:00 Noon	Graduate Student Association Barbecue	On the Quadrangle

*A number of the offices that provide student services to graduate students are represented at the tables around the room. Please visit the tables to learn more about the services and opportunities that are available.

Who Does What In The Graduate School

NAME	TITLE	FOCUS	PHONE/EMAIL
Beverly Ladd	Sr. Word Processor	Receptionist MA/MS Non-Thesis Degree Audits Change of Grade Forms Leave of Absence Forms/Letters Withdrawal Forms Re-enrollment Forms	4-2262/bladd@mail.uri.edu
Megan Verry	Sr. Word Processor	Graduate Admissions	4-2873/mverry@uri.edu
Leslie Scott	Sr. Word Processor	Assistantships MA/MS Thesis Degree Audits Programs of Study Proposals Thesis Defense Setups Comps	4-2263/lscott@mail.uri.edu
Judith Minta	Sr. Word Processor	Theses/Dissertation Formatting	4-2177/Judith_minta@mail.uri.edu
Ruth Gormly	Executive Assistant	Deans' Assistant Clerical Supervisor PHD/Prof Deg Audits Dissertation Defense Setups Graduate Council Event Planning	4-2176/rgormly@mail.uri.edu
Dr. Padma Venkatraman	Coordinator of Graduate Diversity Affairs	Minority recruitment efforts in STEM disciplines Funding and retention practices to serve underrepresented minority students	Contact through Beverly Ladd
Eric Benevides	Systems Support Technician	Technical support for on-line Graduate Application Ecampus Graduate Admission Module Webmaster for Graduate School web page	4-4260/ebenny@uri.edu

URI-ID

The next important step is to acquire your new URI-ID card. Normally, all student ID's are given out in the Access Office just outside the Memorial Union Ballroom. However, because of the new e-Campus system, the Access Office has set up shop in the Atriums also located in the Memorial Union. Please stop at the Information Desk outside the Ballroom for directions to the Atriums.

NOTE: If you already have an older URI-ID card from previous years, you MUST acquire a new card. The old cards will not work with the new e-Campus system.

Your URI-ID card will display your system-assigned URI-ID number. This 9-digit number takes the place of using social security numbers for identification purposes. Your social security number will, however still be kept on file for positive identification purposes when necessary.

How to Subscribe to Gradschool Listserv

Send an e-mail message (with no subject) to LISTSERV@PETE.URI.EDU with the following command in the body of the message:

SUBSCRIBE GRADSCHL *username*

ex.: subscribe gradschl John Smith

New Graduate Student Orientation

Residency Issues

- ***Residence Requirements for Purposes of Voting and Taxation***

  The State of Rhode Island and the town in which you live routinely set these requirements. Details of these requirements may be obtained from the Town or City Clerk, and the Rhode Island Division of Taxation.

- ***Residency for Tuition Purposes***

  Residency for tuition purposes is determined on the basis of guidelines developed and adopted by the Rhode Island Board of Governors for Higher Education, and these guidelines are different from those used to determine residency for purposes of voting and taxation.

  Essentially, these regulations stipulate that if you have come to Rhode Island from another state to attend the University, you are considered an out-of–state student for the duration of your studies. While it is possible to have an out-of-state classification changed, changes in residency for tuition purposes are rare, and require strong evidence that permanent residency has been established.

Types of Support

Assistantships

Assistantships are awarded with the expectation that some service will be provided by the recipient.

Eligibility – Student must be in enrolled in a degree program, be in good standing and be a full-time student (for these purposes, enrolled in six or more credits).

Expectations – A student on a full – time assistantship is expected to spend **no more than 20 hours per week** on duties associated with the assistantship. For Teaching Assistants, **no more than 10 contact hours of classroom work may be expected.**

Value – Full tuition, a stipend at negotiated levels related to the student's educational background, and negotiated fees.

Scholarships

Scholarships are available from a variety of sources, and often the best source of advice on these will be your major professor, Graduate Program Director, or Department Chair. The Worldwide Web also can be useful in the search for support of this type. The value, deadlines and eligibility requirements for different scholarships varies substantially.

URI Graduate School Tuition Scholarships

Eligibility	Graduate students in good standing who will be full-time students during the period of the award, and **who are nominated by their department**
Deadline	The call for nominations goes out in February, with a deadline for nominations in early March
Number available	Variable, depending on budget
Criteria for selection	Financial need, academic promise, contribution to heterogeneity of student body
Value	Full tuition
Exclusions	Students holding assistantships or fellowships

Fellowships

The same sources should be consulted for information as were recommended for scholarships. The Graduate School and the Research Office regularly distributes information regarding specific fellowships to appropriate departments as this information is received. Value, eligibility and deadlines vary.

URI Foundation and Graduate School Minority Fellowships

Eligibility	Graduate students in good standing who are U.S. citizens and members of an ethnic minority group that is currently under-represented in the advanced levels of U.S. higher education. Students must be full-time and nominated by their department.
Deadline	The call for nominations goes out in February, with a deadline for nominations in early March
Number available	Three
Criteria for selection	Achievement and promise
Value	Tuition, fees and stipend based on academic level
Exclusions	Students holding assistantships or other fellowships or scholarships are not eligible

URI Graduate Fellowships

Eligibility	Graduate students in good standing who are candidates for the Ph.D. degree. Candidates must be nominated by their department and be full-time during the period of the award.
Deadline	The call for nominations goes out in February, with a deadline for nominations in early March
Number available	Variable depending on budget
Criteria for selection	Achievement and promise
Value	Tuition, fees and stipend based on academic level
Exclusions	Students holding assistantships or other fellowships are not eligible

Frequently Asked Questions

1. How do I register for classes and what do I need in order to register?

   Registration takes place on **e-Campus** at www.uri.edu. The schedule of courses is available on-line at the same site. In order to register, you will need a **user-I.D.** and **password for People Soft.** Instructions for signing up can be found on the website by clicking "Log onto e-Campus" and then "New Users Register Here."

2. Where do I get my new student I.D.?

   I.D.s are issued in the **Access Office** of the Memorial Union. The system-assigned I.D. number on your card replaces your social security number for identification purposes.

3. If I received an admissions' letter indicating that my admission was contingent upon submitting further materials such as transcripts and test scores, may I still register?

   Yes, at least for the first semester. A service indicator has been placed on your record, however, which will prevent you from registering for subsequent semesters until the requested materials have been submitted.

4. What if my address and other contact information changes? Who do I notify?

   Changes in names, e-mail and postal addresses, as well as phone numbers **should be up-dated on e-Campus** under SA Self Service and Personal Portfolio. **This is important!** The Graduate School needs to be able to contact you on a regular basis.

5. If I took graduate courses as a non-matriculated student (not as part of a degree-program) or at another institution, can they count toward my degree?

   Graduate students may **transfer up to one-fifth** of their total degree requirements (e.g. 6 credits for a 30 credit program).

   Advanced standing credits may be used for **two-fifths** of the total degree requirements (e.g. 12 URI credits as a non-degree candidate toward a 30 degree credit program).

   The **combination** of transfer and advanced standing credits **may not exceed two-fifths** of the total degree requirements.

6. When does someone get placed on academic probation and what happens next?

Academic probation occurs when a graduate student's Grade Point Average falls **below a 3.0.** You will be placed on provisional status, asked to meet with your advisor, and given a time-table for bringing your average up to good standing. If you are unable to do so, the Graduate Director of your program will be asked to make a recommendation to the Graduate School about continuation or dismissal.

7. What are the minimum grades I need to get credit for a graduate course?

There is no credit given for grades below a **B- at the 400-level** and for grades below a **C at the 500 and 600-levels**.

8. If I re-take a course and get a higher grade, can the lower grade be removed from my transcript?

No. Both grades will be calculated as a part of your G.P.A.

9. How long do I have to make up an Incomplete?

Graduate students have **one year** to make up an Incomplete. Extensions may be granted by the department. However, there is a three year limit to grade changes on transcripts.

10. Once I am in a program, do I need to enroll every semester?

Yes. Students must be enrolled until they graduate. If all requirements for the degree have been completed and the student only needs to take comprehensive exams in a non-thesis program, is finishing an incomplete, or finishing final copies of the thesis or dissertation, the student should sign up for **continuous registration** (CRG).

11. What happens if there is a crisis and I need to take off a semester?

You must **apply for a leave of absence**. Students who fail to do so will be considered permanently withdrawn and will need to apply for re-enrollment if they wish to return. Re-enrollment will require the payment of back CRG fees.

12. How long may I stay out on a leave?

There is a **four-semester limit** on leaves. Leaves may be requested for up to one year at a time, either prior to or early in the semester.

13. What if I need to withdraw?

Simply **complete a withdrawal form.** No special permission is needed. If there is a registration lapse of greater than one semester, you are considered voluntarily withdrawn.

14. What does it mean to be enrolled full-time?

Nine credits per semester (6 credits for graduate assistants). This is required of **international students,** who must be enrolled full-time until their final semester. At that point, they must request permission for part-time registration. It is also required of all **students being supported by graduate or research assistantships.** After satisfying qualifying exam requirements, **Ph.D. students** must be enrolled full-time for two consecutive semesters to meet residency requirements.

15. How can I learn about important deadlines?

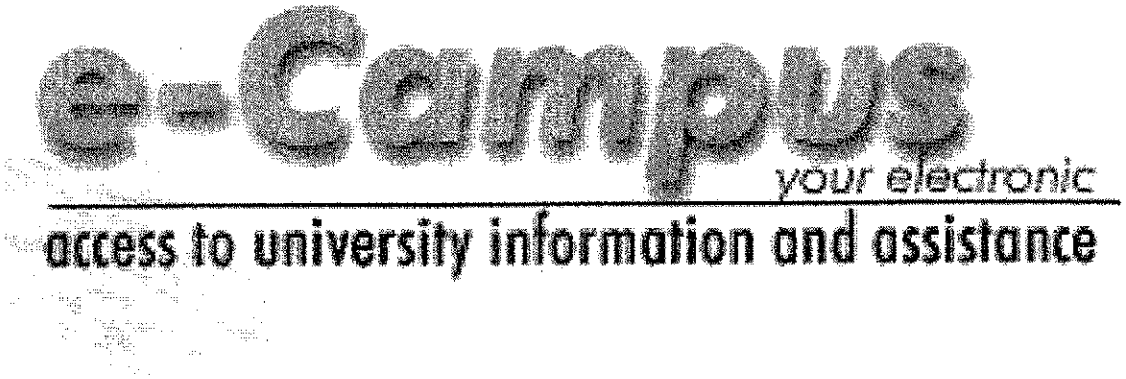
Read ***The Graduate Student Manual*** at www.uri.edu. and subscribe to the **Graduate School listserv.** Keep in contact with your Graduate Studies' Director, advisor, major professor and other students. A **Deadline Calendar** is on the Graduate School web site.

16. What if I fail my comprehensive exams?

With the permission of the examining committee, students who fail may re-take their exams ten weeks, but no more than one year, after their first exam. There is only one re-take permitted.

17. What if I have a complaint about a grade or exam results?

Speak to the professor or chair of the committee. If there is an unresolved issue, go to the department chair or Graduate Studies' Director. Further inquiries may be brought to the associate deans of the Graduate School and finally to the ombudsperson. **The process for filing academic appeals is outlined in *The Graduate Student Manual*.**



e-Campus provides access to personal, academic, and financial information through the internet. ***e-Campus***, through the PeopleSoft software, is a web-based, menu driven system.

All students must register to use ***e-Campus*** and must select a user ID and password to log onto the system. Within ***e-Campus***, a personal, secure account is maintained for you, which allows you to access the features of ***e-Campus*** that you need.

USER-ID AND PASSWORD

If you have not done so already, you must sign up for your user-ID and password. To sign up for your user-ID, go to the e-Campus website at http://www.uri.edu/ecampus and click on **First Time Users Register Here**. The remainder of the process is self-explanatory.

Once you have your user-ID and password, you will be able to sign on to e-Campus. To sign on, go to the e-Campus website at http://www.uri.edu/ecampus click on **Students**, and then on **Log on to Student Administration**. This will take you to the e-Campus sign-on page. Enter your userID and password.

URI-ID

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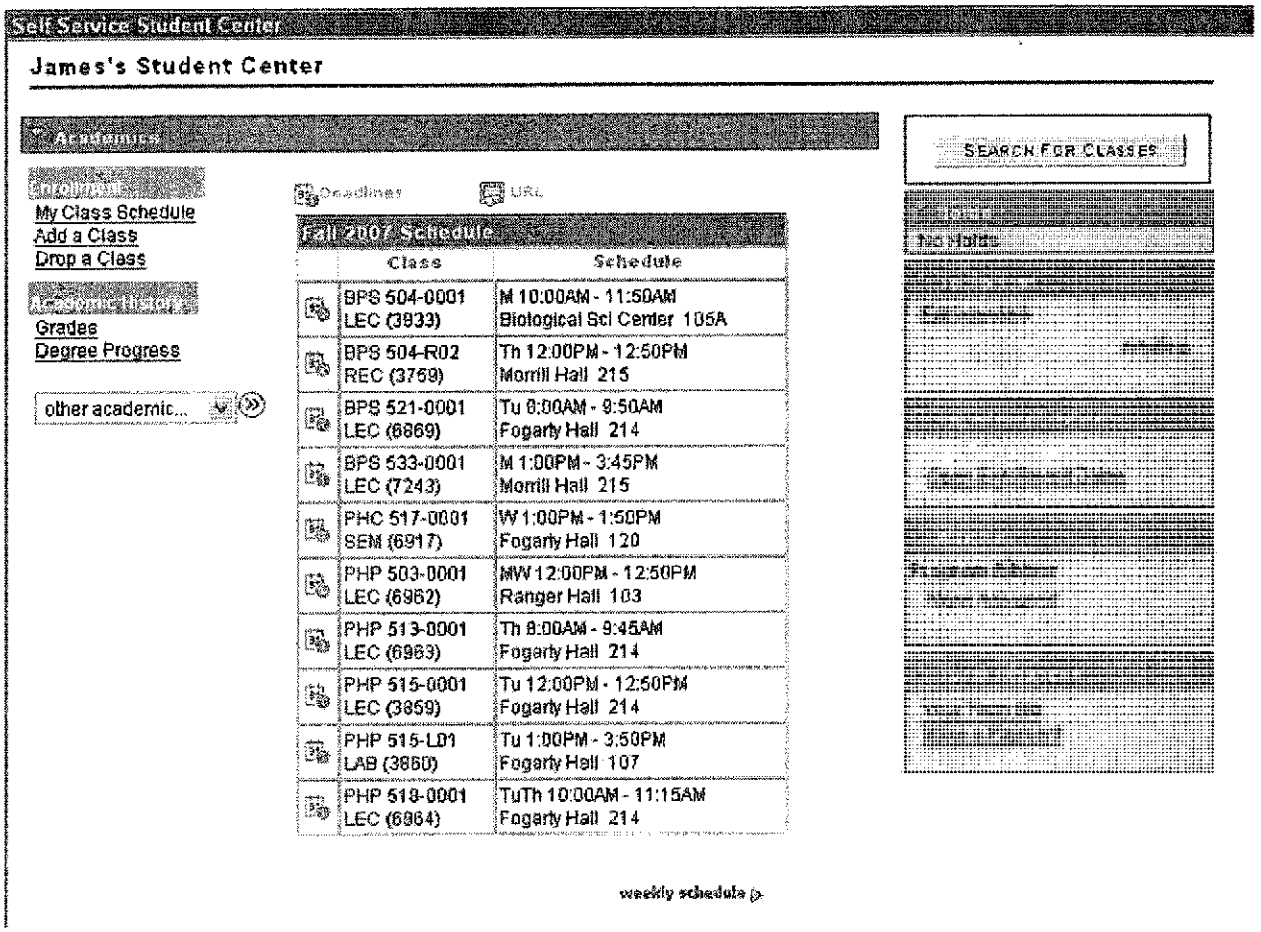
NOTE: Your URI-ID card will display your system-assigned URI-ID number. This 9-digit number takes the place of using social security numbers for identification purposes. Your social security number will, however still be kept on file for positive identification purposes when necessary.

Information Available via e-Campus

Self Service Student Center:



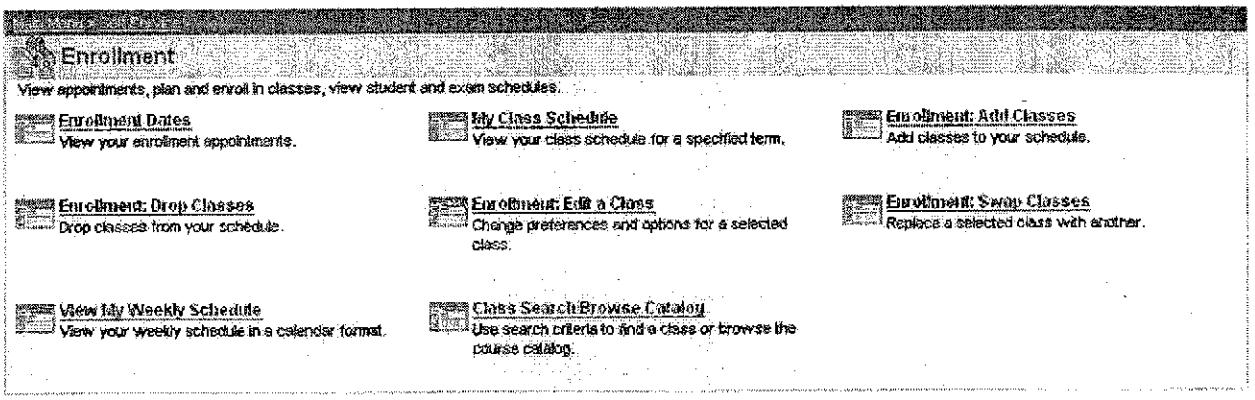
The most common tasks in e-Campus can now be accessed from the new Self Service Student Center locate on your personal e-Campus homepage, explore all of the options. For your convenience, we have provided navigation to the more important options below.

We ask that you **PLEASE** keep your Campus Personal Information up-to-date should we need to contact you.

EMAIL ADDRESSES ESPECIALLY: The Graduate School plans to utilize email addresses regularly. We recently used your email address contained in the e-Campus system to send out notices about orientation. Although about 10% of the notices were returned with undeliverable addresses, the success rate was of great importance to us. Please go into e-Campus as soon as possible and make sure your email address is correct. Don't miss out on important notices and information.

Enrollment:

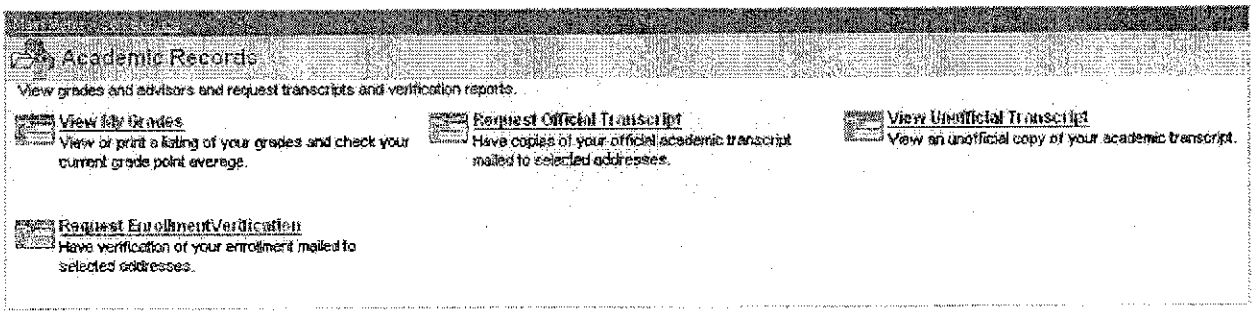
Navigation: Main Menu > Self Service > Enrollment



This page is used for registering for classes, viewing the catalog and/or class schedule, etc.

Academic Records:

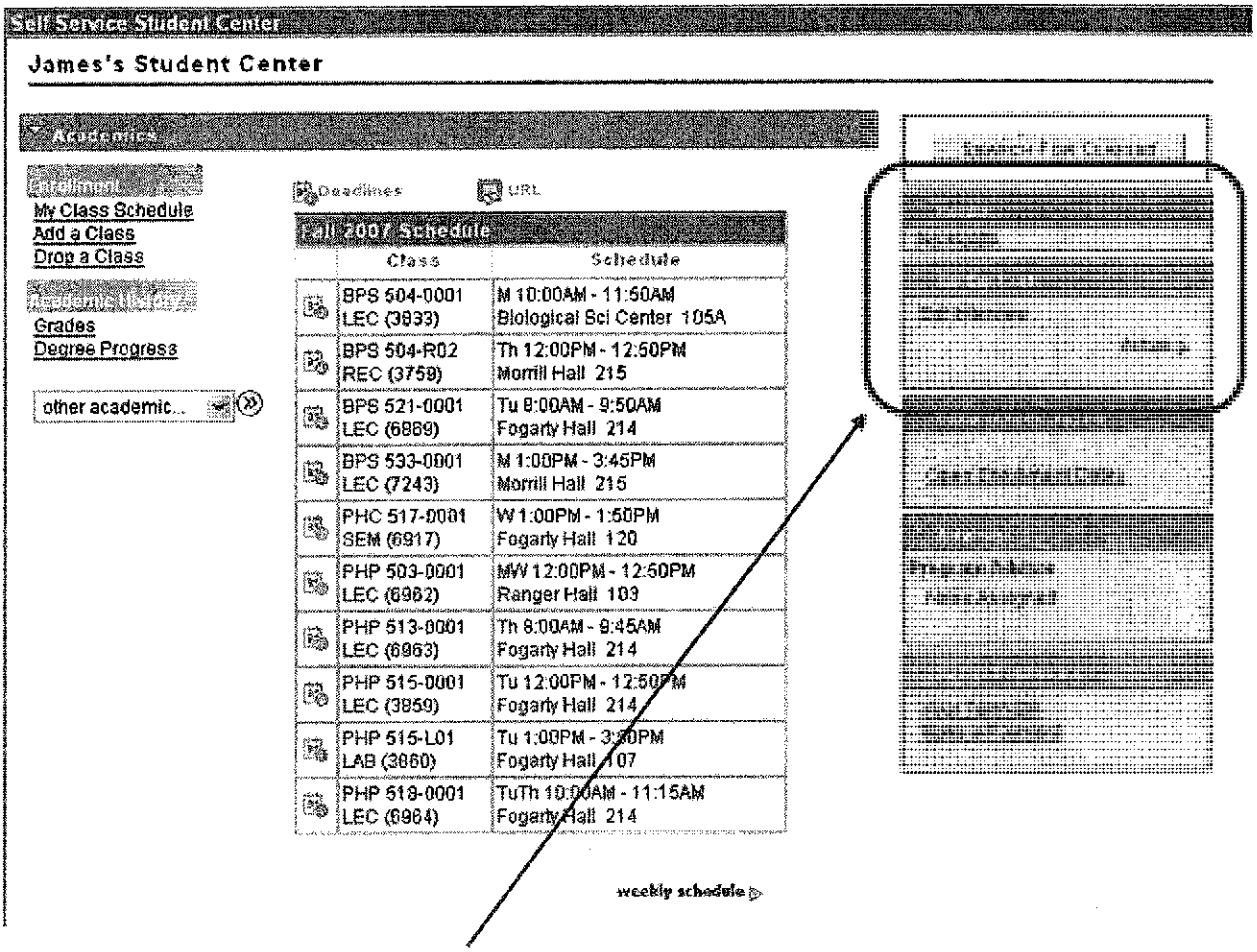
Navigation: Main Menu > Self Service > Academic Records



This page is used for viewing your grades/transcript, requesting official transcripts, etc.

The best way to learn about the system is to use it. Explore your options and become familiar with the valuable information that is available to you from your own computer.

Holds and To Dos:



You will notice the section on Holds and To Dos in your Self Service Student Center. The Holds will display any Service Indicators (formally called sanctions) that could interrupt your student status. For example, if you were conditionally admitted based on the receipt of official test scores, or perhaps official transcripts showing the award of your bachelor's degree, then a Service Indicator was placed on your record. That Hold will prevent you from registering for classes for the spring semester. Clicking on Holds will display the reason for the Hold and give you information on who to contact.

Each admitted student has been assigned a checklist of admission items. If there is anything missing from your admission packet, those items will be displayed in the To Do page. Also, we will be creating checklist for graduation requirements. When you approach graduation time and have been nominated for graduation, this checklist will be assigned to your file and you will be able to click on To Dos and see what requirements are still needed for graduation. We hope to have that in place before the end of this calendar year.

For help, the e-Campus help desk phone number is 874-HELP (4357), or email at helpdesk@uri.edu.

UNIVERSITY OF RHODE ISLAND THE GRADUATE SCHOOL
INSTRUCTIONS FOR PREPARING PROGRAMS OF STUDY FOR THE MASTER'S DEGREE

PURPOSE - Programs of study for all Master's degree candidates are **due by the end of the first semester of graduate study** (completion of nine credits for part time students). This requirement is to ensure that, at an early stage, the student and her/his major professor have developed a co-ordinated and balanced program of course work designed to meet both the student's individual needs and the requirements of the program and the Graduate School. The program of study should include all post-baccalaureate work taken at the University of Rhode Island, as well as courses taken or to be taken at other institutions to satisfy the degree requirements. Program requirements are discussed in Section 9.10 of the Graduate Student Manual (GSM 9.10). Regulations governing work taken in non-matriculating status are given in GSM 3.30, transfer credit in GSM 7.20, and credit by examination in GSM 7.30.

The PROGRAM CREDIT section should include a listing in numerical order of the courses taken or to be taken to satisfy degree requirements, beginning with the courses in the major department and followed by program courses in related fields. *A star should follow the course number for all courses specifically required by the program. For work already completed, the final grade should be noted. All courses taken for program credit should be at the 400 level or above. At least half of the total course credits required in a Master's program must be at the 500 and 600 level. Upon the recommendation of the major professor and with the approval of the Dean of the Graduate School, a maximum of 12 credits of work taken in non-matriculating status may be used to satisfy program requirements. Transfer credit (six maximum) must also fit within the overall maximum of 12 credits mentioned above. Courses which are being used as replacements for core requirements should be listed in the transfer section, with the required course that is being replaced listed in parentheses.*

For "Special Problems" or "Directed Study" or any other open ended course, the sub-title should be listed and a brief abstract of the content of the study should be attached. These problems should be separate from, and independent of, the thesis research. The number of credits of graduate student seminar should be kept to a minimum. In thesis programs, the thesis research should be listed as (Dept) 599 and six-nine credits should be entered.

When credit is desired for work taken elsewhere, the course(s) should be listed in the Transfer Credit section. An official transcript (sent directly from the other institution) should be on file in the Graduate School Office. A catalog description of the course and an explanation of the school's numbering system should also be submitted. These courses must satisfy the requirements for transfer credit stated in Section 7.20 of the Graduate Student Manual. If the courses are to be taken after the student has enrolled at URI, approval must be secured in writing from the Dean of the Graduate School **prior to registering** for the course(s). After the course(s) has been completed, an official transcript should be requested and sent directly to the Graduate School.

The NO PROGRAM CREDIT section should include courses taken to satisfy entrance deficiencies, course prerequisites and tool or language requirements, as well as courses not essential to the Program of Study, and Thesis Research beyond the six credits allowed for program credit. The student must be sure to include all courses taken or to be taken at URI for no program credit. Courses at the 400 level or above **must be designated for no program credit before they are taken if failing grades are not to be included in the calculation of the overall grade point average.**

At least four copies, with at least one bearing original signatures, of the Program of Study must be submitted for approval. The program should be signed by the student, approved by the Major Professor (or entire program committee when required by the Department), and endorsed by the Director of Graduate Studies or Department Chairperson prior to submission to the Graduate School Office. Approved copies will be returned to the student, major professor and department, via the department secretary.

3/96/sph
msposinstr

MASTER'S DEGREE PROGRAM OF STUDY

STUDENT'S NAME_____ SOC.SEC.NUMBER_____

DEPT/PROGRAM_____ DEGREE_____ (Thesis)(NonThesis) (circle appropriate)

I hereby certify that all course work taken at the University of Rhode Island is included below and that grades are indicated for all courses completed.

_____ _____

Student's Signature Date

PROGRAM CREDIT COURSES CONSTITUTING THIS STUDENT'S MASTER'S PROGRAM

Course Dept/No	Title	Credits & Grade	Course Dept/No	Title	Credits & Grade
			599	Thesis:	
				Transfer Credit:	
				Total Credits:	

PROGRAM CREDIT TO BE TRANSFERRED FROM OTHER INSTITUTIONS

Official transcript and certification that coures are graduate level courses acceptable for program credit at the other institution must be provided before approval is final.

Course Dept/No	Title	School	Grade (Qtr/Sem)	Credit	Date Compl.	Equiv Course

COURSES TO BE TAKEN AS NON-PROGRAM CREDIT

Course Dept/No		Credits & Grade	Course Dept/No		Credits & Grade

ADVISER/MAJOR PROFESSOR_____ DATE_____

DEPARTMENT CHAIRPERSON_____ DATE_____

DEAN, GRADUATE SCHOOL_____ DATE_____

UNIVERSITY OF RHODE ISLAND — THE GRADUATE SCHOOL

PETITION FOR CHANGES IN GRADUATE PROGRAM

NAME _____ DEPT/PROGRAM _____

DEGREE _____ SS# _____
(Master's, Ph.D.)

ADD:			REMOVE:		
Course Dept/No	Title	Credits & Grade	Course Dept/No	Title	Credits & Grade
	PROGRAM CREDIT COURSES				
	Total Credits Added:			Total Credits Removed:	
				New Program Total:	
	NON PROGRAM CREDIT				

For open-ended courses, use Sub-Title and attach an abstract of the course.

If a course is to be taken at another institution, please indicate where (_____) and attach a description of the course(s) and the course numbering system at that institution. After the course(s) has been completed, an official transcript should be requested.

REASONS FOR REQUESTED CHANGE(S): _____

_____

_____

SIGNATURES:

_____
Student — Date

_____
Major Professor — Date

_____
Ph.D. Committee — Date

_____
Date

_____
Department Chairperson — Date

_____
Dean, Graduate School — Date

progchng
11/91/

UNIVERSITY OF RHODE ISLAND THE GRADUATE SCHOOL
INSTRUCTIONS FOR PREPARING PROGRAMS OF STUDY FOR THE PH.D. DEGREE

PURPOSE - Programs of study for all Ph.D. degree candidates are due by the **end of the first semester of graduate study** (completion of nine credits for part-time students). Students who have earned a master's degree in the same or a closely related field must submit six (6) copies of a final program approved by all members of the doctoral committee. Students who have been admitted directly from a bachelor's degree or who have earned a master's in a different field may submit four (4) copies of a tentative program of study signed by the adviser/major professor. After these students have passed the Ph.D. qualifying examination, they must submit six (6) copies of a final program. This requirement is to ensure that, at an early stage, the student and the major professor (and the Ph.D. committee) have developed a coordinated and balanced program of course work designed to meet both the student's individual needs and the requirements of the program and the Graduate School. The program of study should include all post-baccalaureate work taken at the University of Rhode Island, as well as courses taken or to be taken at other institutions to satisfy the degree requirements. Program requirements are discussed in Section 9.20 of the Graduate Student Manual (GSM 9.20). Regulations governing work taken in non-degree status are given in GSM 3.32, transfer credit in GSM 7.20 and credit by examination in GSM 7.30.

The PROGRAM CREDIT section should include a listing in numerical order of the courses taken or to be taken to satisfy degree requirements, beginning with the courses in the major department and followed by program courses in related fields. A star should follow the course number for all specific core requirements. For work already completed, the final grade should be noted. For "Special Problems" or "Directed Study" or any other open-ended course, the subtitle should be listed and a brief abstract of the content of the study should be attached. These problems should be separate from and independent of the thesis research. The number of credits of graduate student seminar should be kept to a minimum. Thesis research should be listed as (Dept) 699 and a minimum of 18 credits should be entered. All work beyond the master's degree must be at the 500 and 600 level. Students continuing directly from a bachelor's degree may include up to 15 credits of courses at the 400 level. Additional courses at the 400 level or below may be required to remedy deficiencies. These should be listed as such in the section for no program credit. Upon the recommendation of the major professor and program committee and with the approval of the Graduate Dean, Ph.D.. candidates with a master's degree in the same or closely related field may receive up to 30 credits of transfer credit for a master's degree earned at an accredited institution. A maximum of 12 credits of coursework taken at URI prior to matriculation as a Ph.D. degree candidate but not included in a previous degree may be included in the request. When credit is desired for work taken elsewhere, the course(s) should be listed in the Transfer Credit section. An official transcript (sent directly from the other institution) should be on file in the Graduate School Office. These courses must satisfy the requirements for transfer credit stated in Section 7.20 of the Graduate Student Manual. If the courses are to be taken after the student has enrolled at URI, approval must be secured in writing from the Dean of the Graduate School prior to registering for the course(s). After the course(s) has been completed, an official transcript should be requested and sent directly to the Graduate School. Courses taken

elsewhere for which the waiver of a core requirement (but not transfer credit) is being recommended, should also be listed in the transfer section with the required course that is being replaced noted in parentheses.

The NO PROGRAM CREDIT section should include courses taken to satisfy entrance deficiencies, course prerequisites, and research tool or language requirements, as well as courses not essential to the Program of Study. The student must be sure to include all courses taken or to be taken at URI for no program credit. **Courses must be designated for no program credit before they are taken if failing grades are not to be included in the calculation of the overall grade point average.**

At least four copies of the tentative and six copies of the final program of study must be submitted for approval. The program should be signed by the student, approved by the Major Professor (entire program committee for final program) and endorsed by the Director of Graduate Studies or Department Chairperson prior to submission to the Graduate School office. Approved copies will be returned to the student, major professor, program committee and department via the department secretary.

3/96/sph
phdposinst

DOCTORAL DEGREE PROGRAM OF STUDY

STUDENT'S NAME_____ SOC SEC NUMBER_____

DEPT/PROGRAM_____ DEGREE_____

I hereby certify that all course work taken at the University of Rhode Island is included below and that grades are indicated for all courses completed.

_____ _____

Student's signature Date

PROGRAM CREDIT COURSES CONSTITUTING THIS STUDENT'S DOCTORAL PROGRAM

Course Dept/No	Title	Credits & Grade	Course Dept/No	Title	Credits &Grade
			699	Dissertation	
				Masters Degree	
				Transfer Credit	
				Total Credits	

Master's Degree: From: Date Awarded:

PROGRAM CREDIT TO BE TRANSFERRED FROM OTHER INSTITUTIONS

Official transcript and certification that courses are graduate level courses acceptable for program credit at the other institution must be provided before approval is final.

Course Dept/No	Title	School	Grade	Credit (qtr/sem)	Date Compl	Equiv Credit

COURSES TO BE TAKEN AS NON-PROGRAM CREDIT

Course Dept/No	Title	Credits & Grade	Course Dept/No	Title	Credits & Grade

MAJOR PROFESSOR_____ _____

DEPARTMENT CHAIRPERSON

SECOND MEMBER_____ _____

THIRD MEMBER_____ DEAN OF THE GRADUATE SCHOOL

FOURTH MEMBER_____ DATE_____

3/01/sph phdpos

UNIVERSITY OF RHODE ISLAND

Graduate School

Statement on Thesis/Dissertation Proposals

Revised 8/2000

I. Introduction

A thesis proposal states a problem to be investigated and describes how the research will be performed and reported. Approval signifies that it meets the standards of the University of Rhode Island for the degree desired. Therefore, the preparation and writing of the thesis proposal are of utmost importance. Although the student is expected to seek guidance in the choice of topic and the method of solving the problem involved, responsibility for the proposal lies with the student who will, as far as possible, work independently and demonstrate the ability to plan and outline an acceptable research project. Adherence to the guidelines given below should assure the student that all information necessary for the satisfactory evaluation of the plans for master's or doctoral research will be included in the proposal.

II. Format

Thesis proposals are to be typed double-spaced and submitted with a cover sheet (attached). Sufficient copies of the proposal must be provided to permit distribution to the Graduate School, Institutional Review Board or Institutional Animal Care and Use Committee if required (see Sec. III), department, major professor, thesis or doctoral committee, and the student. While no length is stipulated for proposals, it is expected that the student will present the required information as concisely and clearly as possible and that, under ordinary circumstances, proposals will not exceed five or six pages. The ability to describe concisely a research problem and methodology is one of the skills that the thesis process is designed to develop.

III. Submission

Thesis proposals should be submitted before substantial research has been completed. Typically, it should be submitted before or during the first semester in which the student registers for research credits. In all cases, however, in order to be eligible to graduate in a particular semester, the proposal must be submitted by the deadlines specified in the Graduate School's Annual Calendar.

All copies of the thesis proposal must be signed by the members of the student's thesis or doctoral committee, who thereby approve the proposal for forwarding by the student's major professor via the department chairperson and/or program director to the Vice Provost for Graduate Studies, Research and Outreach. The Vice Provost is charged with responsibility for review and approval or rejection of all proposals. Proposals that do not meet the standard of the Graduate School will be returned to the student for revision and resubmission. Approved proposals are returned to the department for distribution, with one copy retained in the student's file at the Graduate School

Research Involving Human Subjects, including the use of questionnaires to collect data, must also be approved by the University's Institutional Review Board (IRB) as meeting University and Federal guidelines. In such cases, the box provided on the *Thesis/Dissertation Proposal Approval Sheet* should be checked. An *IRB Policies, Procedure and Forms* packet is available in hard copy at the **Research Office, 70 Lower College Road** on the Compliance Office web site at: http://www.uri.edu/research/tro/irbmain.htm. A condensed version of IRB policies and procedures is found in Appendix D of the *Graduate Student Manual.* The principal investigator and/or department chairperson shall make a preliminary determination of how the research involved will be reviewed (Exempt, Expedited, or Full Board Review.)

After all committee and departmental signatures have been obtained, one (1) copy of the complete thesis or dissertation proposal with the signed approval sheet attached should be submitted to the Director of Compliance at the Research Office along with the appropriate number of copies of the proposal abstract (see IRB packet for details.) The proposal abstract should contain the following information:

- Completed IRB Proposal Abstract Cover Sheet from IRB packet
- Summary of Research Project including:

  Subjects to be involved (describe fully, including how they will be recruited)

  Nature of the subjects' participation;
- A statement concerning the diversity of the subjects or a reason for exemptions (see IRB packet for details);
- A signed Assurance Form from IRB packet
- Informed Consent (include all elements contained in sample Informed Consent Form in IRB packet).

Informed consent (include all elements contained in sample Informed Consent Form in IRB packet).

Copies of any research tool to be utilezed.

The IRB meets on the third (3rd) Thursday of each month. Materials must be submitted to the Director of Compliance at the Research Office two (2) weeks in advance of the desired review date.

Following the IRB review the student will receive an *Action Report* stating the status of the research proposal, either "Approval Pending" or "Approved." **"Approval Pending"** requires submission of additional information before approval is granted. The additional information is reviewed by the IRB Chairperson and, if satisfactory, an Approved *Action Report* is issued. **"Approved"** indicates that the student may proceed with the research project. Approved projects are assigned a monitoring date on the *Action Report* (see Monitoring section of IRB packet). All investigators will receive a monitoring form in advance of that date. It must be completed and returned to the Research Office ten days before the designated date.

When the student receives the *Action Report* stating that the IRB has approved the research proposal, the **student may pick up the *Thesis/Dissertation Proposal Approval Sheet*, at the Research Office.** It is the student's responsibility to submit the approved *Thesis/Dissertation Proposal Approval Sheet* (one with original signatures and four copies) attached to five (5) copies of the approved research proposal to the Graduate School for the Vice-Provost's signature. The original copy, with the approval sheet signed by the Director of Compliance and the Vice-Provost, will be placed on file at the Graduate School. The other four copies will be returned to student's department for distribution.

Research Involving Vertebrate Animals must be reviewed and approved by the Institutional Animal Care and Use Committee (IACUC). A letter of explanation and Protocol Review Abstract Form with the required format (hard copy and/or disk) is available at the Research Office, 70 Lower College Road or on the web at: http://www.uri.edu/research/tro/irbmain.htm. A condensed version of IACUC policies and procedures is found in Appendix E of the Graduate Student Manual. The student's research proposal must be submitted to the Director of Compliance at the Research Office for the IACUC review. In addition, the Public Health Service and the U. S. Department of Agriculture require an annual report of the status of each continuing project funded by the agency with respect to animal use protocols and the use of live animals in research and teaching. These reports must be submitted to the Director of Compliance for review by the IACUC.

The student's major professor and/or department chairperson is responsible for submitting the necessary materials under these procedures when the principal investigator is a student.

The committee's review process will include:

- Consideration of the animal models to be used (number and kind)

- Rationale for use of animals in the project
- Husbandry and health care of the animals
- Research protocols (especially animal experimental procedures)
- Pain relief during experimentation
- Special animal needs
- Potential biohazards. Prior approval from the Biohazard Committee is required before submission to IACUC.

The project director and the instructor have the responsibility to be knowledgeable about federal, state, local and University regulations governing the use of animals. A copy of these regulations is available at the Research Office Library

The IACUC meets on the fourth (4th) Monday of each month to review all protocols submitted. Materials must be submitted to the Director of Compliance at the Research Office two (2) weeks in advance of the desired review date. All incomplete proposals will be returned to the principal investigator, instructor, or major professor with recommendations regarding compliance with Federal and University policies and procedures. The materials submitted must include:

- One (1) copy of the approved thesis or dissertation proposal
- Twelve (12) copies of the *Protocol Review Abstract Form*

Following IACUC review the student will receive an *Action Report* stating the status of the research proposal, either "Approval Pending" or "Approved." **"Approval Pending"** requires submission of additional information before approval is granted. The additional information is reviewed by the Chairperson of IACUC and, if satisfactory, an Approved *Action Report* is issued. **"Approved"** indicates that the student may proceed with the research.

When the student receives the *Action Report* stating that the IRB has approved the research proposal, the **student may pick up the *Thesis/Dissertation Proposal Approval Sheet*, at the Research Office**. It is the student's responsibility to submit the approved *Thesis/Dissertation Proposal Approval Sheet* (one with original

signatures and four copies) attached to five (5) copies of the approved research proposal to the Graduate School for the Dean's signature. The original copy, with the approval sheet signed by the Director of Compliance and the Dean, will be placed on file at the Graduate School. The other four copies will be returned to student's department for distribution.

Questions concerning submission of research proposals should be directed to the Research Office (401) 874-4328.

IV. Contents

Thesis Proposals shall contain the following sections, presented in the order shown:

A. Title of the Study

This is the title as the student conceives it at the time the proposal is submitted. It should be no more than 100 characters in length. As the research develops, various rephrasings of the title may prove better suited to the work. In such cases, the most satisfactory one will be used for the thesis, the final formal report of the investigation. Please note that at that time a title abstract of 40 characters or less must be submitted.

B. Statement of the Problem

Limit the statement, if possible, to two or three sentences, and note in precise language exactly what is to be investigated. To amplify the statement, it is usually desirable to list:

- The scope or limitations of the problem;
- Either one or more hypotheses the research seeks to test or the objectives expected will be attained as a result of the study.

Major assumptions that underlie both the study as a whole and the methodology to be followed should be indicated.

C. Justification for and Significance of the Study

This section of the proposal includes:

- A brief statement of the reasons for the selection of the problem;

- The relation of the principal literature to the proposal;
- An explanation of the study's importance to the advancement of knowledge and its significance to the student.

The problem selected should be substantial enough to constitute a good example of a report of a scholarly investigation. Completion of a project or several unrelated projects does not satisfy this requirement. At the Ph.D. level the work should constitute a significant increase in the pool of knowledge.

D. Methodology or Procedures

This section describes the activities necessary to achieve the objectives. Methods should flow naturally from the problems and objectives, should include:

- A research design
- General characteristics of the study population
- Location or setting in which the study will take place, calendar events in carrying out the study
- Sampling design and procedures
- Data collection schedule
- Brief description of instruments and tools for collecting data (validity, reliability, and pre-testing of the data collecting instruments)
- Definition of the most important terms and concepts
- Data processing procedures and procedures of data analysis as appropriate

E. Resources Required

The last part of the thesis proposal is a statement of the resources needed for the successful completion of the study and an indication of their accessibility to the student proposing to use them. Books, letters, manuscripts, raw data, technical reports, laboratory equipment, and existing and proposed measuring devices, as well as other facilities, are all possible aids to and resources for research and should be included as they pertain to the solution of the problem under investigation.

F. Literature Cited in the Proposal

The most persistent difficulty with thesis proposals is lack of evidence that a search of the literature took place in framing the problem to be studied. The absence of evidence that the scholarly literature in the field has been consulted might be due to one or more of the following reasons:

1. That it was omitted because the student was not aware that it was required;
2. That the student was unfamiliar with the library as a resource in developing the research proposal.
3. That, having searched the literature of the field, the student found that the problem was unique, and therefore, could not be documented. If so, it is important to note where the literature stops and the proposed research starts, itself an intriguing scholarly problem.
4. That the thesis problem has been provided "ready-made" as a spin-off from a larger study, so that no literature search appeared to be needed. One might question the wisdom of thus isolating the student from the scholarly literature, however valid and important the research topic.

G. Revised Proposals

If, as the research proceeds, a significant change in subject or methodology becomes necessary, a revised proposal should be submitted. Sometimes an abbreviated format can be used for such changes. The student or major professor should contact the Graduate School for assistance in such cases.

THESIS/DISSERTATION PROPOSAL APPROVAL SHEET

Attach one copy of this sheet to each copy of the proposal submitted. Submit one copy for the Graduate School Office, one to be returned to the student, one for each committee member, and as many additional copies as are required by the Department.

Name of Candidate: (PRINT): _____
Last First Middle

Degree Sought: _____

Department: _____

Title of Proposed Thesis: _____

_____

APPROVED BY THE FOLLOWING FACULTY MEMBERS

1. _____
Major Professor Signature (Please Print Name Here) Department Date

2. _____
Committee Member Signature (Please Print Name Here) Department Date

3. _____
Committee Member Signature (Please Print Name Here) Department Date

4. _____
Committee Member Signature (Please Print Name Here) Department Date

5. _____
Acknowledged by Dept. Chairperson Department Date

Does the proposed research involve human subjects (including the use of questionnaires for data collection) or live vertebrate animals? Check appropriate boxes and sign below. If "yes" see section III of the Statement on Thesis/Dissertation Proposals for further instructions. ☐ NO ☐ YES (if YES, complete the rest of this section.)

☐ Human Subjects
IRB Approval #_____

☐ Animals
IACUC Approval # _____

6. _____
Signature of Student Date Phone Number

APPROVED FOR UNIVERSITY INSTITUTIONAL REVIEW BOARD/INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE BY:

7. _____
Signature Date

8. _____
Dean, the Graduate School Date

Distribution: Graduate School, Department, Major Professor, Committee, Student Institutional Review Board/Institutional Animal Care and Use Committee.

dg/11-04 propform

UNIVERSITY OF RHODE ISLAND
UNIVERSITY MANUAL
SECTIONS ON CHEATING AND PLAGIARISM

8.27.10 Cheating and Plagiarism. Students are expected to be honest in all academic work. Cheating is the claiming of credit for work not done independently without giving credit for aid received, or any unauthorized communication during examinations.

8.27.11 A student's name on any written exercise (theme, report, notebook, paper, examination) shall be regarded as assurance that the work is the result of the student's own thought and study, stated in the student's own words and produced without assistance, except as quotation marks, references and footnotes acknowledge the use of other sources of assistance. Occasionally, students may be authorized to work jointly, but such effort must be indicated as joint on the work submitted. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is given by the instructors.

8.27.12 In preparing papers or themes, a student often needs or is required to employ sources of information or opinion. All such sources used in preparing to write or in writing a paper shall be listed in the bibliography. It is not necessary to give footnote reference for specific facts which are common knowledge and have obtained general agreement. However, facts, observations and opinions which are new discoveries or are debatable shall be identified with correct footnote references even when restated in the student's own words. Material taken word for word from the written or oral statement of another person must be enclosed in quotation marks or otherwise clearly distinguished from the body of the text and the source cited. Paraphrasing or summarizing the contents of another's work usually is acceptable if the source is clearly identified but does not constitute independent work and may be rejected by the instructor.

8.27.13 Notebooks, homework and reports of investigations or experiments shall meet the same standards as all other written work. If any work is done jointly or if any part of an experiment or analysis is made by someone other than the writer, acknowledgment of this fact shall be made in the report submitted. Obviously, it is dishonest to falsify or invent data.

8.27.14 Written work presented as personal creation is assumed to involve no assistance other than incidental criticism from others. A student shall not knowingly employ story material, wording or dialogue taken from published work, motion pictures, radio, television, lectures or similar sources.

8.27.15 In writing examinations, the student shall respond entirely on the basis of the student's own capacity without any assistance except that authorized by the instructor.

8.27.16 Instructors shall have the responsibility of insuring that students prepare assignments with academic integrity. Instructors shall do all that is feasible to prevent plagiarism in term papers or other written work.

8.27.17 Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final. The Vice Provost for Urban Programs shall be considered the instructor's dean only in cases of courses offered exclusively through the Alan Shawn Feinstein College of Continuing Education (e.g. courses with the code BGS).

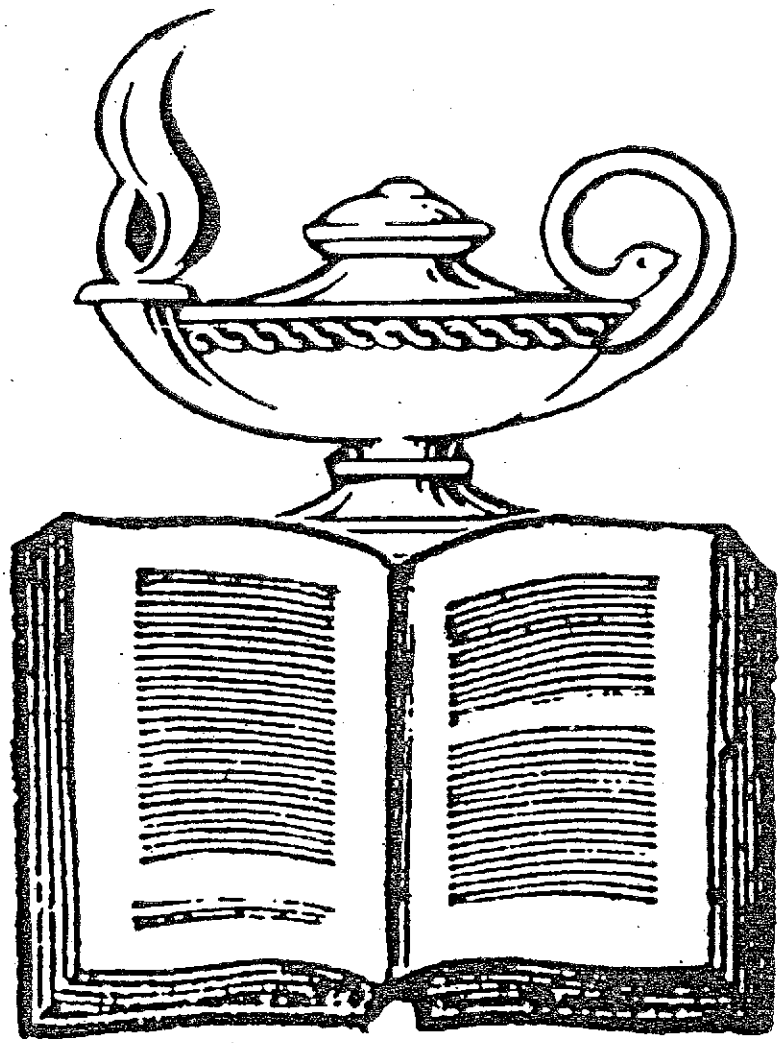
8.27.18 If the violation warrants more severe censure, the instructor may recommend additional action to the instructor's dean. Upon this recommendation the dean may authorize the instructor to fail the student in the course. The student or instructor may appeal the dean's decision to the Provost and Vice President for Academic Affairs whose decision on the appeal shall be final.

8.27.19 Either the instructor, the instructor's dean or the student's dean may request judicial action (see 9.21.10-31) on an allegation against a student for cheating or plagiarism. Any of the judicial sanctions listed in sections 9.22.10-18 may be imposed after a finding of guilty. If the request comes from an instructor it shall be accompanied by a statement of position from the instructor's dean (see 9.20.10 and 9.21.10).

8.27.20 Any record of scholastic integrity infractions where actions have been taken (i.e., assignment of an "F" on an assignment and notification of the student's dean, dean's authorization to assign an "F" for the course, referral to the University Board on Student Conduct) will be forwarded to the Office of Student Life. A cumulative file will be maintained in that office. The Dean of Students shall notify the student's dean of subsequent infractions.

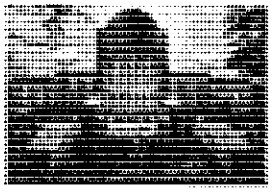
available at:
www.uri.edu/gsadmis/GTC.html
Campus Copy

GRADUATE STUDENT MANUAL



The Graduate School
The University of Rhode Island

Quinn Hall, Kingston, RI 02881-0809
(401) 874-2262



HELIN Catalog
E-Journals
Reference Databases
Internet Resources
User Guides
Library Skills Tutorial
Special Collections

University Libraries

Last updated: 6/05/07

Quick Links
For Graduate Students

Getting Started

Can anyone show me around the library?

- Kingston Library Self Guided Tour

How do I get a library card?

- Understanding Your Library Barcode

Using the University Library

What are the Library's hours?

- Hours
- 24-Hour Study Room

Where's the catalog?

- HELIN Library Catalog

How long can I keep a book out? Can I renew it?

- Circulation — Loan periods
- Circulation — Renewals

How can I get a book someone else has borrowed?

- Circulation — Recalls

What if the book I need is at another HELIN library?

- HELIN Loan
- InRhode - Links to Brown University Catalog

Will the Library buy a book I need?

- Subject Selectors
- Collection Management — Online Book Suggestion Forms

What periodical indexes are available online? How do I use them?

- Reference Databases
- User Guides — Database Guides

Can I get into these databases from home / off-campus?

- Remote Access to Library Online Resources

How do I know if the Library subscribes to the journal I need?

- HELIN Library Catalog — Searching for Periodicals

- HELIN Library Catalog

Can I get journal articles online?

- E-Journals
- HELIN Library Catalog — Searching for Periodicals

Can I reserve a room in the Library to work in?

- Individual Research / Study Carrels

Can I use my laptop computer in the Library?

- Internet Access for Laptop Computers

Is there someone I can talk to for help?

- Reference Desk
- IM URILibrarian
- Subject Selectors / Specialists

Beyond the University Library

How can I get material that's not in the HELIN catalog?

- Interlibrary Loan
- Interlibrary Loan — Forms
- InRhode Catalog

Teaching Assistants

Does the Library offer any services for instructors? What should I do if I think my students will need help in the Library?

- Instruction Services — Information Literacy at the University Libraries
- Subject Selectors / Specialists
- Instruction Services — Creating Effective Library Assignments
- Library Skills Tutorial

How do I go about putting readings on Reserve for my class?

- Reserves
- E-Reserves

Rev. M.J. Keefe & A. Rathemacher, 8/03, 8/04, M.J. Keefe & A. Izenstark, 8/05; M.J. Keefe 6/06; M.J. Keefe & A. Izenstark, 6/07

University of Rhode Island

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Library Services for Graduate Students at the URI Kingston Campus for the 2007/08 School Year

Note: This hand out is only a brief overview of our services; much more information can be found on the Library Home Page at http://www.uri.edu/library/.

Circulation 874-2672

These functions are handled from the Circulation Desk on the main floor of the Library. Most of these functions require your ID to be activated at the Circulation Desk and involve the Bar Code at the bottom of your ID rather than your Student ID number.

Checking books out

Books have a 28 day checkout period. If you are taking classes at the 599 level and above, you may petition for a 4 month checkout period. You are responsible for books checked out on your ID until they are returned. Fines are $.50 per day. If a book is lost or damaged, further fees may be charged. Failure to pay fees may result in Sanctioning, which will prevent you from registering for classes, gaining transcripts, or performing a variety of other University functions.

HELIN Loan

The University Libraries are part of the HELIN Consortium. The HELIN Catalog (the Library's electronic catalog) shows the holdings of all the libraries in the consortium. By using the "Request" button in the catalog, you can request that a book (not a journal or magazine) be sent to the Kingston library for you to use. You may return the book at any of the libraries as well. This process generally takes 2-3 business days. You may also go to any HELIN library and make use of most of their resources as if you were a student there (you will not be able to access their electronic resources from off campus, however).

Book Searches

If you cannot find a book or volume of a journal on the shelf, please check with the Circulation Desk. We can often find the item, although it may take a few days.

Recalls

Books that are checked out can be recalled by submitting a "Request" through the catalog. A book that is checked out for 28 days will be due at the end of its period and cannot be renewed. A book checked out for 4 months will be due in 2 weeks and an email will be sent to the borrower. The fines for keeping a recalled book past its due date are $1 per day.

Interlibray Loan (ILL) 874-4613

Most of the ILL functions can be done from the library web page; if you have problems, call or visit the ILL office at the back of the Reference Room on the main floor of the Library. You can request any resources you would like -- in rare cases, we are unable to fill a request for material (e.g. many institutions will not loan theses), but we will always try our best to locate the material for you. You will receive an email at the address you give us when you activate your ID. Articles are generally delivered electronically via the ARIEL system (look for this word in the email's subject line) and take 2-3 weeks. Physical items (e.g. books, DVDs, theses) can be picked up at the Circulation Desk and take 3-4 weeks. Note that ILL materials sometimes have different loan periods from material owned by URI, so be mindful of when they need to be returned.

Reserves 874-5855

The Reserve Desk is located at the back of the main floor of the Library. Your professors may choose to put material on reserve for you to use. This may include class notes, supplementary readings, textbooks, and other material, but we will only have what the professor has chosen to give us. You need to check the catalog for item identification information before coming to the reference desk (on the main catalog page, it's on the right hand side; you can search by course number or the professor's name). This section of the catalog will also link you to material the professor has made available electronically through the Library. Reserve items are generally checked out for 2 hours, although some items have a longer period.

This is just the tip of the iceberg for Library services that can make your time at URI much more productive and pleasant! If you have questions, please call one of the contact numbers for the units listed above or come into the Library and ask – we are here to help you!

Media Resource Center 874-4266

Located on the 2nd floor of the Library, the Media Resource Center handles the Library's collection of videos and DVDs. These can be viewed in the Library or, if they are not on reserve for a class, checked out overnight (during the week) or until Monday (Friday-Sunday).

UNIVERSITY OF
Rhode Island

URI CAREER SERVICES WELCOMES GRADUATE STUDENTS

URI Career Services ◆ 228 Roosevelt Hall ◆ Kingston, RI 02881 ◆ (401) 874-2311 ◆
http://career.uri.edu

Welcome to Career Services, URI's centralized career planning department for URI students. Our staff is committed to helping you achieve your career goals. Whether your current focus is on gaining experience through internships and part-time jobs, or finding a permanent job for a specific industry or in academe, Career Services can assist you to reach your professional goals. Our professional career counselors attended grad school—we know what it is like!

By connecting with Career Services early to learn what is offered, you maximize your options and opportunities.

SERVICES AVAILABLE TO GRADUATE STUDENTS

Career Counseling and Assessment. To schedule your confidential, private career counseling appointment and/or assessment, call 401.874.2311 and follow the Student Menu. Or make an appointment at 228 Roosevelt Hall.

Career Help on a Walk in Basis. Walk-in Career Advising: 15 minute limit, no appointment service when classes are in session. For current walk-in times and exceptions visit http://career.uri.edu.
Providence & other URI Campus students welcome to all services at Kingston and vice versa. For Career Counseling at Providence call 277-5015.

More Resources for Graduate Students:

Online Resources at http://career.uri.edu

- 24/7 online career, job & internship postings: log on to *RhodyNet* at http://career.uri.edu
- On-campus interviews for full-time and some internships through *RhodyNet*
- Job and Internship Fairs. Updates and details available at *RhodyNet.*
- Links and Diversity Resources: local, regional and national career/job sites. Specialty sites.

More In-person resources

- Workshops on Resume Writing, Interviewing, Job Search Workshops and more. See career website for times and locations.
- Mock Interviews. Assistance with CV's for academic positions, resumes and other employment correspondence.
- Career Resource Center. Occupational information, directories, books on resume and CV writing, international resources. 223 Roosevelt Hall. Open 9-4 M-F.
- Jobs outside of academe. Career Services maintains active recruiting relationships with local, regional and national employers, including academic institutions.

The University of Rhode Island is an affirmative action and equal employment opportunity employer.

- Networking Assistance. **Most opportunities are gained through successful use of personal and professional networks.**

WHY EMPLOYERS RECRUIT STUDENTS WITH ADVANCED DEGREES:
Advanced degree candidates:
- Have valuable work experience than candidates with only bachelors degrees;
- Are more mature than candidates with only bachelors degrees;
- Possess more specific knowledge and skills than candidates with only bachelors degrees;
- Take less time to train than candidates with only bachelors degrees.

HOW EMPLOYERS RECRUIT STUDENTS WITH ADVANCED DEGREES:
Most effective: Networking on campus with faculty and students, and use of college Career Services.
Source: *Journal,* National Association of Colleges & Employers

RhodyNet – Oceans of Possibilities

RhodyNet is URI's new web-based recruitment system which launched Summer of 2007 (*replaces Beacon/MonsterTRAK*). Through *RhodyNet* you can search for and apply for opportunities using your online resume, participate in on-campus interviews, research companies recruiting at URI. Search for employers who may be conducting campus interviews, participating in networking events, or attending job fairs. Find an alumni career mentor. You can even set up job search agents so you will be notified immediately of relevant openings.

HOW TO LOG ON TO YOUR FREE *RhodyNet* ACCOUNT:

First time users of *RhodyNet*
- Navigate to http://career.uri.edu.
- Click on the top of the oval ***RhodyNet*** button ("Students").
- Click on "**Click here to register.**" (***found under the login boxes***)
- Complete all required fields (marked with an asterisk *)
- Create and remember a unique username and password for future ***RhodyNet*** access.
- **Important**: In the first section, "Personal Information," enter your 9 digit student ID# in the field **STUDENT ID#** (located at the end of the section "Personal Information")

- Need help with *RhodyNet*? Call Steve Gagnon at Career Services, 874-5137.

ADDITIONAL HELPFUL WEBSITES FOR GRADUATE STUDENTS

Visit the Links section of the Career Services website at http://career.uri.edu/links.shtml

Higher Ed. Jobs http://www.higheredjobs.com/. Faculty and staff positions at colleges and Universities.
Chronicle of Higher Education. www.chronicle.com. News, information and job postings. Hard copy at Career Services.
National Association of Graduate-Professional Students http://www.nagps.org/. Includes job bank.
NASPA, Student Affairs Administrators in Higher Education. http://www.naspa.org Information and Jobs in Student Affairs
Academic 360 http://www.academic360.com/ A meta-collection of Internet resources for the academic job hunter.
Scholarly Studies Project. http://www.scholarly-societies.org/ Professional organizations on the internet

Add **your** department website here: (e.g., http://www.ele.uri.edu/)_____

GRADUATE ASSISTANTS UNITED

University of Rhode Island Chapter of American Association of University Professors
302 Roosevelt Hall, Kingston, RI 02881-0819

President's Message
Jocelyne Dolce

On behalf of the Graduate Assistants United (GAU), congratulations on your acceptance to the Graduate School and the assistantship you have been offered.

The GAU is your organization – the organization that represents the interests of all graduate assistants (580 assistants) at the University of Rhode island. Since voting for recognition in 2003, the GAU has been responsible for securing an employment contract with the Board of Governors for Higher Education that includes salary increases, tuition waivers, paid health insurance, a 20% discount in mandatory fees, and other important employment benefits. The Negotiation Committee, which is comprised of graduate assistants, is negotiating an extension of the current contract.

As a graduate assistant, you are automatically represented by the GAU. All graduate assistants are required to pay an agency fee, .81% of salary, for collective bargaining purposes, and this is automatically deducted from your paycheck.

Although you are automatically represented by the GAU, you are not automatically a member. Being a registered GAU member enables you to hold executive committee positions, vote on GAU issues, such as ratification the contract currently under negotiation, and makes you eligible to apply for GAU funded research and travel grants. **Membership to the GAU/AAUP requires that you sign a membership card. There is no additional fee for signing a card!**

Finally, participation in the association is very important. Attendance at meetings and events demonstrates the strength of our group. Please consider serving your academic department as a GAU steward. As steward, you will serve as a liaison between the GAU and assistants in your department. It's a great way to become involved with the GAU. Please contact the GAU with questions or if you're interested in becoming a steward, and visit the website regularly for upcoming events.

Up-coming Events

Sept 4th - Picnic on the Quad
Sept 14th - Booze Cruise
General Membership Meeting
October 17th - Oktoberfest

WORK YEAR/PAYROLL

Contained within the contract is that a GA is required to work approximately 20 hours per week beginning August 27, 2007 and extending for 38 weeks to Commencement on May 18, 2008. Within this work year, graduate assistants are allowed two weeks of unpaid leave to be taken at a time in agreement with his/her supervisor (usually semester break). Payroll will not be stopped during this period. Pay dates are set in advance and your salary will be distributed during those dates.

UNIVERSITY BILL

Full-time assistantships will cover the cost of instate or out-of-state tuition, 20% of Mandatory Fees, and single health insurance. It may take a month or two before your bill reflects your assistantship. <u>It is extremely important that you pay the required 80% ($604 per semester) of your fees to avoid any late fees</u>. Also included for full-time assistants is a $100 waiver of the Commuter Parking fee.

Part-time assistantships will cover the percentage of appointment of tuition and single health insurance. The assistantship does not cover any percent of the Mandatory Fees, nor does it cover the waiver of the parking fee.

PAY DAYS

2007-2008 Graduate Assistants Pay Days and number of weeks paid:

September	December	March
7th - 1 week	15th - 2 weeks	7th - 2 weeks
21st - 2 weeks	28th - 2 weeks	21st - 2 weeks
October	**January**	**April**
5th - 2 weeks	11th - 2 weeks	4th - 2 weeks
19th - 2 weeks	25th - 2 weeks	18th - 2 weeks
November	**February**	**May**
23rd - 2 weeks	8th - 2 weeks	2nd - 2 weeks
16th - 2 weeks	22nd - 2 weeks	16th - 1 week
30th - 2 weeks		

HEALTH INSURANCE

It is very important that you do not waive the health insurance, even if you are covered by another insurance policy. A link to the benefits summary of the insurance policy may be found at the GAU website or at the Health Services site. Call the GAU if you have any questions with this summary.

P 401 874 5148 • F 401 874 5147 • gau@etal.uri.edu • http://www.uri.edu/union/gau

Frequently Asked Questions of the GAU

What is the GAU?

The Graduate Assistants United is the union that represents almost 600 Graduate Research and Teaching Assistants at the University of Rhode Island. We are a Chapter of the URI/AAUP (American Association of University Professors) which is the union that represents the faculty at the University. The AAUP, founded in 1915, has been the leading organization primarily dedicated to protecting academic freedom for professors. The mission of the GAU is to improve the working conditions faced by graduate assistants through contract negotiations with the Board of Governors and the University, and to improve the quality of graduate education at URI.

How do I become a member of the GAU?

By signing the membership card, GA's are entitled to hold office for the GAU, vote for the extension of the GAU/BOG contract and in the election of officers, and receive benefits from the national association. The cost for membership is free. Your association due is .81% of your salary, about$6.00 per paycheck.

What does the GAU do for Graduate Assistants?

Contract Bargaining: Perhaps the most important thing that GAU does is bargain a contract with the Board of Governors. That contract governs the working conditions of graduate employees on this campus. Unlike casual conversations, complaints, or pleadings with employers on the part of employees, the outcome of collective bargaining is legally binding. Unionized employees are the only workers able to collectively bargain and through the efforts of the GAU, the University has increased stipends, waived commuter parking fees and provided student health insurance for Gradate Assistants.

Contract Enforcement: The officers of the GAU are charged with upholding the terms and conditions of the collective bargaining agreement. Violations of that agreement may result in the initiation of the grievance process.

Service: The GAU provides support to graduate assistants who have questions concerning their employment with the University and the negotiated benefits.

Are there other graduate employee unions in the US?

GAU is part of a larger union movement within higher education. Graduate student employees are also unionized at Univ. of Michigan, Univ. of Wisconsin, NYU, SUNY, the Univ. of California system, Univ. of Iowa, Univ. of Kansas, Univ. of Maryland (to name a few) and are currently fighting for recognition at Columbia, Univ. of Washington, Brown University and Tufts.

What can I do for the GAU?

- Become an active member of the GAU.
- Support the efforts of the Executive Committee and Negotiations Committee in securing an extension of the contract.
- Become a Steward for your department.
- Attend the events and functions of the GAU.
- Support the efforts of other grad assistant unions and the National Association.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.

DESCRIPTION

In 1997, the University of Rhode Island embarked on a clear and ambitious plan for the newly formed Office of Information Services. After a thorough assessment by the administration, and upon committee recommendation, the University Libraries and Information Technology departments—Networking and Telecommunications Services (NETS), Information and Instructional Technical Services (IITS), Technical and Operational Services (TOPS), Management Information Services (MIS) and Institutional Research (IR)—were merged into this organization under the leadership of a single Vice Provost for Information Services and Dean of University Libraries.

When this position became vacant in 2004, the Provost decided to again separate the Libraries from the Office of Information Services. Although the last decade has seen the Libraries and Information Services as a single entity, the University is now moving forward with two separate units. The University hired a Vice Provost for Information Technology Services (ITS) in July 2006 and appointed a new Dean of Libraries in July 2007.

The University Libraries have three locations: the University Library on the Kingston Campus, the Library at the Feinstein Providence Campus, and the Pell Marine Science Library at the Narragansett Bay Campus. The total collections contain nearly 1.4 million volumes. The University of Rhode Island's mission defines the institution as a "learner-centered research university" offering the distinctive educational opportunities of a "major research university" (http://www.uri.edu/home/about/mission.html).

The University Libraries' vision statement asserts that "…utilizing the newest technologies, [the University Libraries] will ensure optimum access to, and delivery of, information for the University and the State of Rhode Island." It continues, "…the libraries will continue to acquire, organize, and preserve materials in all formats and provide instruction for their use." (University Libraries Mission Statement, http://www.uri.edu/library/univlibs/mission.html) The Information Technology Services (ITS) mission is "…to provide systems and services for the effective, efficient, and timely use of information in support of teaching, research, and service." (http://www.uri.edu/ois/gen/org.html, Information Technology Services Mission Statement).

Both the Libraries and Information Technology Services have credentialed and experienced staff totaling 127 in the 2005–2006 academic year. Of these, the Library staff numbered 52 in 2005–2006, down from 66 in 1999–2000. Professional librarians (18) are to possess a minimum of an ALA-accredited master's degree in Library and Information Studies. The median number of years of experience for ITS staff is 24 years. (Appendix 7.1 Technical Staff Internal Survey of 2006) ITS staff stay current through partnerships with vendors, regional collaboration with other universities, technical recertification, and participation in professional conferences and workshops.

The University Library is welcoming, comfortable, and conducive to study and research. Undergraduate satisfaction with the library "as place" is high according to the LibQual+ results (http://www.uri.edu/library/libqual/) and as documented in the LibQual+ Assessment Report. (Appendix 7.2) It accommodates 1,220 patrons in meeting rooms, study rooms, at small and large tables, in lounges with upholstered chairs, and in study carrels. (Appendix 7.3, URI University Library Seating Capacity) A coffee-and-bagel lounge is housed in a glass-enclosed area directly inside the main entrance which provides access as a 24-hour study space (the"24-hour room"). The main lobby has exhibit cases highlighting the Libraries' scholarly collections and a display of "new books" located invitingly near a grouping of comfortable chairs. The Library Gallery, where art exhibits are regularly scheduled, is located on the first floor, and artwork is displayed on walls throughout the Library.

In 2006–2007, the University Library renovated additional areas to house the newly mandated Curriculum Materials Library (CML) and the Confucius Institute. The CML is partially supported by a NOMAD grant for its technology. The Confucius Institute is an independent institute which fosters development of cultural relations with China. The Confucius Institute, through support from China and the University, will provide the University Library with a professional librarian and a general collection of 5,000 volumes related to the Chinese culture.

The University Libraries hold membership in the Higher Education Library Information Network (HELIN) Consortium, an association of 11 academic libraries and 15 health sciences libraries. Through HELIN's shared catalog, researchers have access to over 4.8 million items, including books, periodicals, electronic resources, videos, and audio materials. Borrowing is reciprocal among member libraries, and requests may be submitted online. In addition to materials purchased by the University and the HELIN Consortium libraries, students, staff, and faculty have access to other collections through Interlibrary Loan. Information Technology Services belongs to the Ocean State Higher Education Network (OSHEAN) (http://www.oshean.org/), a consortium that provides the University's Internet and Internet2 connections along with other communications services.

The public area on the first floor of the University Library is equipped with 18 public access computer stations, including a kiosk for express walk-up access to the online catalog. In addition to those in the ITS computer laboratory, there are 58 computers throughout the main Library; two are handicapped accessible. The Reference Online Center, where librarians are available for individual assistance, has an additional 25 workstations dedicated to online database research. In addition, the Pell Library maintains six access stations and the Feinstein Providence Campus Library has 15.

The Internet allows students, faculty, and staff affiliated with any of the University's campuses, studying abroad, or taking courses via WebCT, to access all content available in the Libraries' collection of online reference databases (http://www.uri.edu/library/reference_databases/), online journals (Full Text Electronic Journal List @ University of Rhode Island http://zu4tq4pb5v.search.serialssolutions.com/), and electronic books. To ensure that both software interfaces and new classrooms are accessible in accordance with Americans with Disabilities Act (ADA) guidelines, Information Technology Services staff meet regularly with the staff in the Office of Disability Services. The Kingston Campus is almost entirely wireless and is an Internet2 (I2) member.

The Libraries' operating budget was $3.1 million for FY 2006, of which $2,820,000 was capital. (Appendix 7.4 Library & Technology Five-Year Actuals FY 2002–FY 2006) This budget supports the purchase of electronic databases, serials (in print and electronic formats), and monographs. The budget is divided into funds corresponding roughly to academic departments. The Librarians, as subject specialists, and liaisons with designated academic departments, are responsible for selecting materials for purchase that support curriculum and research activities using scholarly selection tools. Librarians analyze usage statistics and review electronic subscriptions and databases for changes.

Most monographic materials purchased are general interest titles with the strongest support for the humanities and the social sciences. Conversely, most serials purchased are part of large packages, which are heavily weighted toward the hard sciences. Serials expenditures, at nearly $2.5 million, consume approximately 85% of the Library's materials budget, leaving approximately $350,000 remaining to purchase monographs and other materials. Monographs and serials acquisitions 1995–1996 to 2005–2006 are available at http://www.uri.edu/library/statistics/stats.html.

The Information Technology Services operating budget was $4.7 million for FY 2006. (Appendix 7.4 Library & Technology Five-Year Actuals FY 2002–FY 2006) These funds pay for software acquisitions and renewals, technology acquisitions, maintenance and repair, installation of technology (including wireless access), and consulting and outsourcing.

The overall electronic environment on the three University academic campuses includes a variety of computer laboratories. ITS supports eight public computer labs (http://www.uri.edu/ois/iits/student.facilities.html) with the largest set aside for walk-in use. The computer lab in the Kingston Campus Library contains over 100 PCs and Macs. Many academic

departments also have computer labs that use discipline-specific software, and science laboratories increasingly include a digital component to interpret data generated by probes or sensors.

Pharmacy, Computer Science, Engineering, and Business all maintain departmental computer laboratories. Computer facilities information is available on each college's web site: Pharmacy: http://www.uri.edu/pharmacy/animation/; Computer Science & Statistics: http://www.cs.uri.edu/resources/resources.php; Engineering: http://www.egr.uri.edu/ecc/; and Business: http://www.cba.uri.edu/classrooms/lab.aspx. Collectively, these locations provide an additional 400 PC, Mac, and Sun desktop workstations and nearly 50 laptops, bringing the total to approximately 550 computer workstations. The Feinstein Providence Campus provides 110 workstations and the Pell Library has six. Virtually all of these computer workstations provide Internet access. Wireless access is provided throughout the main Library helping to make it a "gathering place." The Library also provides four Ethernet data ports in the 24-hour room for hardwire laptop plug-in.

The University uses WebCT to provide a virtual learning environment and for distance education. Since 1997, the number of WebCT offerings has grown to 485, and the number of seats that access WebCT reached 15,706 in the fall of 2006. (Appendix 7.5 WebCT Course Data) In the past five years, the number of WebCT courses has increased by a factor of ten. A standing WebCT committee of ITS staff, faculty, and students meets regularly. Currently, although ITS offers regularly scheduled short courses on WebCT and other topics, there is limited formal guidance and support for faculty using instructional technology for the first time, or for more experienced faculty seeking more sophisticated means of presenting electronic instruction.

The Libraries make many services available electronically as well as in person. Students may ask library reference questions in person, by telephone (http://www.uri.edu/library/reference/reference.html), or through "IM URILibrarian" (http://www.uri.edu/library/imlibrarian.html), an instant-messaging service. Reference subject specialists often partner with teaching faculty to offer students research advice via email or WebCT. Patrons may renew books and make requests for interlibrary and intra-consortia loan materials online, then receive these periodical articles electronically via email (http://www.uri.edu/library/circulation/circ.html#renew) and (http://www.uri.edu/library/interlibrary_loan/ill.html). The University Libraries' Electronic Reserves service (http://www.uri.edu/library/reserves/ereserves.html) makes over half of all reserve reading available via the Web.

Librarians provide bibliographic and information literacy instruction to all students through a wide variety of sources, including a one-hour tutorial for freshmen, three-credit courses, and partnerships with freshman writing instruction (http://www.uri.edu/library/instruction_services/instruction.html). Librarians teach an average of 300 library instruction sessions each year reaching 6,000 students across a wide variety of curriculums and programs. In addition, all of the Libraries' "User Guides" (http://www.uri.edu/library/tutorials/libskills/index.html) are available in print and on the web site, as is an interactive "Library Skills Tutorial" (http://www.uri.edu/library/tutorials/libskills/index.html).

As noted in Standard 4: The Academic Program, the University's General Education program requires specific integrated skills, one of which is the use of information technology (http://www.uri.edu/facsen/GENED_Program_May04.html). In 2000, the University Libraries' faculty approved the Plan for Information Literacy (Appendix 7.6 Information Literacy: Challenges for the Future; http://www.uri.edu/library/instruction_services/infolitplan.html and http://www.uri.edu/library/instruction_services/infolitexecrpt.pdf) that includes collaboration with other programs outside the Libraries. These programs include: URI 101: Traditions and Transformations; the College Writing Program's three introductory courses (WRT 104, 105, and 106); and the Talent Development Pre-matriculation program. The Libraries offer a three-credit course (LIB 120), "Introduction to Information Literacy," at both the Kingston and Providence campuses (http://www.uri.edu/library/lib120/). LIB 120 has become a major focus of the Libraries. As one of the keystones for information literacy, this course is an elective for students in the General Education program. From its inception in 1999, the Libraries have offered a total of 61 sections of LIB 120, reaching 1,870 students. Now in its eighth year, seven sections of the course are offered each fall and spring semester, with two WebCT online courses

offered each summer session. The information literacy program also contains LIB 140 (1 credit), and LIB 508 (1 credit).

Each semester, ITS offers approximately 20 short courses on topics such as Website Design, Photoshop, SAS Basics, Digital Video Production, and Excel. These courses are open to faculty, students, and staff. The ITS Help Desk, located in the lower level of the University Library, provides computing and technology support. Staffed by professionals and students, the Help Desk assists faculty, staff, and students through scheduled and walk-in appointments as well as via instant messaging, telephone, and email. One ITS staff member provides support to research faculty in their use of SAS and SPSS.

In 2002, the University built the prototype technology-enriched learning space, the Seamless Classroom, using funding from the Champlin Foundation. After testing and modification, this prototype is now serving as the standard for University classrooms. The University has been fortunate to receive additional Champlin Foundation grants for technology. Champlin has funded many of the University's best classrooms and laboratories. In 2007, Champlin has awarded the University five grants totaling $508,000. The grants fund new technologies that will enable students to visualize physical and biological processes at work in Narragansett Bay, accompany faculty virtually on research endeavors around the globe, and allow engineering and business students to design and plan with the latest entrepreneurial technology. An additional grant will expand opportunities for art and computer science students to work in three dimensions.

APPRAISAL

The 1997 self-study identified a need "to aid the campus community in understanding the enormous ramifications that networked information will have for the traditional, print-oriented scholarly communication process." The Faculty Senate and Library staff have worked tenaciously to keep the community aware of the growing financial responsibilities for supporting information resources and systems due to changing technology and increasing materials costs. The Faculty Senate Executive Committee's annual goals (Appendix 7.7, Faculty Senate Welcome letter), the Report of the Faculty Senate Library Committee (Reports of the FS Library Committee, Spring 2006 and Spring 2007 http://www.uri.edu/facsen/FacSen_LibCom%2006.doc.pdf and http://www.uri.edu/facsen/FSLibComreport07.pdf), the University Strategic Plan (http://www.uri.edu/president/Strategic%20Plan_2006-09.pdf#search=%22strategic%20plan%22), and the annual management letters to the Office of Higher Education from the President (2006: *see pages 12, 13, 17,* http://www.uri.edu/pspd/planserv/2006_Mgt_Ltr_Final.doc; 2005: http://www.uri.edu/pspd/planserv/2005_Management_Letter.pdf *see pages 10, 12, 16–17*; and 2004: *see pages 7, 8 and 12*) all demonstrate that the level and breadth of resources and technology are central in the goals and planning for the institution.

The University has demonstrated its commitment to supporting the needs of the University Libraries with a planned supplemental fund of $1 million over three years ($300,000 in FY 2004, $300,000 in FY 2005, and $400,000 in FY 2006). The total of $600,000 was supplemented in the first two years, but as stated in the 2005 Management Letter: "However, a planned increase in Library resources of $400,000 in FY 2006 has been delayed due to funding constraints." There are plans yet to be realized for developing ancillary businesses (see the University Strategic Plan, Appendix 2.2) to generate $500,000 annually for the Libraries.

The University Libraries are adding fewer volumes and purchasing fewer current serials than the median added by its peers. Monographic purchases are more than $100,000 below the median spent by its peers, and serials purchases are more than $500,000 below the median. Total library expenditures per student FTE are $193 below the peer median. (Appendix 7.8, ACRL Peer Comparison chart, NCES Peer Comparison spreadsheet)

External factors make this situation even more troubling. Over the past ten years, the price of periodicals has increased 134%, while the price of scholarly monographs has increased 20%. The Libraries' operating budget, on the other hand, has increased by only 66%. Given that 85% of the materials budget is used for serials, the current serials budget of $2.56 million would need to be $3.49 million to purchase content equivalent to that purchased a decade ago. In the mid-

1990s, the Libraries were forced to cancel many subscriptions due to high-priced journals in the STM (Science/Technology/Medicine) fields. Only through cancellation of these important research titles were the Libraries able to maintain current subscriptions. As recently as 2003, the Libraries' budget for serials was reduced by 10%, forcing the cancellation of 274 subscriptions across all disciplines.

The Libraries now purchase fewer monographs due to the exorbitant increase in serials costs. With serials subscriptions taking an increasing percentage of the annual budget, the Libraries allocated only $330,000 for monographs (Kingston) in FY 2006. Since the arts and humanities, and to a lesser degree, the social sciences, rely heavily on monographic literature, this reduction disproportionately affects these disciplines. Current comparisons to previous budgets can be misleading. While at face value it appears that the materials budget has increased 26% between FY 2002 and FY 2007, given the increase in costs and subscriptions the effective budget decreased nearly 25%. (Appendix 7.9, Collection Management Officer's [Michael Vocino] Response to Budget Presentation to Faculty Senate [November 2005])

Two recent campus-wide surveys serve as assessment tools for the Libraries. LibQUAL+ is a library evaluation tool created by the Association of Research Libraries. It was administered by the Libraries in the spring of 2006. Results of that survey (available in the workroom) show that faculty registered dissatisfaction with the extent of the serials collection. (Appendix 7.2, LibQual+ Assessment Report) This finding is consistent with a recent campus-wide survey of faculty conducted by the Faculty Senate which showed that one of the greatest areas of dissatisfaction for faculty was financial resources for research. (Appendix 7.10, Final Report, 2006 Faculty Survey)

The Libraries spend above the median spent by their peers on electronic serials, indicating the institution is a leader in the move to online access. (Appendix 7.8, ACRL Peer Comparison chart, NCES Peer Comparison spreadsheet) Online access is expected by today's students and researchers. It should be noted, however, that University-wide online access to many journals costs far more than print subscriptions. The majority of journal subscriptions have been shifted to online access, e-Reserves (begun in 1999) have grown exponentially, and Interlibrary Loan now provides electronic delivery of articles to requestors' computers. (Appendix 7.11, O'Malley, History of E-Journals presentation for Council of Deans, fall 2006) In addition, the University Libraries have begun building an institutional digital repository using ProQuest's Digital Commons software (http://digitalcommons.uri.edu/). The Library has digitized unique items (photos, documents, sound files) related to University and Rhode Island history and begun to deposit undergraduate honors projects into the repository.

Between 1997 and 2001, the University upgraded the campus network, which is now among the elite academic networks in the country, connecting to Internet2 through Rhode Island's nonprofit Internet consortium, OSHEAN. In this same period, the University and the State purchased and implemented the PeopleSoft ERP for financials, human resources, and student information services. After the NOMAD classroom technology upgrade (discussed in greater detail below), general assignment classrooms equipped with instructional technology hardware will increase from 35 percent in 2006 to 50 percent. According to the February 2001 Higher Education Technology Initiative Final Report, virtually all of the technology projects were completed as scheduled and within budget. (Appendix 7.12, Higher Education Technology Initiative: Final Report, February 2001) The institution completed its wire-connected infrastructure in 2002 and then quickly progressed to provide wireless access. Students living in the residence halls have wired and wireless internet access from their rooms. The University continues to improve and widen its technology offerings, being named as one of the 25 most-connected campuses by Forbes.com in 2004 (http://www.forbes.com/finance/lists/8/2004/LIR.jhtml?passListId=8&passYear=2004&passListType=Misc&uniqueId=950358&datatype=Misc).

Various colleges and programs are experimenting with electronic student portfolios to communicate to students the institution's expectations for student learning and to assess student progress toward specified learning goals. Ten years ago, the School of Education developed, with others on campus, its own proprietary system to assist in meeting education accreditation standards. Later, the Department of Music developed an award-winning product to guide performance and music education students in documenting their progress and achievements. Student electronic portfolios

are used in the College of Engineering and the College of the Environment and Life Sciences both to collect and analyze student work and to survey student and alumni perceptions. Still other programs require students to develop individual showcase portfolios of their work through standard Microsoft products such as PowerPoint and Publisher.

Several years ago, with assessment as a national focus, campus leaders identified the need to find and support portfolio software that would permit systematic, multi-faceted assessment of student learning in both academic and co-curricular settings throughout a student's tenure at the University. For the past two years, the University has maintained a site license for TrueOutcomes, an assessment-rich student portfolio system with a powerful relational database capable of making use of the wealth of student data collected by the PeopleSoft e-Campus system and relating that data to actual evidence of student learning and performance (http://www.trueoutcomes.com/). Programs in five degree-granting colleges are currently implementing the system, with usage ranging from elementary to sophisticated. The Office of Student Learning, Outcomes Assessment, and Accreditation anticipates that use and adoption will grow and become more robust and routine as assessment efforts at the University continue. The Rhode Island Board of Governors for Higher Education recently adopted TrueOutcomes for use by all State institutions of higher education. At the strong urging of the staff at TrueOutcomes, the University will host the software for all of the institutions on a single server and will lead this implementation effort.

While the Kingston Campus is well equipped electronically, ongoing maintenance and upkeep pose challenges. The total number of University-owned PCs has grown to about 5,000, the number of video projectors to 300, and the number of requested and installed software applications continue to grow. The cost of computer replacement and software upgrades needs to be built into the annual budget. Although the IT operating budget has increased 141.2 % over the last five years (Appendix 7.10, Library & Technology Five-Year Actuals FY 2002–FY 2006), the cost of academic software has risen sharply as the number of users has grown. Therefore, the number of software packages supported has declined due to both the lack of support personnel and the increasing costs of licensing. ITS now pays only for enterprise applications and the colleges have assumed the cost of discipline-specific applications. The University has installed significantly more technology in the classrooms, with funded plans to dramatically increase the number of installed classrooms over the next four years.

According to a Faculty Senate survey, users of curriculum and classroom technology have expressed concern about support. Users also have experienced rough spots with the implementations of WebCT and PeopleSoft in which upgrades have not gone smoothly, and support has been inconsistent. The ITS restructuring in December 2006 from four departments to two is intended to address these weaknesses (http://www.uri.edu/facsen/ITS_Reorg_1106.pdf).

One continuing challenge facing ITS is maintaining the rapidly expanding stock of classroom technology. While the number of academic technology users has increased tenfold in the past ten years, ITS support staff has remained constant. Increase in distributed support (32 staff positions within the various colleges and units outside of ITS) has ameliorated the situation somewhat, as has the use of new digital equipment management tools, but the increasing disparity between number of users of technology and technology support staff continues to be an issue. In 2005, the University had 159 technical and paraprofessional staff, approximately the median value of peer institutions whose range is from 69 to 360 staff.

In April 2004, the University hired an Information Security Architect (ISA) to oversee security for campus systems. The ISA now reports directly to the Vice Provost for Information Technology Services who added an additional staff position to this office. Security policies primarily relying on FERPA standards and general privacy laws are on the University web site (http://www.uri.edu/security/i.php?i=policies). The ISA office manages intrusion detection monitoring with technology tools (such as anti-virus systems, firewalls, and security systems) and by constantly checking for suspicious system and server behavior that is outside the norms. The ISA office handles violations through an established institutional procedure.

As the ability to protect users and information from intrusion has become more critical, so has the University's need for increased use of protective technologies including spam filtering and virus protection. ITS monitors, manages and implements security updates on close to 80 servers. Security layers are in place to protect University web sites where identity-management is crucial, such as WebCT sign-in, short course, and equipment signups, and e-Campus (PeopleSoft) sign-in.

The University Libraries and Information Services are offering appropriate and multiple avenues of instruction, training and support so that faculty, staff, and students may make effective use of library and information resources and instructional technology. A review of the General Education program's approved courses indicates that only 22% incorporate the information technology skill (http://www.uri.edu/facsen/GENED_Program_May04.html#Approved). Most of these courses are in the fields of math and science. These courses primarily address the use of information technology and software rather than addressing the development of students' use of information resources or their ability to gain increasingly sophisticated skills in evaluating the quality of information sources.

Although the University Libraries' involvement in the URI 101: Transitions and Transformations freshman seminar course at Kingston and Providence has been a strong component of the information literacy mission since its inception in 1995, there is concern that the reach is not sufficiently effective. While information literacy sessions are scheduled for all URI 101 sections, not all sections attend. And, while subject-specific library instruction is available, it does not adequately cover all disciplines due to insufficient library staffing.

No formal evaluation or assessment has been conducted of subject-specific library instruction. Comprehensive assessment of information literacy has not been addressed either, but plans are in place to evaluate learning outcomes for the information literacy instruction offered by the Libraries. A comprehensive exam is being piloted for all LIB 120 courses. Additionally, there has been no assessment of URI 101: Transitions and Transformations, nor has the success of any of the online instruction products been measured.

Mirroring general educational trends, the University has spent much of the past ten years successfully upgrading its computing technology, access to electronic journals, databases and information literacy instructional programs. This has been achieved at the cost of fewer monographic acquisitions and less targeted scholarly literature.

PROJECTION

As is the trend nationally, physical location will become less of a barrier to accessing library and information resources as more materials become available online. The Libraries will continue to move in this direction, despite the financial challenges posed by providing online access to the increasing number of resources required to support students, programs, and research. In order to meet these electronic and environmental challenges, the Libraries and ITS must continue to identify and prioritize essential areas and levels of service and information technology support. With the appointment of the Dean in 2007, the Libraries will be able to coordinate services and planning to strategically move forward purposefully and productively. The new Dean's position description specifically endorses a close working relationship among the Libraries, the Development Office, and the URI Foundation. The University has recognized the need to raise funds to support the Libraries and they are identified as a specific area for support in the $100 million Capital Campaign, a potential solution to the increasing need for additional funding.

The University Libraries have developed an action plan to address issues raised as a result of the 2006 LIBQUAL+ survey. The plan includes reevaluation of Library hours, optimizing the use of Library space, redefining quiet and workgroup areas, addressing issues related to the number and type of serial publications, and marketing the Library.

Although faculty, staff, and students receive training and support to make effective use of library, information technology, and other resources, no formative or summative assessment has been made to determine if instruction and training have been helpful in increasing the University's retention, graduation, and scholarship goals. There is a clear need

for both Information Technology Services and the Libraries to develop initiatives that will create and implement formal methods of evaluation and assessment, which will be addressed by the new leadership in both organizations—ITS with its new Vice Provost, and the Libraries with its new Dean.

The Vice Provost for Information Technology unveiled a restructuring plan (http://www.uri.edu/facsen/ITS_Reorg_1106.pdf) effective December 2006 to reflect the current reality that the entire University community depends upon technology to conduct both its administrative and instructional work. Consequently, dependability and usability in both areas have become crucial. The need now is to focus more effectively on supporting existing technologies and on the careful selection of new technologies. Continuing implementation of the new ITS organizational structure will increase coordination among staff, reduce duplication of effort, create more lower-level staff positions to better support end-users and reduce internal bureaucracy.

Over the next four years, the State of Rhode Island will disburse a total of $5.75 million to the University for technology upgrades in classrooms and laboratories. This funding will create 33 additional technology-enriched learning spaces in ten buildings on the three academic campuses. The project is called NOMAD (Next-Order, Multi-modal, Advanced-Design) and includes a core design for technology classrooms. The University is collaborating with the Community College of Rhode Island, Rhode Island College, and the State K–12 school system to establish disciplinary consistency in the use of technology for teachers within science, technology, engineering, and math (STEM) disciplines.

The University has enhanced its PeopleSoft e-Campus implementation to use information technology to more efficiently administer its programs and services. For the past two years, University College has been using a customized advising appointment system that the University is now implementing in the academic colleges. In July 2007, ITS completed its upgrade of the human resources and payroll modules for permanent employees. Significant initiatives with PeopleSoft in the coming year include completing the automation of workflow, particularly the hiring and purchasing processes, and providing document imaging capability for paper-intense operations such as the Office of Admission, the Controller's Office, and financial aid.

For the sake of planning and the prudent allocation of resources, the University must incorporate the maintenance of its sizeable investment in technology with the annual University budgets to reflect the life cycles of both hardware and software. More and more of this responsibility is directly falling on the University. In 2005, for example, the State Department of Administration stopped funding upgrades and maintenance of the PeopleSoft system, following the sale of PeopleSoft to Oracle. That decision transferred more than $650,000 of expense to the University.

The University is planning a curriculum mapping project that will assess the scope of current coverage, future implementation, and future possibilities for the Plan for Information Literacy. Though extensive, the plan does not reach all students. Student Learning Outcomes should be more fully delineated in the plan. The Public Services Faculty will evaluate library instruction for URI 101: Transitions and Transformations. A plan exists to develop both problem-based learning (PBL) instruction sessions and an assessment for the Writing Program in collaboration with writing faculty. In addition, the Libraries have scheduled an assessment of library instruction for Talent Development. The results of the pilot comprehensive exam for LIB 120 will help to shape its content and delivery. Also, the Libraries will readminister the LIBQUAL+ survey in three years so results can be compared and planning refined.

INSTITUTIONAL EFFECTIVENESS

The next ten years will necessarily focus on the further maintenance, consolidation, integration, and expansion of the University's instructional and administrative technologies. Under the guidance of its Joint Strategic Planning Committee, the University will undertake a methodical assessment of its instructional technologies, electronic resources, and information literacy courses to determine how best to integrate them into the institution's educational mission.

E-JOURNALS AND ELECTRONIC DATABASES

I. Policy: Since the early 90s URI began acquiring electronic versions of the major reference databases, initially on CD-Roms, and after 1996 as their web equivalents. Since 2000, the Library's policy is to acquire the electronic versions of journals, as long as the access is to the full text, and the cost is neutral.

II. Strategy: We have expanded our electronic holdings of journals, as publishers have introduced 'packages' that have made their products more affordable [we now acquire all of the Williams and Wilkins, University of Chicago, Cambridge University Press, and many other scholarly publishers] for slightly more than we were paying for only some of their titles. We have also increased our access by subscribing to 'aggregator' services, that combine what was traditionally just an index to the most significant journals in a broad field, with full-text access to many of the journals indexed [Academic Search Premier, or the business source ABI/Inform, or Lexis/Nexis].

III. Risk: We have followed this policy and adopted these practices fully aware that, the risks are and were substantial. In the electronic environment, we no longer purchase subscriptions [with print, they send us issues, we eventually bind them together, and place on shelves for future consultation], but lease access to that same information today. As we increasingly rely on 'packages' we can no longer efficiently trim our individual subscriptions, as the new environment is more of an 'all or nothing' choice.

IV. Costs: Serials costs from 1984 through 2004 rose by 194%. This year it will cost us more than $2.6 million to maintain the subscriptions we held in 2005/06. Yet, the Library materials budget over the past 10 years has increased by only $600,000, in two spikes of $300,000 in '03 and '04, with no increase during the past two years.

V. Pricing: Publishers have shifted their pricing to increase sales [such as 'packages] or to increase income [subscribers pay according to their student fte, or the Carnegie level of the institution, or the presence of particular programs [[e.g. if you have a medical school you pay much more for NE Journal of Medicine]]. All of these modifications have substantially increased the cost of electronic access over print.

VI. Peers: while we were way ahead of our peers in implementing our policy and strategies, their library material budgets have expanded substantially while we lose further ground. Since forever, URI Library always matched up well with Vermont and New Hampshire, with Maine far behind. These institutions are no longer our peers. Because of new pricing structures, small libraries can acquire access to large databases and packages that we can not afford. Within HELIN [our Rhode Island based library consortium, Bryant, Johnson & Wales, PC, and Salve all provide greater access to electronic journals than we can, because they can rely on more 'aggregator' databases than we can. Their access costs are substantially lower than ours [due to student fte, lack of research expectations]. We worry that we can no longer compete with Salve Regina. WTO'M 10/10/06

Final Report, 2006 Faculty Survey

Barbara J. Costello
Department of Sociology and Anthropology

The purpose of the 2006 Faculty Survey was to provide the Faculty Senate Executive Committee with information on the concerns of the faculty. The survey is not intended to be a study of faculty job satisfaction, but rather is intended to identify areas of concern that the Faculty Senate might be able to address in some way. Thus, issues such as faculty satisfaction with salaries and benefits are not included in the survey. The survey is also not intended to be explanatory, rather it is merely a descriptive study of areas of faculty concern. The faculty comments are presented in Appendix B (see http://www.uri.edu/facsen/Survey_Appendix_B06.pdf), and are not systematically analyzed here.

The survey was conducted online, with several invitations to participate being emailed to faculty lists obtained from college Deans. The survey was conducted late in the Spring, 2006 semester. Survey responses were anonymous – submitting the survey did not reveal the respondent's email address. A total of 299 faculty members completed the survey. The full text of the survey is presented in Appendix A (see http://www.uri.edu/facsen/Survey_Appendix_A06.htm).

The descriptive statistics for the ordinal variables in the study are presented in Table 1 (nominal variables are only presented as bar charts.) The areas of greatest satisfaction among the faculty are the courses they are assigned to teach, the size of enrollment in their courses, the availability of parking, courtesy among the staff, computer resources, and the availability of forms electronically. The areas of greatest dissatisfaction are financial resources for research, the physical environment in classrooms (such as lighting, furniture, or heating), the condition of buildings on campus, the helpfulness and ease of use of PeopleSoft, time for research, and the efficiency of offices on campus.

The bar charts present more detail on the distribution of responses to each question. In many cases, the distribution of responses is bimodal, indicating a split between those faculty who are satisfied and those who are not.

The general comments about the survey included a number of suggestions for future surveys, such as addressing issues relating to non tenure-track faculty and instructors, the distribution of existing resources within the University, and measuring the relative importance of areas of concern to faculty. It would also be useful for future surveys to include the same measures used in this survey, which will allow direct comparisons of faculty concerns from one survey to the next.

An electronic copy of the full report which includes bar charts may be obtained from FSO@etal.uri.edu.

Table 1. Descriptive Statistics for 2006 Faculty Survey.

Variable description	N	Minimum	Maximum	Mean	Std. Deviation
Electronic equipment in classrooms	291	1	5	3.00	1.340
Availability of supplies in classrooms	293	1	5	2.86	1.219
Physical enviroment in classrooms	294	1	5	3.43	1.264
Course assignments	288	1	5	1.71	.917
Size of enrollment in classes	289	1	5	2.26	1.024
Quality of undergraduate students	274	1	5	2.84	1.109
Quality of graduate students	205	1	5	2.40	1.046
Academic integrity of students	291	1	5	2.88	1.054
Time for research	287	1	5	3.22	1.237
Financial resources for research	281	1	5	3.84	1.024
Physical resources for research	279	1	5	2.98	1.217
Computer resources	283	1	5	2.38	1.115
Conditions of lands and grounds	292	1	5	2.70	1.127
Conditions of buildings	295	1	5	3.41	1.269
Availability of parking	296	1	5	2.34	1.154
Efficiency of offices	293	1	5	3.13	1.137
Courtesy among staff	293	1	5	2.30	1.029
Availability of forms electronically	289	1	5	2.61	1.039
Forms are clear	288	1	5	3.08	1.048
PeopleSoft is easy to use	289	1	5	3.34	1.211
PeopleSoft helps me do my job	290	1	5	3.01	1.179
Opportunities to provide input into U governance	288	1	5	2.92	1.071
Important for faculty to have input into U governance	295	1	4	1.40	.596
Valid N (listwise)	171				

Notes: All variables are coded so that 1=most satisfaction and 5=least satisfaction. “Importance of faculty governance” was measured so that 1=strongly agree that it is important and 5=strongly disagree that it is important.

Nominal variables such as respondents’ college affiliations are not presented in this table. See bar charts for those variables. An electronic copy of the full report which includes bar charts may be obtained from

FSO@etal.uri.edu

Collection Management Officer's (Michael Vocino) response to Budget presentation to Faculty Senate (November 2005)

X-Sieve: cmu-sieve 2.0
X-URI-Envelope-From: vocino@uri.edu
X-URI-CLIENT: 131.128.1.50
X-Priority: 1 (Highest)
Importance: High
X-Greylist: Sender IP whitelisted, not delayed by milter-greylist-2.0 (nick.uri.edu [131.128.1.81]); Wed, 09 Nov 2005 09:43:18 -0500 (EST)
X-Greylist: Sender IP whitelisted,
not delayed by milter-greylist-2.0 (nick.uri.edu [131.128.1.81]);
Wed, 09 Nov 2005 09:43:03 -0500 (EST)
Date: Wed, 9 Nov 2005 09:44:03 -0500
Reply-To: michael vocino <vocino@uri.edu>
Sender: URI General Discussion List <THEFORUM-L@LISTSERV.URI.EDU>
From: michael vocino <vocino@uri.edu>
Subject: URI Library Budget And Faculty Senate Budget Presentation
To: THEFORUM-L@LISTSERV.URI.EDU

Slides were distributed at the request of the FacSen Executive Committee this a.m. that shows, according to the University Administration an operating/capital budget increase for the library between FY02 and FY07 (request) of 26%. Let me deconstruct that impressive figure to demonstrate what it actually means:

While the administration states an increase of 26% in capital/operating if we couple this with the increase in cost to us for capital materials (books, databases, cds, etc.) of just over 50% for that same timeline, we've actually had a reduction in our capital budget of nearly 25%.

If you note the Administration footnote (3) for the capital request for FY07 you'll note $56K of that 25% decrease is for an Education Curriculum Center, which we have never had, did not ask for, nor were we asked to take on....just told to do it....Now we realize that there is a need for such a Center for continued acredditation for the education segment of HSS, but why are those funds coming from the Library Capital budget? Such a center has always been collected and staffed by HSS in the past. Why aren't funds being given to the library to protect what little we have in purchasing power for our collections instead of those that have been neglected up until now?

In addition to this, after reducing our staff and faculty to critical levels in both Public Services and Technical Services in an effort to improve individual efficiency and reduce costs, we are also told that our Personnel budget must include staff for the Curriculum Center. So while we do our best at efficiency and reduction of costs in other areas to salvage what is possible for materials, we are given the additional burden of a virtual additional library without any real increase in purchasing power (in fact a reduction of 25%) or staffing.....

This is the reality behind this morning's distribution of Budget

figures for the library. Not an increase, a decrease. m.

best, m.

michael vocino university of rhode island kingston, ri 02881 usa
*401-874-4605 - office voice mail * 401-874-4608 - fax * 401-788-9353
- home voice mail * 401-741-8190 - cell*

ãYou can never not fight back.ä

X-Sieve: cmu-sieve 2.0
X-URI-Envelope-From: johnleo@mail.uri.edu
X-URI-CLIENT: 131.128.1.50
X-WebMail-UserID: johnleo@mail.uri.edu
X-EXP32-SerialNo: 00002429
X-Greylist: Sender IP whitelisted, not delayed by milter-greylist-2.0
(nick.uri.edu [131.128.1.81]); Wed, 09 Nov 2005 09:54:13 -0500 (EST)
X-Greylist: Sender IP whitelisted,
            not delayed by milter-greylist-2.0 (zekes.uri.edu
[131.128.1.78]);
            Wed, 09 Nov 2005 09:53:59 -0500 (EST)
Date: Wed, 9 Nov 2005 09:53:43 -0500
Reply-To: johnleo <johnleo@mail.uri.edu>
Sender: URI General Discussion List <THEFORUM-L@LISTSERV.URI.EDU>
From: johnleo <johnleo@mail.uri.edu>
Subject: Re: URI Library Budget And Faculty Senate Budget Presentation
Comments: To: michael vocino <vocino@uri.edu>
To: THEFORUM-L@LISTSERV.URI.EDU

If your analysis of the figures is correct, Michael, then the impact
falls
(trickles down) negatively onto all academic programs.

I would urge you and all of us to immediately ask for clarification,
remedies
for the actual Library cuts, transfer of all funding responsibility for
the
proposed Ed Center back to HSS, and an enlargement of the debate and
the
conversation of how budgets for departments or schools or the Library
get
stuck with line items neither requested nor finally justified by any
budgetary
process I know of that's open and democratic.

Fac Sen Exec and the JPSC/JSPC take note: this is an "official" request
and
indeed for this request to be made an agenda item for both groups. And
on the
FS agenda.

Thanks for bringing these issues to our collective attention. Devils are
always in details, so I am looking forward to an early reply from
administration, e.g. the Provost's or the President's office (e.g. VP for
finance or the architect(s) of the budget).

John Leo

>===== Original Message From michael vocino <vocino@uri.edu> =====
>Slides were distributed at the request of the FacSen Executive Committee
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>reduction of 25%) or staffing.......
>
>This is the reality behind this morning's distribution of Budget figures for
>the library. Not an increase, a decrease. m.
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>
>
>best, m.
>
>michael vocino university of rhode island kingston, ri 02881 usa
>*401-874-4605 - office voice mail * 401-874-4608 - fax * 401-788-9353 - home
>voice mail * 401-741-8190 - cell*
>
>“You can never not fight back.

1		James Madison U	765,145
2		ND ST U-Main	513,672
3		U Maine	1,298,208
4		U NH	1,762,922
5		U ND Main	1,658,824
6		U of Rhode Island	1,237,735
7		U Wyoming	1,345,173

1		James Madison U	12,970
2		ND ST U-Main	5,684
3		U Maine	20,614
4		U NH	23,445
5		U ND Main	38,691
6		U of Rhode Island	18,644
7		U Wyoming	24,191

1		James Madison U	2,035
2		ND ST U-Main	3,379
3		U Maine	3,613
4		U NH	17,121
5		U ND Main	13,469
6		U of Rhode Island	7,926
7		U Wyoming	U/A

1		James Madison U	7,187
2		ND ST U-Main	4,600
3		U Maine	8,411
4		U NH	35,681
5		U ND Main	20,270
6		U of Rhode Island	12,378
7		U Wyoming	12,632

1		James Madison U	9,038
2		ND ST U-Main	519,141
3		U Maine	0
4		U NH	187,578
5		U ND Main	0
6		U of Rhode Island	774,051
7		U Wyoming	1,058,340

1		James Madison U	19,719
2		ND ST U-Main	1,406
3		U Maine	10,633
4		U NH	34,943
5		U ND Main	13,188
6		U of Rhode Island	1,577
7		U Wyoming	3,651

1		James Madison U	12,440
2		ND ST U-Main	1,039
3		U Maine	1,413
4		U NH	7,162
5		U ND Main	8,676
6		U of Rhode Island	8,076
7		U Wyoming	5,338

1		James Madison U	681,119
2		ND ST U-Main	194,347
3		U Maine	487,759
4		U NH	795,804
5		U ND Main	298,428
6		U of Rhode Island	346,851
7		U Wyoming	308,955

1		James Madison U	1,216,315
2		ND ST U-Main	1,257,829
3		U Maine	2,949,288
4		U NH	4,161,181
5		U ND Main	2,214,972
6		U of Rhode Island	1,959,130
7		U Wyoming	2,415,917

1		James Madison U	2,038,649
2		ND ST U-Main	1,722,617
3		U Maine	3,513,134
4		U NH	5,003,243
5		U ND Main	2,815,429
6		U of Rhode Island	2,318,834
7		U Wyoming	3,068,392

1		James Madison U	972,010
2		ND ST U-Main	U/A
3		U Maine	1,003,652
4		U NH	1,641,418
5		U ND Main	1,627,925
6		U of Rhode Island	1,315,499
7		U Wyoming	1,941,762

1		James Madison U	2,106,349
2		ND ST U-Main	1,342,238
3		U Maine	2,018,395
4		U NH	3,572,950
5		U ND Main	2,515,384
6		U of Rhode Island	2,520,720
7		U Wyoming	2,902,865

1		James Madison U	4,845,310
2		ND ST U-Main	3,331,255
3		U Maine	5,885,782
4		U NH	9,278,866
5		U ND Main	5,828,552
6		U of Rhode Island	5,103,165
7		U Wyoming	6,477,416

1		James Madison U	722,709
2		ND ST U-Main	479,265
3		U Maine	236,770
4		U NH	809,487
5		U ND Main	1,078,561
6		U of Rhode Island	793,272
7		U Wyoming	343,137

1		James Madison U	21
2		ND ST U-Main	15
3		U Maine	22
4		U NH	27
5		U ND Main	34
6		U of Rhode Island	23
7		U Wyoming	54

1		James Madison U	68
2		ND ST U-Main	53
3		U Maine	73
4		U NH	123
5		U ND Main	106
6		U of Rhode Island	80
7		U Wyoming	105

1		James Madison U	28,400
2		ND ST U-Main	48,000
3		U Maine	20,089
4		U NH	43,810
5		U ND Main	16,984
6		U of Rhode Island	31,570
7		U Wyoming	33,600

1		James Madison U	179,718
2		ND ST U-Main	57,135
3		U Maine	134,308
4		U NH	210,441
5		U ND Main	151,110
6		U of Rhode Island	115,500
7		U Wyoming	151,874

1		James Madison U	8,785
2		ND ST U-Main	8,478
3		U Maine	25,750
4		U NH	17,745
5		U ND Main	17,668
6		U of Rhode Island	4,210
7		U Wyoming	15,585

1		James Madison U	11,957
2		ND ST U-Main	21,116
3		U Maine	12,252
4		U NH	10,050
5		U ND Main	21,931
6		U of Rhode Island	9,704
7		U Wyoming	14,633

1		James Madison U	5
2		ND ST U-Main	33
3		U Maine	41
4		U NH	46
5		U ND Main	40
6		U of Rhode Island	79
7		U Wyoming	40

1		James Madison U	721
2		ND ST U-Main	596
3		U Maine	503
4		U NH	682
5		U ND Main	593
6		U of Rhode Island	651
7		U Wyoming	624

1		James Madison U	14,706
2		ND ST U-Main	9,460
3		U Maine	8,433
4		U NH	12,127
5		U ND Main	11,970
6		U of Rhode Island	10,521
7		U Wyoming	8,915

Degree		
1	James Madison U	Doctorate
2	ND ST U-Main	Doctorate
3	U Maine	Doctorate
4	U NH	Doctorate
5	U ND Main	Doctorate
6	U of Rhode Island	Doctorate
7	U Wyoming	Doctorate

Library Name	Number of Branch Libraries	City	Region	State	E-mail/Web Library Reference Service (Y/N)?	Technology to Assist Patrons with Disabilities (Y/N)?	Documents Digitized by Library Staff (Y/N)?	State-Subsidized Consortium for Access to Electronic Resources (Y/N)?	Library Participates in Other Consortia for Access to Electronic Resources (Y/N)?	Theses in Electronic Format (Y/N)?
Comparison Group Average	3									
State Average (RI)	1									
National Average	1									
Comparison Group Median	3									
State Median (RI)	0									
National Median	0									
UNIVERSITY OF RHODE ISLAND	2	KINGSTON	1	Rhode Island	YES	YES	YES	NO	YES	YES
JAMES MADISON UNIVERSITY	2	HARRISON	5	Virginia	YES	YES	YES	YES	YES	NO
MONTANA STATE UNIVERSITY-BOZEMA	1	BOZEMAN	7	Montana	YES	YES	YES	YES	YES	YES
NORTH DAKOTA STATE UNIVERSITY-M	5	Fargo	4	North Dakota	YES	YES	YES	YES	YES	YES
UNIVERSITY OF MAINE	1	ORONO	1	Maine	YES	YES	YES	YES	YES	YES
UNIVERSITY OF NEW HAMPSHIRE-MAIN	5	DURHAM	1	New Hampshire	YES	YES	YES	NO	YES	YES
UNIVERSITY OF VERMONT AND STATE	3	BURLINGT	1	Vermont	YES	YES	YES	YES	YES	NO
UNIVERSITY OF WYOMING	4	Laramie	7	Wyoming	YES	YES	YES	YES	YES	YES

Library Name	Carnegie Classification Code	Generated Sector	Total FTE 12 month Enrollment	Librarians	Other Professional Staff	Librarians and Other Professional Staff	Librarians and Other Professional Staff Per 1,000 Enrolled (FTE)	All Other Paid Staff
Comparison Group Average			11,354	22	5	27	2.42	43
State Average (RI)			5,019	13	2	15	3.94	17
National Average			3,170	6	1	7	3.17	8
Comparison Group Median			10,632	19	2	22	2.06	38
State Median (RI)			3,950	9	0	10	2.53	7
National Median			1,352	2	0	3	1.82	2
UNIVERSITY OF RHODE ISLAND	D/R-Extensive	Public, 4 year or above	12,618	20	3	23	1.78	29
JAMES MADISON UNIVERSITY	Master's Colleges a	Public, 4 year or above	15,362	19	2	21	1.39	38
MONTANA STATE UNIVERSITY-BOZEMA	D/R-Intensive	Public, 4 year or above	10,533	15	5	20	1.9	35
NORTH DAKOTA STATE UNIVERSITY-MA	D/R-Intensive	Public, 4 year or above	10,666	15	0	15	1.41	30
UNIVERSITY OF MAINE	D/R-Extensive	Public, 4 year or above	9,672	18	4	22	2.29	38
UNIVERSITY OF NEW HAMPSHIRE-MAIN	D/R-Extensive	Public, 4 year or above	12,869	27	0	27	2.06	63
UNIVERSITY OF VERMONT AND STATE	D/R-Extensive	Public, 4 year or above	9,745	28	0	28	2.85	66
UNIVERSITY OF WYOMING	D/R-Extensive	Public, 4 year or above	10,632	31	23	54	5.05	33

Library Name	Student Assistants	Total Staff	Total Staff Per 1,000 Enrolled (FTE)	Salaries/Wages: Librarians and Other Professional Staff	Salaries/Wages: All Other Paid Staff	Salaries/Wages: Student Assistants	Expenditures: Books, Serial Back Files, Other Materials	Expenditures: Electronic Materials	Expenditures: Current Serial Subscriptions	Expenditures: Electronic Serials
Comparison Group Average	19	88	8	$1,274,038	$1,065,296	$164,162	$525,538	$798	$2,613,480	$457,497
State Average (RI)	13	44	10.49	$865,473	$573,852	$123,305	$284,794	$48,788	$733,700	$240,246
National Average	6	22	8.12	$476,487	$347,763	$79,147	$149,725	$14,506	$316,723	$110,133
Comparison Group Median	15	73	7.51	$1,076,323	$874,636	$140,107	$496,579	$0	$2,415,917	$450,515
State Median (RI)	7	27	7.92	$541,999	$263,723	$60,823	$143,156	$1,448	$300,316	$47,111
National Median	2	7	4.91	$168,637	$93,119	$20,881	$28,383	$0	$23,395	$2,000
UNIVERSITY OF RHODE ISLAND	28	80	6.31	$1,315,499	$953,569	$251,652	$346,851	$0	$1,959,130	$793,272
JAMES MADISON UNIVERSITY	9	68	4.43	$1,076,323	$1,031,441	$105,688	$759,482	$583	$1,296,322	$450,515
MONTANA STATE UNIVERSITY-BOZEMA	7	62	5.89	$1,009,764	$778,824	$85,745	$226,358	$0	$2,054,047	$569
NORTH DAKOTA STATE UNIVERSITY-M	15	60	5.63	$720,000	$643,000	$70,000	$194,000	$5,000	$1,530,700	$500,000
UNIVERSITY OF MAINE	13	73	7.51	$1,003,652	$874,636	$140,107	$496,579	$0	$3,016,554	$236,770
UNIVERSITY OF NEW HAMPSHIRE-MAIN	34	123	9.56	$1,641,418	$1,764,535	$166,997	$795,804	$0	$4,161,181	$809,487
UNIVERSITY OF VERMONT AND STATE	35	129	13.21	$1,525,344	$1,672,146	$311,984	$897,587	$0	$3,819,639	$862,002
UNIVERSITY OF WYOMING	18	104	9.79	$1,941,762	$692,490	$268,613	$308,955	$0	$2,415,917	$343,137

Library Name	Expenditures: Audiovisual Materials	Expenditures: Document Delivery/Interlibrary Loan	Expenditures: Preservation	Expenditures: Computer Hardware and Software	Expenditures: Bibliographic Utilities, Network, Consortia	All Other Operating Expenditures	Total Library Expenditures	Total Library Expenditures Per Person Enrolled (FTE)	Books, Serial Back Files, Other Paper Materials	Books, Serial Back Files, Other Paper Materials Per Per
Comparison Group Average	$35,472	$32,016	$52,589	$103,994	$111,969	$224,188	$6,234,217	$563	1,312,316	121
State Average (RI)	$15,840	$14,844	$23,009	$22,561	$51,697	$312,525	$2,878,191	$655	509,734	101
National Average	$7,614	$5,731	$9,962	$32,801	$23,066	$126,433	$1,320,951	$386	223,226	70
Comparison Group Median	$26,483	$29,797	$60,599	$84,114	$106,080	$298,043	$5,896,872	$609	1,306,871	127
State Median (RI)	$6,687	$919	$9,180	$11,261	$23,208	$67,568	$1,193,957	$416	133,250	66
National Median	$852	$0	$0	$1,405	$2,400	$6,000	$258,982	$193	37,000	20
UNIVERSITY OF RHODE ISLAND	$12,853	$17,655	$29,254	$27,297	$143,465	$204,468	$5,248,840	$416	1,237,735	98
JAMES MADISON UNIVERSITY	$73,404	$17,612	$40,595	$296,865	$44,315	$333,252	$5,023,144	$327	768,825	50
MONTANA STATE UNIVERSITY-BOZEMA	$15,608	$39,423	$17,106	$50,800	$215,443	$0	$4,611,375	$438	662,887	63
NORTH DAKOTA STATE UNIVERSITY-MA	$34,500	$23,000	$15,000	$4	$145,000	$65,300	$3,600,000	$338	800,000	75
UNIVERSITY OF MAINE	$6,460	$13,649	$63,230	$84,114	$88,715	$115,636	$5,896,872	$610	1,306,871	135
UNIVERSITY OF NEW HAMPSHIRE-MAIN	$26,483	$38,419	$65,870	$86,450	$106,080	$452,112	$9,278,866	$721	1,762,922	137
UNIVERSITY OF VERMONT AND STATE	$72,304	$62,211	$105,720	$29,560	$0	$298,043	$8,751,844	$898	2,539,534	261
UNIVERSITY OF WYOMING	$19,544	$29,797	$60,599	$136,166	$184,229	$304,976	$6,477,416	$609	1,345,173	127

Library Name	Microforms	Current Serial Subscriptions	Audiovisual Materials	Total Interlibrary Loans Provided	Circulation Transactions (Including Reserves) Per Person Enrolled (FTE)	Total Interlibrary Loans Received	Hours Open in a Typical Week	Gate Count in a Typical Week	Reference Transactions in a Typical Week
Comparison Group Average	1,996,405	12,376	32,422	14,767	17	14,383	98	17,406	768
State Average (RI)	522,062	3,785	111,093	3,911	16	3,909	86	6,995	434
National Average	270,020	2,978	20,062	2,300	13	1,958	58	4,276	292
Comparison Group Median	2,107,544	8,411	32,385	13,488	18	12,502	96	18,400	710
State Median (RI)	138,579	1,881	3,132	1,008	11	857	94	6,686	180
National Median	526	200	1,206	100	5	107	67	985	75
UNIVERSITY OF RHODE ISLAND	1,688,237	6,872	8,664	4,210	9	9,704	90	22,494	1,495
JAMES MADISON UNIVERSITY	1,112,342	10,529	32,385	8,785	14	11,957	105	21,723	710
MONTANA STATE UNIVERSITY-BOZEMA	2,107,544	6,643	83,536	12,181	9	10,149	92	10,300	693
NORTH DAKOTA STATE UNIVERSITY-M	460,000	5,090	3,000	8,478	6	21,116	92	7,600	1,000
UNIVERSITY OF MAINE	2,352,946	8,411	27,746	25,750	24	12,252	100	13,685	471
UNIVERSITY OF NEW HAMPSHIRE-MAIN	2,985,604	35,681	34,943	19,099	25	12,502	96	25,913	1,104
UNIVERSITY OF VERMONT AND STATE	1,982,253	7,644	40,705	13,488	24	18,071	111	24,220	590
UNIVERSITY OF WYOMING	2,974,143	12,632	4,641	15,585	18	14,633	92	18,400	810

UNIVERSITY OF
Rhode Island

Faculty Senate Office
Room 306 Green Hall, 35 Campus Avenue, Kingston, Rhode Island 02881-1303
(401) 874-2616 http://www.uri.edu/facsen/

TO: University Faculty and Members of the University Community

FROM: Michael A. Rice
Chairman, Faculty Senate

DATE: September 12, 2006

SUBJECT: The Faculty Senate

Welcome to the 2006-2007 academic year. Here is an update on Faculty Senate (FS) related activities that occurred over the summer, a preliminary list of goals of the Faculty Senate Executive Committee (FSEC), and information on how you can keep informed of FS activities and become more involved in FS decision-making.

Over the summer, the FSEC, Senators and other faculty continued to work on various committees and issues:

- The FSEC met twice to plan Fall FS meetings, to recruit people for service on various committees, and to finalize last year's legislation for inclusion in the University Manual. FSEC members attended a meeting of the Board of Governors for Higher Education (BGHE), as well as the monthly Academic Affairs Committee meetings of the BGHE.
- The FSEC has continued to work with the President and his staff on budget issues for the FY 2008 Budget Request to the BGHE.
- Members of the FSEC have attended initial meetings of the various committees established by the Provost's Office to prepare for the October 21-24, 2007 visit of the Northeastern Association of Schools and Colleges (NEASC) Accreditation Team. Preparations for this accreditation visit will undoubtedly be the most important tasks for the Faculty Senate during this academic year.
- Review the results of the survey of faculty issues prepared and administered cooperatively with Dr. Barbara Costello of the Sociology and Anthropology Department given at the end of the Spring 2006 semester. Copies of the survey results can be viewed at the Faculty Senate Office.

After several discussions and analysis of the faculty survey of issues, the FSEC has identified the following preliminary list of goals for the upcoming academic year. We most heartily welcome your input and suggestions.

- Identify substantive, and possibly unvoiced, faculty concerns.
- Promote greater faculty engagement in development of policies and shared governance at all levels.
- Increase resources for improving classrooms and classroom support services.

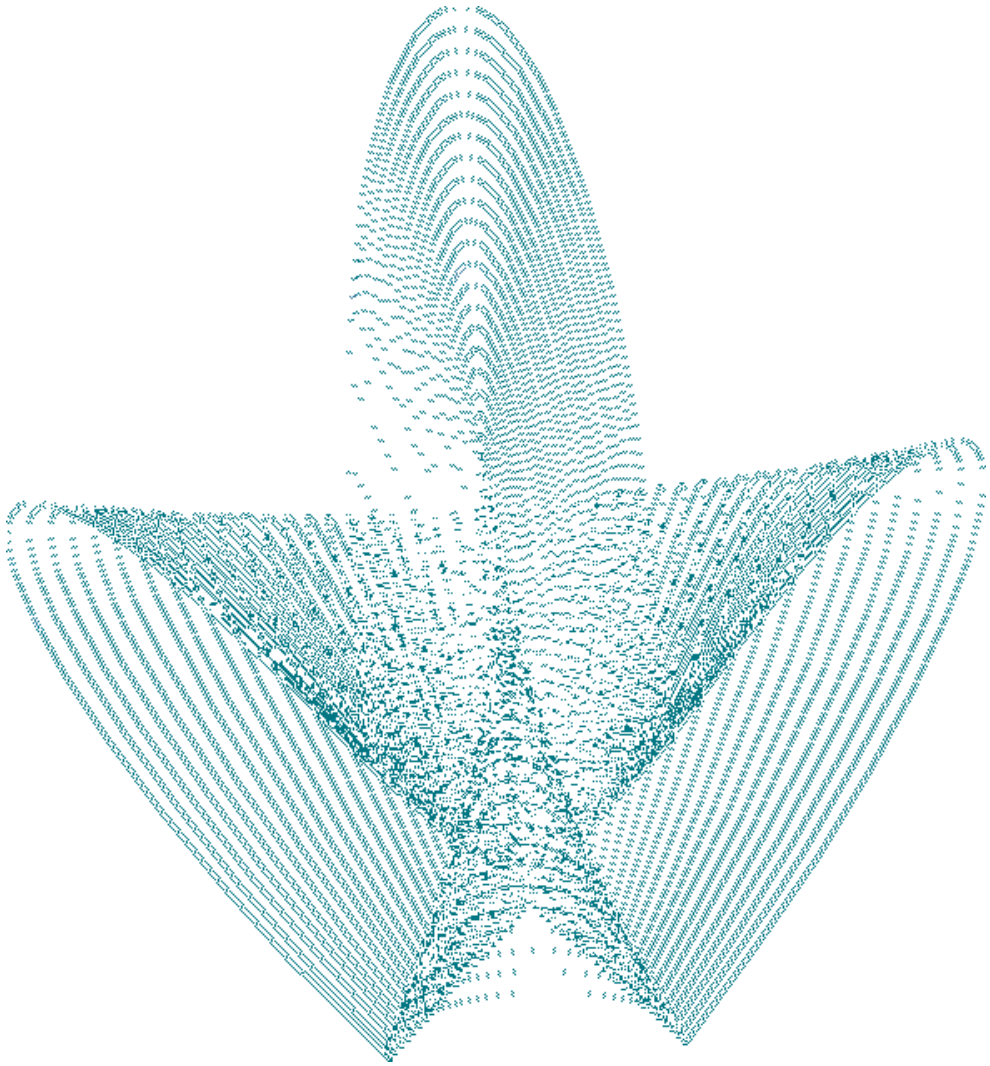
- Seek mechanisms to continue to improve funding and resources for the Library.
- Continue to work with the Vice President for Administration and others to improve administrative functions, including clarifying processes, written directions, flowcharts and revising forms in order to improve services and save time and money for the university.
- Monitor adherence to policies and procedures whenever re-organizations and curricular modifications are contemplated.
- Influence the priority of JSPC's budget recommendations for next fiscal cycle.
- Participate as members of the JSPC in continually seeking the best means for implementation of the University's 2006-2009 Strategic Plan.
- Work with Vice Provost for Academic Affairs and the AAUP on the update and improvement of the 35-year old Student Evaluation of Teaching (SET) instrument
- Continue taking a role in the design and curricular integration of the BOG-mandated Student Learning Outcomes Assessment Initiative.
- Work with the Provost to align Faculty Senate participation in academic administrator evaluation with the Provost's periodic review prior to contract renewal.
- Continue to work with the administration to enhance and highlight our core Land Grant, Sea Grant and Urban Grant missions of graduate education, research and outreach.
- Improve facilitation of interdisciplinary research endeavors through centers and partnerships, and improved university-wide coordination of research and outreach programs for greater impact and cost-efficiency.
- Continue seeking ways of making graduate student tuition charges on research grants more competitive with those of other universities who either waive tuition of research assistants or reduce out-of-state tuition to in-state levels.

Finally, please consider volunteering your time and expertise by serving on FS committees. After all, most of the work needed to bring the above listed goals to fruition is through the work of the Senate Committees. For information on meeting times, committee reports, legislative action, names of Senators, etc., you can consult the Faculty Senate web site: http://www.uri.edu/facsen/ or join the Senate listserver: FACSEN-BUS@PETE.URI.EDU. Please contact a Senator or any of the following FSEC members to discuss questions, concerns, or suggestions you have regarding issues related to the Faculty Senate or the JSPC.

Michael Rice, Chairperson	rice@uri.edu	FAVS	ext. 4-2943
Barbara Luebke, Vice Chairperson	bfluebke@uri.edu	JOR	ext. 4-5490
James Kowalski	kowalski@cs.uri.edu	CSC	ext. 4-2510
Marilyn Barbour	mbarbourri@aol.com	Pharmacy	ext. 4-2734
James Kinnie	jkinnie@uri.edu	Library	ext. 4-9240
James Miller	miller@uri.edu	OCE	ext. 4-6540
Sheila Black Grubman, FS Coordinator	sheilafs@uri.edu	FS	ext. 4-2616

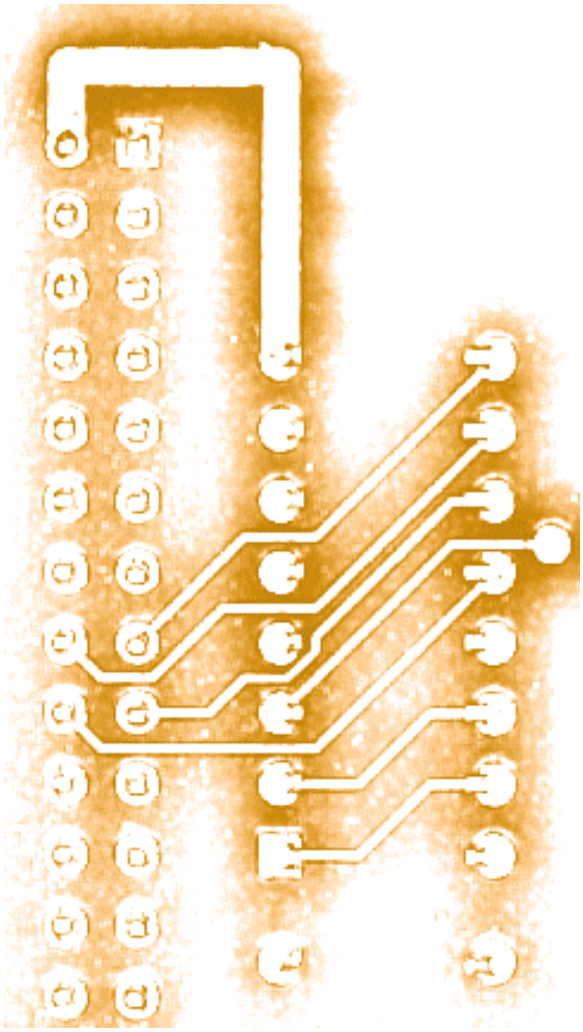
Since shared governance on JSPC works better when the Faculty Senate's representatives can respond quickly and within URI and state administrative deadlines, it is vital that you remain informed and that you keep Senators updated regarding matters of interest to faculty and students. *"Faced with apathy, I will take action. Faced with conflict, I will seek common ground.... Faced with adversity, I will persevere. I will carry this commitment with me this year."* --W.J. Clinton. 1996, from the Americorps oath.

Information Literacy: Challenges for the Future



Office of Information Services
University of Rhode Island

Public Service Department
University Library



Prepared by:
Joanna M. Burkhardt, Andrée J. Rathemacher,
and Mary C. MacDonald

May, 2002

Information Literacy…

"…an absolute necessity for anything in life, whether I continue with college or not." *student enrolled in URI's Information Literacy Course (LIB 120).*

Learning today should emphasize the thought and effort required to outwit the forces that create barriers to finding the right information. Effective learning is as much about developing good research and information skills as it is about using technology and information systems. Therefore, information is the fundamental key to developing students into successful, life-long learners. Information Literacy is the ability to define an information need, select and use appropriate tools to find relevant information, evaluate information for accuracy, reliability and relevance, and apply the information retrieved to the information needed.

The Key to Learning how to Learn!

The Information Literacy program at the University of Rhode Island was established in 1998 by the University Library to prepare URI students for research at the University level. The program also prepares students for their future in the workforce. By teaching both the skills and the concepts behind those skills, and by providing hands-on experience to apply the concepts and skills as they are introduced, we have created a learning laboratory. It is the heart of the teaching library. This environment encourages critical and independent thinking. It teaches students how to ask the questions they need answered, and how to find the appropriate information that will answer those questions.

The need for an information literate workforce

"In today's organization you have to take responsibility for information because it is your main tool. But you must know how to use it. Few are information literate." (Peter Drucker, Harvard Business Review. May-June 1993)
http://www.cyfc.umn.edu/Other/system.html

"In the private sector, to cope with big challenges in the information age, organizations are rushing to reform business processes … This also means drastic change of working style of people, i.e., more information-centric, and more information literate. " *(President of Toshiba Corporation, Nishimuro,Taizo. 1999. "Information Literacy:How does it differ from Traditional or Computer Literacy?" TechKnowLogia (September/October) [online] Available :* http://www.techknowlogia.org)

"We are no longer teaching about technology, but about information literacy…Students need the thinking, reasoning, and civic abilities that enable them to succeed in a contemporary democratic economy, workforce and society." *Terry Crane, Vice President for Educational Products, AOL, Sept Issue of Converge.*

"…the bottom line is that to be successful, you need to acquire a high level of information literacy. What we need in the knowledge industries are people who know how to absorb and analyze and integrate and create and effectively convey information—and who know how to use information to bring value to everything they undertake." *Anthony Comper, President of the Bank of Montreal, 1999 commencement address at University of Toronto.*

URI's Information Literacy Program

The Plan for Information Literacy at the University of Rhode Island provides the blueprint for Information Literacy now and in the future. URI's Information Literacy Program is recognized as one of the premier programs in the country. We see our teaching Library as the largest "classroom" on campus. We aspire to meet the growing demand for Information Literacy, for all members of the campus community. Our goal is to be the bridge to information empowerment.

Connecting People and Information

Since its inception in 1999, the Plan for Information Literacy at the University of Rhode Island (http://www.uri.edu/library/instruction_services/infolitplan.html) has guided us to accomplish the following:

- Taught: 28 sections of LIB 120: Introduction to Information Literacy, reaching 541 students, and generating 1,623 credit hours; 2 sections of LIB 140, reaching 50 students, and generating 50 credit hours; 2 sections of BIO 508, reaching 15 students and generating 15 credit hours

- Created Learning Laboratory classrooms with state of the art technology and hands-on experience for students in Kingston and Providence

- Created specialized modules for individual departments

- Implemented WebCT delivery of LIB 120 to accommodate distance learners

The Role of the URI's Information Literacy Program

Information Literacy opportunities have been created in several different formats at URI. Some are new and some are of longstanding. All seek to educate URI's students for success in college and beyond.

Credit Courses in Information Literacy

LIB 120: Introduction to Information Literacy is a 3-credit course, which fulfills a General Education requirement in Communications. This course teaches students the concepts and skills they will need both in their future at the University and in the workforce. Students learn critical thinking skills through the use of problem-based assignments and hands-on experimentation. They learn to take an active role in acquiring and evaluating information. The research process, from selecting a topic to designing its final presentation, is the heart of the course. The concepts and skills acquired in LIB 120 are applicable in every other class students take. Their applicability continues into the workplace and beyond.

LIB 140: Special Topics in Information Literacy is a one-credit course specially designed to partner with a discipline-specific course. It was taught with Business 110, for example. The materials covered are specific to the discipline in question. LIB 140 is particularly useful for students who need to learn the tools that apply to their major.

BIO 508: Seminar in Biological Literature is a one credit graduate course that covers the information sources most useful in research in biology at the graduate level.

Modules

Modules are standardized "toolkits" that present information geared toward particular fields, instructional areas and topics. The modules are created individually to complement coursework in a given discipline, major or department. Most modules are taught by Library faculty, providing a concrete way for librarians and other teaching faculty to work together. Much of the content of the modules will be available on the Web via interactive tutorials, allowing practice sessions and reading to occur where and when it fits into the coursework. Modules for URI 101 and WRT 101 have reached thousands of students since 1999.

Classroom technology

Generous grants from the Champlin Foundations allowed the creation of three learning laboratories--two in Kingston and one in Providence--for exploring Information Literacy. Mobile carts with wireless laptops allow small group collaboration, unhindered arrangement of the classroom and mobility within the range of the radio hub. A second grant from the Smarter Kids Foundation provided Smart boards and classroom control software for the Learning Laboratory and the electronic classroom in Kingston.

WebCT has been used to deliver LIB 120 and to supplement face-to-face sections of LIB 120.

LIBRARY FACULTY EXPERIENCES

Library Faculty who teach LIB 120 have found the hands-on environment to be essential in allowing students to put classroom theory to instant and practical use. Pedagogically, integrating theory and practice helps students to internalize information presented in class. Active learning and problem-based inquiry are ideally suited for instruction in Information Literacy. This approach goes to the heart of the University's mission to create independent and critical thinkers.

Blazing the Trail

Local and national leadership

Presentations on the development of URI Library Plan for Information Literacy and LIB 120 have been given both locally and nationally. URI Library faculty have been invited to share our plan and the specifics of our class with the Rhode Island Library Association, the Association for College and Research Libraries, the New England Library Association and the New England Bibliographic Instruction Committee, and at other local, regional and national meetings. We are currently working on a collaborative program for Fall 2002, which will compare and contrast Information Literacy Programs from K-16 in Rhode Island. Several institutions of higher education have inquired about using our plan as a model for their institutions. Our class and our plan have been cited in numerous bibliographies, newsletters and newslists. The Plan is a "showcase" example of the Best Practices in the Institute for Information Literacy of the Association of College and Research Libraries. URI is a possible site for the nationally recognized "Immersion" program of the Association of College and Research Libraries in 2003. This program prepares librarians to plan and teach Information Literacy at their home institutions.

International recognition

Joanna Burkhardt, Mary MacDonald and Andree Rathemacher received the 2001 Awards For Excellence, Outstanding Paper, Reference Services Review (MCB University Press) for their paper "Challenges in building an incremental, multi-year information literacy plan." The Big Blue Information Literacy project in Great Britain http://www.leeds.ac.uk/bigblue/index.htm)cited our program and our plan both in their literature review and their bibliography. The goal of that British project is to "establish a blueprint for…ensuring a coherent approach to the development of an information literate student population in the UK."

Projects under construction

More Web based tools are being developed for use inside and outside of the classroom. URI librarians are currently creating a Web-based tutorial for URI 101. URI leads the statewide effort to construct a shared Information Literacy Web tutorial. While brief workshops are now available for non-library faculty, we hope to offer intensive summer workshops in the near future. These sessions will allow faculty to understand our Plan and envision how Information Literacy could be built into discipline-specific courses. We will continue to partner with interested departments to create and establish modules .

Measuring Our Success

Increased Demand

Each semester since Fall 1999 we have added an additional section of LIB 120. In the Spring semester 2002 we continue to have a waiting list of students who want to take the class, but for whom there are no seats. We are currently working with several departments to develop program-specific Information Literacy modules. We lead a collaborative HELIN Consortium Committee on Information Literacy to create a shared web-based tutorial. We are exploring a partnership with the K-12 community in Rhode Island.

Students' reactions to courses in Information Literacy

"I think LIB 120 should be mandatory—it helped me with all of my other classes and will definitely always come in handy" *(Student of LIB 120 Spring, 2001)*

"I could just kick myself for taking this (course) my last semester of my senior year. I gained more out of this class than any other. Without a doubt in my mind, I feel that LIB 120 should be a requirement for all freshmen. *(Student of LIB 120 Spring ,2001)*

"The information was great and an absolute necessity for anything in life, whether I continue with college or not *(Student of LIB 120 Spring, 2001)*

"Regardless of the stress that I have felt in taking this course, I know that this one class will benefit my whole life." *(Student of LIB 120 Fall, 2000)*

"I learned a lot in this course, and I know what I learned will help me a lot in my University and my future life." *(Student of LIB 140 Spring, 1999)*

"Info literacy is a great class where you learn everything about the library, databases, and the internet. I discovered how to distinguish internet sites, how to use search terms, how to look up books using the Library of Congress system, and much more. Doing research papers is not the hassle it was before and I feel well-versed in the Library system. I enjoyed the class so much that I think I'm going to go into information sciences and skills myself." *(Student of LIB 120 Fall, 2001)*

Future Challenges

We have had an overwhelming response to and support for our Plan for Information Literacy. Requests from students, faculty, departments and colleges for more sections and more modules come to us on a regular basis. Programmatic partnerships with Learning Communities and BGS are also creating demand for more sections, more options and more availability.

Goals for Information Literacy

We have established a nationally and internationally recognized program in Information Literacy at the University of Rhode Island. However, we have accomplished only a part of our goals.

Creating an Information Literate community at URI

Greater University-wide awareness will be necessary. Educating faculty and administration at the University of Rhode Island about Information Literacy and about our Plan for Information Literacy will need to take a more prominent place in our plans. Collaboration with individuals and departments to plan and implement Information Literacy modules should become commonplace. URI must continue to be a leader in statewide and nationwide initiatives in the field.

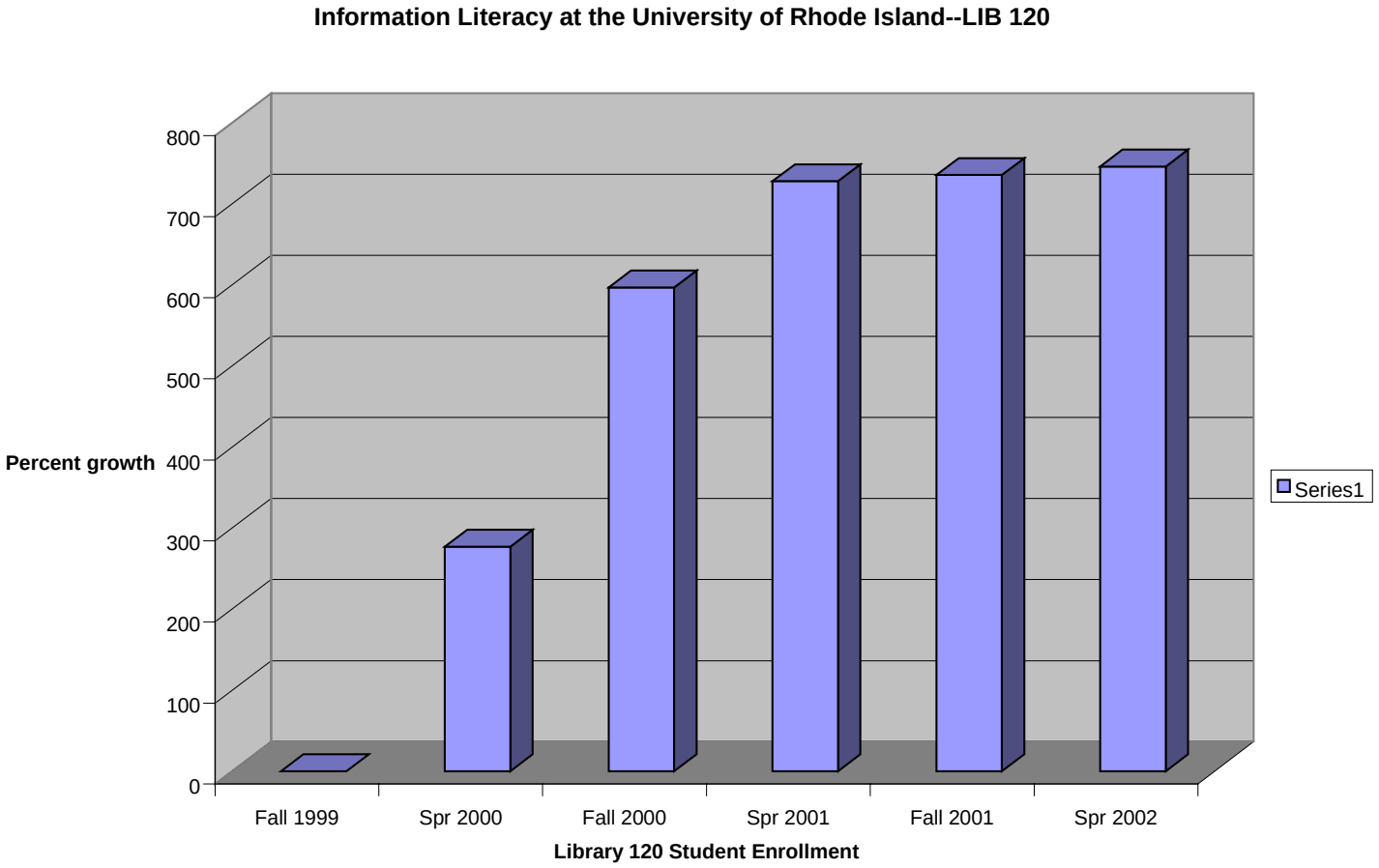
Information Literacy across the curriculum

Workshops for non-library faculty must be established and offered to as many faculty members as possible. These workshops will result in increased collaboration between the Library and other Departments. Information Literacy across the curriculum is a goal that can be reached. The mature Plan for Information Literacy would make Information Literacy an incremental and integral part of a student's entire University experience.

Reaching more students

As indicated on the accompanying chart, we have realized phenomenal growth in our 3-credit course. Student demand for seats outstrips the available sections. Colleges and individual programs ask for additional sections every semester. While we are searching for creative ways to staff and house additional sections of LIB 120, we are also working on new ways of meeting this growing demand. Our goal is to reach all URI students with Information Literacy courses during their college careers.

Information Literacy is essential to achieve the University's goal to graduate well-rounded adults capable of critical and independent thinking. It will help URI graduates to be among the most successful and will give them the skills they need to maintain a permanent love of learning. We will move forward, to bring our developing plan to a mature stage. Students will gain a life-long benefit by becoming "information literate." In the process, the University and the State will gain a workforce better prepared for today's and tomorrow's work environment.



WebCT Course Data

Personal communication with Charlene Yang of 10/20/06 to Karol Leuzarder:

WebCT at URI starts in 1997.

Number of courses which use WebCT as a teaching tool -

- Spring 2006 - 361
- Summer 2006 - 123
- Fall 2006 - 485

Number of seats (some students take more than one seats) access WebCT -

- Spring 2006 - 13439
- Summer 2006 - 2691
- Fall 2006 - 15706

LIBRARY & TECHNOLOGY ACTUALS FY02-06

	FY02 Actual	FY03 Actual	FY04 Actual	FY05 Actual	FY06 Actual	Five Year Increase
Library (Kingston, CCE and NBC)						
Personel *	$2,628,661	$2,709,470	$2,775,332	$2,829,523	$3,011,161	14.6%
Operating **	$2,517,930	$2,668,274	$2,762,852	$3,191,858	$3,113,378	23.6%
Student Aid ***	$0	$0	$0	$0	$0	N/A
Fringe Benefits *****	$809,516	$902,108	$1,031,005	$1,115,654	$1,152,301	42.3%
Total	$5,956,107	$6,279,852	$6,569,189	$7,137,035	$7,276,840	22.2%
		5.4%	4.6%	8.6%	2.0%	
Technology						
Personel *	$3,638,128	$3,857,593	$4,499,876	$4,540,911	$4,820,002	32.5%
Operating **	$1,933,982	$1,975,844	$4,731,146	$5,218,583	$4,664,695	141.2%
Student Aid ***	$0	$2,916	$16,817	$11,379	$22,228	N/A
Fringe Benefits *****	$1,081,275	$1,218,461	$1,509,207	$1,586,774	$1,657,810	53.3%
Total	$6,653,385	$7,054,814	$10,757,046	$11,357,647	$11,164,735	67.8%
		6.0%	52.5%	5.6%	-1.7%	
	$12,609,492	$13,334,666	$17,326,235	$18,494,682	$18,441,575	46.3%
		5.8%	29.9%	6.7%	-0.3%	

* Personnel Services includes such items as biweekly faculty and staff, graduate assistants, student help, consultants, etc.
** Operating includes periodicals, book purchases, computer purchases, capital expenditures, software, etc.
*** Student aid reflects any financial aid provided to graduate assistants in the unit
**** Fringe benefits reflects the costs assocaited with FICA, medical insurance, etc.

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9/27/06

URI LIBRARY SEATING CAPACITY

TOTAL SEATING (excluding meeting rooms, Galanti Lounge, Graduate Carrels, and Group Study Rooms): 1220

3rd Floor	250
2nd Floor	223
1st Floor	616
Lower Level	131

3RD Floor

TOTAL SEATING	250

FURNITURE	SEATING
12 Tables	48
22 Small Tables	44
123 Study Carrels	123
3 Octagon/Daisy Wheel Carrels	24
5 Cushion chairs, no arms	5
1 Computer Carrel Block	6

2ND Floor

TOTAL SEATING	223	
FURNITURE	SEATING	
OPEN AREA		181
2 computer tables	2	
6 small round tables	12	
5 large round tables	20	
20 rectangular tables	80	
1 large rectangular table	6	
61 Study Carrels	61	
SPECIAL COLLECTIONS		13
7 tables	13	
MICROFORMS		8
8 equipment tables	8	
MEDIA RESOURCE CENTER		21
20 Carrels	20	
1 table	1	

1ST Floor

TOTAL SEATING	616	
FURNITURE	SEATING	
24-HOUR ROOM		150
46 Cushion chairs, no arms	46	
25 Tables	100	
4 Study Carrels	4	
CIRCULATION (OPEN AREA)		76
38 Cushion chairs, no arms	38	
14 Computer Desks	14	
4 Benches	24	
CURRENT PERIODICALS		167
15 Study Carrels	15	
24 Tables	96	
2 Computer tables	2	
50 steel frame cushion chairs	50	
2 couches with table in center	4	
GOVERNMENT PUBLICATIONS		71
5 Tables	20	
4 Index Tables	24	
27 Study Carrels	27	
REFERENCE AREA (including Fain Room)		152
7 Tables	28	
2 small tables	4	
8 Index Tables	48	
42 Study Carrels	42	
30 Computer tables	30	

Lower Level

TOTAL SEATING	131

FURNITURE	SEATING
93 Study Carrels	93
8 rectangular tables	32
1 Computer Carrel Block	6

Library Service Assement 2006 Final Report

Based on LibQUAL+ Survey (March 2006)

What IS LibQUAL+?

Evaluation and assessment is an important part of providing the best library service possible. LibQUAL+ is a library evaluation tool created by the Association of Research Libraries (http://www.libqual.org/) which uses a web-based survey to gather responses on user expectations and satisfaction with library functions. Taken as a whole, these responses can be used to redesign library procedures or target areas where training, marketing, and instruction can be improved. LibQUAL+ has been used by hundreds of libraries to date (including many in HELIN, the University Library's library consortium).

The survey instrument uses a series of questions (27 in the case of URI) and a comment box to gather data. Each question requires the user to rate an aspect of service on three 9-point scales – the minimum acceptable, the perceived, and the desired levels of service. LibQUAL+ divides the results into three "Dimensions of Service" – broad areas of user interests. They are:

- *Affect of Service* – customer service
- *Information Control* – access to library materials
- *Library as Place* – the physical and social space of the library.

About the 2006 Survey at URI

The survey was run during March 2006. 1,123 responses were collected, with all three library locations (Kingston, Providence, and Narragansett) participating. Approximately 40% of the participants provided comments, which is in line with the national average.

Findings

The URI Library generally showed well in Library as Place and Affect of Service. Information Control was by far the weakest area, with considerable dissatisfaction shown by Graduate Students and Faculty. Specific questions about journal access (print and electronic) scored especially low. Users also expressed frustration with accessing the information without mediation – this suggests a need for different tools or more instruction. More study will be needed to determine what mix of solutions might be most effective.

The attached chart shows URI's results compared to the other college and university libraries that took the survey during Spring 2006. For all dimensions, URI Undergraduates closely matched the national means, with a slight edge in perceived overall scores, driven by a modestly greater perceived score in Library as Place. The URI undergraduates, in other words, rate their libraries' study and social spaces more highly than the national average. URI's scores begin to lag with the Graduate Students, dragged down by a somewhat greater than the average dissatisfaction with Information Control (more detailed analysis suggests a strong dissatisfaction specifically with access to journal literature) – strong enough to put the perceived Information Control rating below the minimum acceptable level. The situation is worse with the URI Faculty where, although the minimum acceptable and desired numbers are very close to the aggregate means, the perceived scores lag behind the aggregate means by .25 points or more. It is true that faculty are not happy with Information Control anywhere – the aggregate perceived mean for Faculty reactions to Information Control is the only place on the aggregate chart where the perceived is below the minimum. However, URI Faculty are substantially more unhappy with Information Control than their peers. This is not an artifact of the survey or general faculty malaise, but a mark of a substantial failure by the URI Library to provide the materials needed by its researchers. The low rating in general given by the faculty suggests substantial dissatisfaction with the Library and its services, driven in large part by the weakness of the serials collections. Assuming URI has an interest in encouraging and supporting the research efforts of its faculty and graduate students (and maintaining its status as a Carnegie RU/H institution), the serials problem is a critical issue that must be addressed.

Library Action Plan

On 21 July 2006, the Library faculty and staff met to discuss the survey and its findings. Based on this discussion, an action was developed with the following areas:

- Hire a Dean of Libraries
- Reevaluate Library Hours of Operation
- Optimize Use of Library Space
- Address Noise in Public Spaces
- Market the Library
- Promote LibQUAL+ Results
- Address Serials Issues

The Library believes that, if this plan is implemented, a repeat of the LibQUAL+ survey in 2009 will show improvement in the perceived scores for all users. Note that the plan is designed to focus on actions the Library faculty and staff can take within its current budgetary situation. The major weakness exposed by the survey, user dissatisfaction with the extent of the serials collection, cannot be adequately addressed without a substantial reevaluation of the University's support for the Library and its collections.

University of Rhode Island Libraries
Technical Staff Internal Survey of 2006

(Text of three questions sent to OIS staff in an online questionnaire.)

Questionnaire for Professional IT Staff

1) What is your highest degree that you have completed?

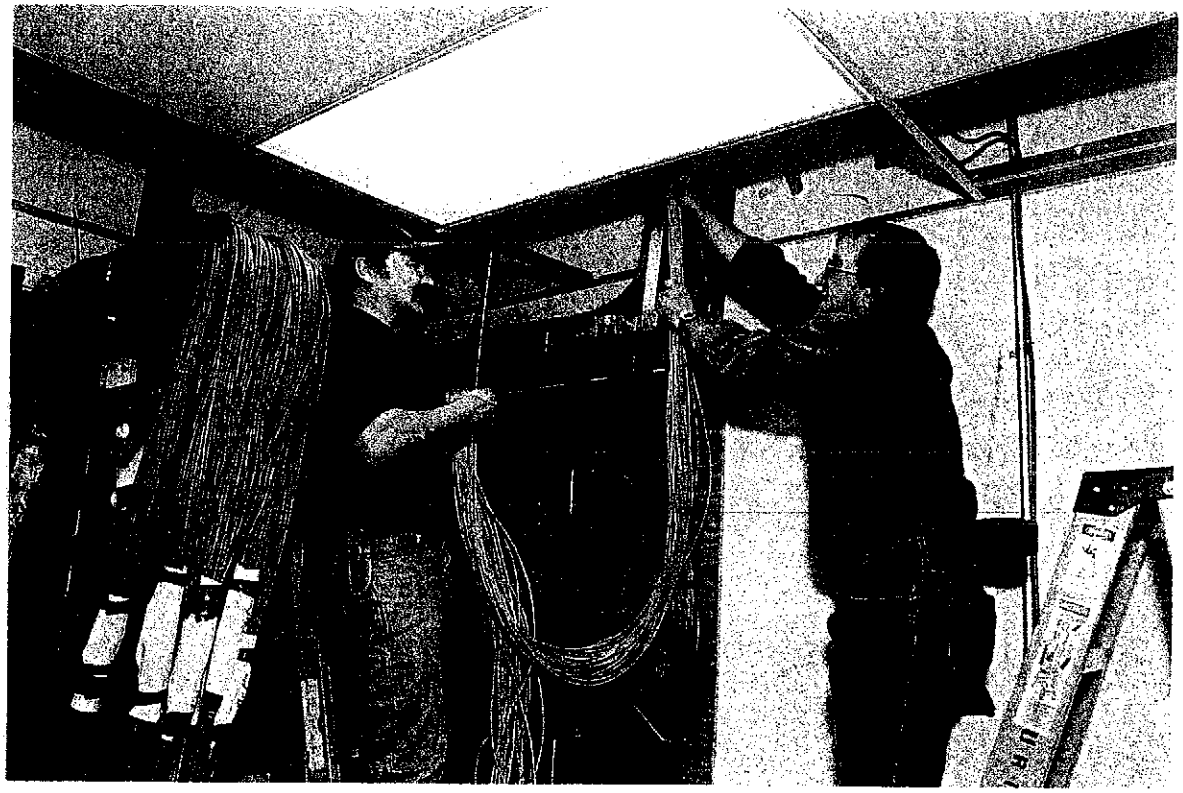
2) How many years of related technology experience do you bring to you current job?

3)Please describe one or more examples of an interesting project you are involved in that uses technology in support of the University's Academic mission.

Higher Education Technology Initiative

Final Report

Rhode Island Office of Higher Education
Division of Finance and Management



February 2001

University of Rhode Island
Rhode Island College
Community College of Rhode Island
Rhode Island Office of Higher Education

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Cover Photograph by Nora Lewis: Cabling technicians working on cabling project at Kelly Hall, URI.

HIGHER EDUCATION TECHNOLOGY INITIATIVE
FINAL REPORT

Executive Summary

We have seen a flurry of activity over the past four years as cabling, network electronics, software and computers have been upgraded to state-of-the-art technologies at the University of Rhode Island, Rhode Island College and the Community College of Rhode Island. To date, virtually all projects have been completed as scheduled and within budget.

In the current year, the initiative continues to focus primarily on improvements to infrastructure. Some new projects such as the implementation of *PeopleSoft* administrative software have also been initiated. These new systems are already in operation at Rhode Island College and steps have been taken to begin their implementation at the University with the purchase of a new state-of-the-art equipment and *Oracle* database software. The system will also be used to implement new enterprise e-mail and help desk applications.

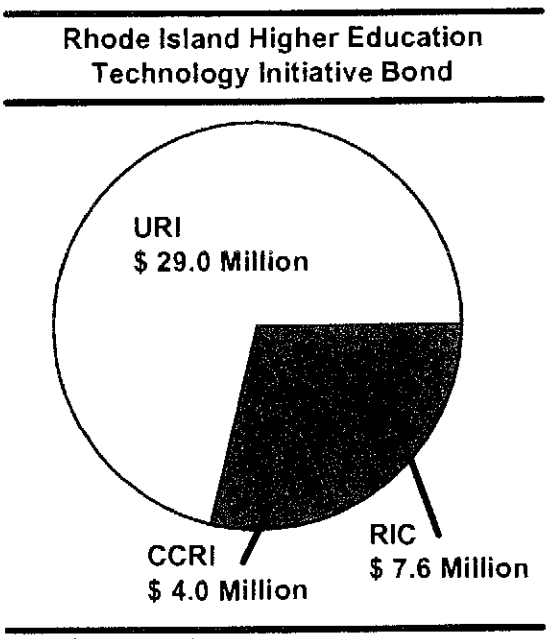
At the College, upgrades to networking equipment have taken place, significantly increasing the speed at which data is transferred over the network. Also, the College has just completed the installation of the necessary cabling that connects all buildings on the main campus and some of those located on the new East Campus. In addition to increasing the speed at which data is transferred over the network, the new cabling is being used to support the expansion of the College's campus-wide telephone system.

The Community College, with the assistance of AV Associates, has begun the development of plans for a sophisticated distance-learning classroom on the Lincoln Campus. Implementation is expected to be completed this spring. The Community College purchased and installed *PictureTel* equipment to allow video transmission of meetings between various groups across the institutions' various campuses. Currently the equipment is being used to teach selected chemistry courses on two campuses using one instructor. An interdepartmental group will provide training and assist with the planning of the new facility.

With support of the Legislative and Executive Branches, the higher education technology initiative continues to build the technological infrastructure necessary for new and innovative methods of teaching and learning. The accomplishments described in this report highlight the benefits that this initiative has provided to students at all three institutions within Rhode Island's system of public higher education.

Background and Introduction

In 1995, a special external committee of the Board of Governors reviewed the status of telecommunications in the Rhode Island system of public higher education. The Committee determined that it was critical to upgrade the technology infrastructure at all three institutions[1] since the schools were not equipped to offer students, faculty and staff the array of computing and networking resources required for the new millennium. Based on these facts, the Rhode Island Board of Governors proceeded to recommend that significant additional funding be secured to address these deficiencies.



In 1996, the Rhode Island Legislature acknowledged the findings of the Board of Governors and endorsed a $40.6 million technology initiative for the system of public higher education. Following legislative approval, the technology initiative was presented to Rhode Island voters as a state bond referendum and was approved. That bond issuance provided $40.6 million over five years with $29.0 million for URI, $7.6 million for RIC and $4.0 million for CCRI. The Higher Education Technology Initiative is among the most ambitious projects ever undertaken by the Rhode Island public system of higher education. "New technology per se is not a revolution – the revolution is the difference that technology makes in how we organize,

1 *Telecommunications In Rhode Island Public Higher Education*, A report from the External Committee on Telecommunications and Higher Education to the Rhode Island Board of Governors for Higher Education, March 15, 1995

structure, and empower our lives."[2] Moreover, the initiative assists the role of the Rhode Island system of public higher education in providing continued service to the state through excellence in teaching, learning, research, and service.

Key Projects and Current Status

Funding from the technology initiative is being used to build a state-of-the-art infrastructure consisting of cabling, wires, electronics, software, and computers. Much of this new infrastructure is not readily visible – being buried underground or located in walls, ceilings, and floors of numerous buildings on the eight campuses of our system. Upon completion of the initiative in 2003, 114 buildings throughout the system will be cabled with more than 13,000 information outlets, which will be available for use, by students, faculty and staff. The infrastructure is designed to accommodate emerging technologies and applications such as Internet 2, new instructional technologies, and distance learning applications.

I. Network Projects

During the past four years several cabling projects have been the primary focus of the technology initiative. Campus-wide cabling has been completed on all three CCRI campuses. Approximately 80 of the Community College's computing labs are cabled and connected to the campus network, which includes the *Cisco Network Academy*. The *Cisco Network Academy* continues to be a tremendous success, providing state-of-the-art training to students in the high-wage/high-demand career of network technician. In addition, with the use of funds from the technology initiative CCRI has made significant enhancements to its existing

Tech. Facts – RIC Cabling Projects

Fogarty + Four Project:
- *23 miles of cable*
- *5 buildings connected*
- *275 wall plates providing voice, video and data*

Phase II Project:
- 85 miles of cable
- 7 buildings connected
- 1,000 wall plates providing voice, video and data

East Campus Building 1 & 6 Project:
- *3.4 miles of cable*
- *2 buildings connected*
- *40 wall plates providing voice, video and data*

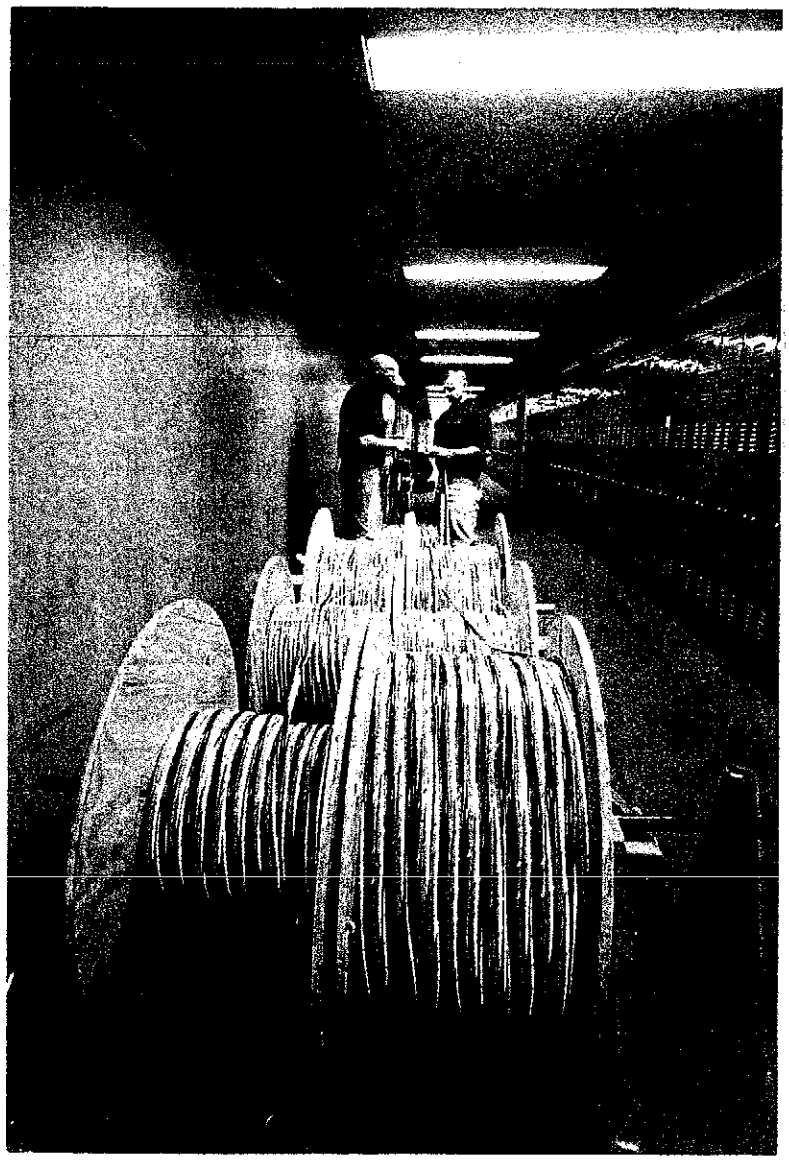
Higher Education to the Rhode Island Board of Governors for Higher Education, March 15, 1995

[2] HEIRA (1992), Gregorian, V. et al., Background Paper for the Higher Education Information Resources Alliance Executive Strategies Report #1, *What Presidents Need To Know About The Integration of Information Technologies on Campus*, September, 1992.

voice mail and call accounting systems.

> ***Tech Facts – Housing and Residential Life Project***
> ***URI HRL Cabling Among Buildings:***
> - 230 miles of fiber cable strands
> - 20 buildings connected
> - Extensive upgrades of telephone cable
> - 4,000 ft of new trenching
> - 6 miles of new conduit
>
> ***URI HRL Cabling Within Buildings:***
> - 20 buildings
> - 2,000 rooms
> - 2,189 wall plates providing voice, video and data
> - 332 miles of cable

Network projects at Rhode Island College have resulted in significant improvements to voice, data, and video cabling, including the completion of cabling to five residence halls which has provided 908 network outlets. The College has also installed new high-speed *Cisco* switching and routing equipment and a new dial-up access server to provide faculty with easy access to the RIC network. Upgrades to the switching and routing equipment for the network also have taken place, significantly increasing the speed at which data is transferred over the network. In addition, the College has just finished installing the necessary cabling to connect all buildings on the main campus and some of those located on the East Campus. As well as increasing the speed data is transferred over the network, the new cabling is being used to support the expansion of the telephone system.



DCI Data Communications Inc., technicians installing new cable at RIC
Photo by Gordon Rowley.

At the University, cabling of the residence halls was given top priority in 1997. Approximately $1.5 million was expended to cable more than 2,000 dormitory rooms in 20 residence halls at URI. The URI Housing and Residential Life (HRL) cabling project provided 2,189

information outlets that facilitate voice, video and data to more than 4,000 students living in the residence halls. Additionally, URI in-house cabling teams have completed wiring of five academic and administrative buildings. In 1998 the University continued upgrades to the cabling and network equipment in University academic and administrative buildings. This effort included expansion of in-house cabling staff, facilities, tools and processes to facilitate a more cost effective means of conducting major building cabling projects. (In fact, estimates indicate that URI will save approximately 50% of the cost associated with this project if an outside vendor were used to complete the same projects.) The URI cabling team networked thirty buildings in 1999, which provided access to 99% of the Kingston campus' constituents. In 2000, the next phase of the project involved upgrades to older Ethernet cable technology that would not meet the growing bandwidth needs to users. As of December 2000, approximately 80 buildings have been upgraded to switched 10/100 Mbps Ethernet. Networking and Telecommunications Services (NETS) will continue to upgrade the 40 remaining buildings in 2001 and 2002. In addition, NETS has plans to start some pilot projects in 2001 using wireless technology. This equipment will complement, not replace, the core network that has been installed as part of the technology initiative. It is anticipated that the mobility provided by wireless technology will ultimately generate great opportunities and innovative uses for the University communications infrastructure.

Network-backbone cabling at the University received significant upgrades and extensions, including installation of Asynchronous Transfer Mode (ATM) network electronics at its core. Phase 2 of the cabling expansion project extended the fiber optic backbone and phone cabling to 54 additional buildings at the Kingston campus in 1999. The next inter-building cabling projects will connect 27 buildings on the Narragansett Bay Campus with fiber and telephone lines (Phase 3) and complete connections to buildings on the periphery of the Kingston Campus. Design and specifications for the Phase 3 inter-building cable project have been completed and a vendor has been awarded the contract with work scheduled to begin in early 2001. The project will include upgrades and extensions of underground conduit pathways to eliminate overhead lines and make the network more reliable and secure. Phase 4, which will begin shortly, involves connecting buildings on the periphery of the Kingston Campus to the high-speed ATM backbone network.

Major developments also included the creation of a regional non-profit networking consortium:

OSHEAN (the Ocean State Higher education, Economic development and Administrative Network). OSHEAN is a unique non-profit organization that is the only organization within the State to offer a hybrid combination of Internet 1 and Internet 2 access to institutions of higher education. Internet 2 is a key component in supporting URI's role as a leading research institution; investment in the campus network infrastructure through bond funding is one element that has helped facilitate access to Internet 2 by the University's research community. The OSHEAN network includes Brown University, URI, and RINet as founding members. Several other institutions have joined OSHEAN, including CCRI, RIC, Johnson and Wales, RISD, OLIS, and the Department of Administration. Wide Area Networking capabilities within higher education will continue to be enhanced by OSHEAN and non-research institutions may soon be eligible to use Internet 2 through OSHEAN sponsorship.

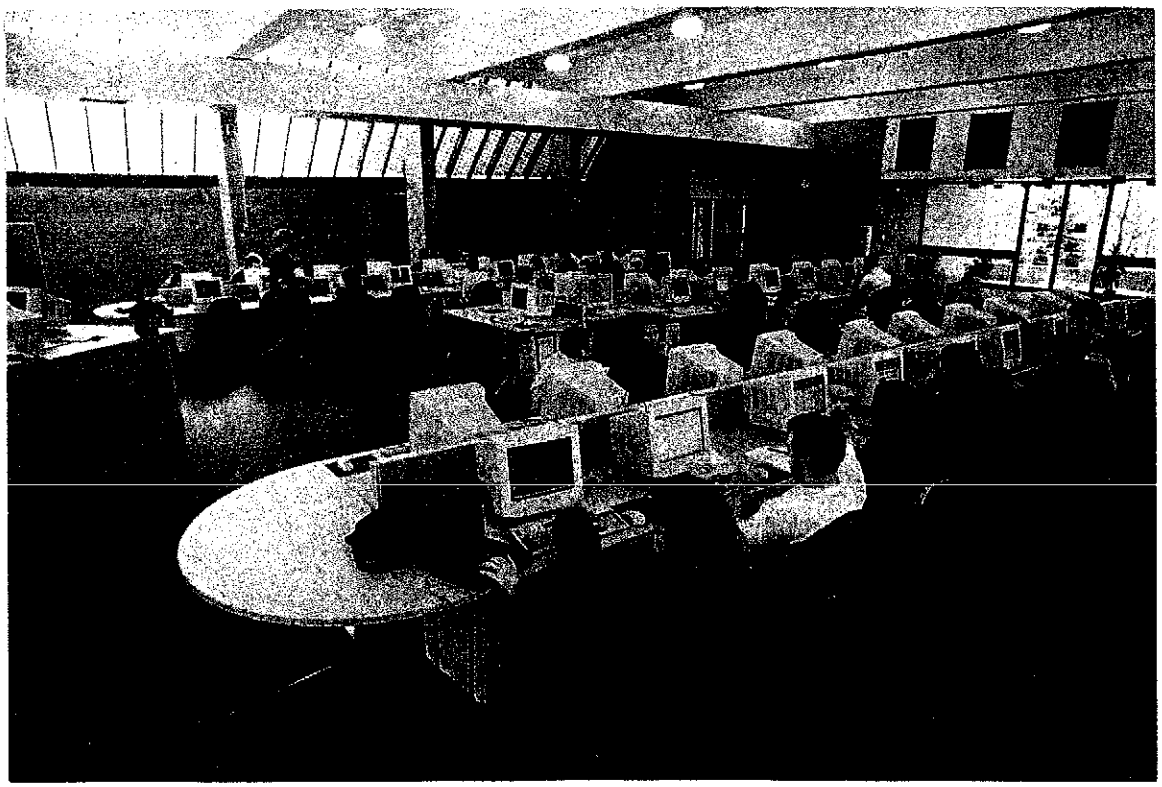
II. Computing and Student Lab Projects

Aside from the significant networking projects, students have benefited from a significant increase in the availability of desktop computers for general use. CCRI continues to expand and upgrade its substantial base of computers using funding outside the technology initiative.

Tech. Facts *– RIC Horace Mann Technology Center*

Open Access Desktop Computing:

- 51 new Dell Pentium II PCs for Students
- 6 new Macintosh Computers for Students
- 6 new high-end multimedia workstations for faculty
- 7 new Dell PCs for Information Technology professionals



RIC Students at the Technology Center at RIC.
Photo by Gordon Rowley.

Computers available to students include 220 found in public labs and over 475 in discipline specific mini-labs and classrooms. Approximately 250 new computers were purchased and installed in 2000 with approximately 200 new machines to be installed this spring. In 1997, a new state-of-the art Technology Center at RIC helped to augment the number of desktop systems available to RIC students by 50 percent. This deployment of new PCs and *Macintosh* systems has resulted in a doubling of desktop processing capacity across the RIC campus. RIC has continued the deployment of new PCs by installing 184 new *Dell* PCs, 77 networked laser printers, and 55 *Macintosh* systems in 1998 for faculty, staff and students. The College also purchased an additional 129 PCs that were installed during the 1999 summer session and 100 more over the past year. In 1999, 105 new PCs were purchased for the *PeopleSoft* implementation and over 75 of the older systems were upgraded this past year. *Macintosh* computers were upgraded in 1999 and a system was put in place to ensure that the *Macintosh* users at RIC have adequate professional support.

Major developments in desktop computing at URI include the procurement and installation of computers and peripherals for state-of-the-art student-computing laboratories in the main library (110 PCs), the Memorial Union (70 PCs) and the new multicultural center at the Kingston campus. Smaller labs in Chafee Hall and the Fine Arts Building have also been equipped with new PCs, *Media 100* digital video editing equipment, and music keyboards for enhanced music instruction.

In 1998, the Chafee and Quinn Hall Labs each received 25 new *Macintosh G3* computers. In 1999 the University upgraded several systems available to students; various *Dell* systems were installed to assist visually impaired, blind, and learning disabled computer users. The Technical and Operational Services (TOPS) unit at the University continues to provide technical support for servers, peripheral devices, applications, LANs, and operations at the University. In 1998, TOPS professionals installed several new servers and a rich array of state-of-the-art applications that greatly improve Internet, Web, and e-mail services available to URI users, users on the Higher Education Network and the Rhode Island Network for Educational Technology. During 1999, TOPS tripled disk storage for the electronic mail system and installed a new high-speed Digital Linear Tape system for backing up system data. This additional memory and backup capability has become necessary to support increased e-mail volume, message size and the quantity of messages saved on the server. In 2000, TOPS

and MIS received delivery of a new *IBM* server and *EMC* disk storage array ($850,000) that will be used to run various enterprise applications including e-mail services, help desk applications, *PeopleSoft*, and various *Oracle* Database applications. The new central server and disk array are being configured and are expected to be running in 2001.

URI continues to expand and upgrade its substantial base of computers. In 2000, the student computing facilities in the library and Chafee Hall were upgraded with Dell 733 MHz desktop systems. The Fine Arts computing facility has been upgraded with *Macintosh G4* systems. The Library and Memorial Union student computing facilities received new *Macintosh G4s* as well as new printers and scanners for student use. *PC Tabs*, a desktop computer security and alarm system was implemented and application software has been upgraded throughout campus computing facilities.

***Tech Facts** - URI Instructional Technology Center*

1998-99 Early Enhancements at CCE:

- 12 new Macintosh 9600 Power Macs
- 8 new Multimedia Dell Pentium II PCs
- A new Apple Color LaserWriter printer
- New digital cameras
- A new digital scanner
- Media 100 digital video editing equipment

1998-99 Early Enhancements at Kingston:

- 10 new Macintosh 9600 Power Macs
- 6 new Multimedia Dell Pentium II PCs
- A new digital camera
- Media 100 digital video editing equipment

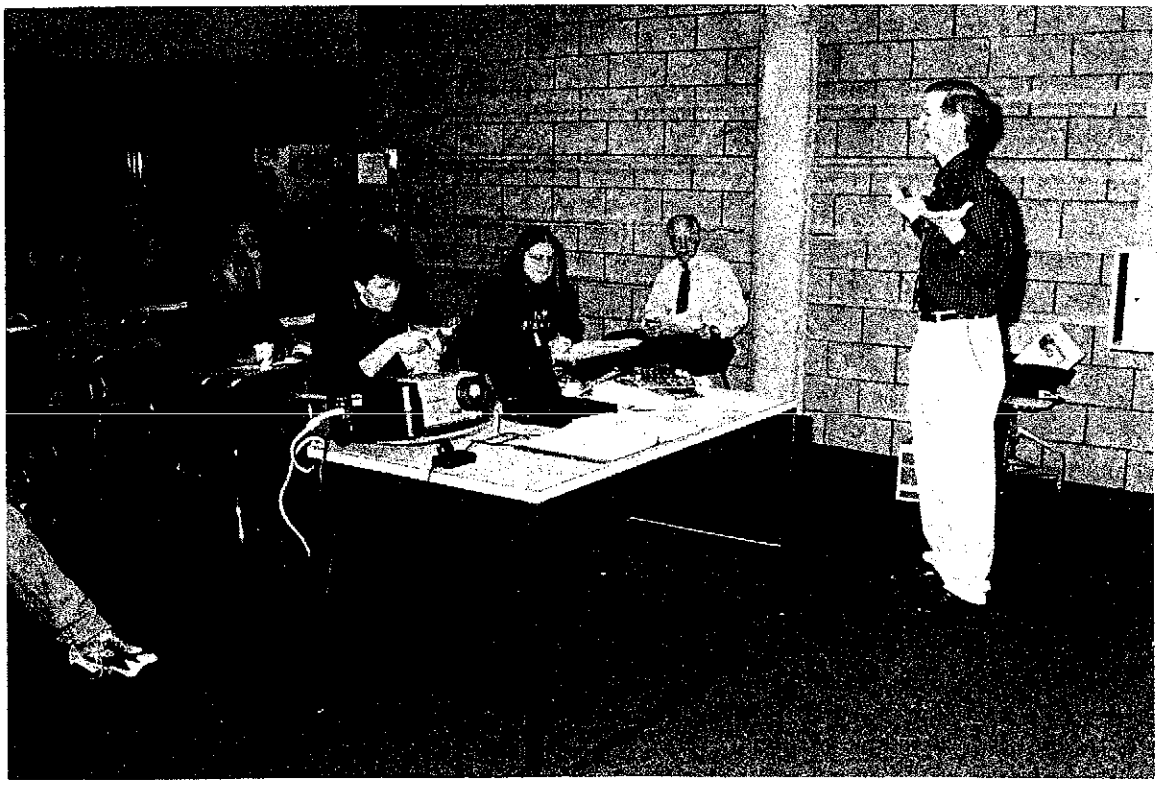
III. Instructional Technology and Distance Learning Projects

A fundamental goal of the higher education technology initiative is to enhance teaching and learning at our institutions. During the past four years, the Information and Instructional Technology Services (IITS) unit at URI has made significant strides to bring instructional technology to the classroom. The University expanded its capacity for distance learning with the development of a University Virtual Classroom web site and the procurement of course development software. Instructional Technology Centers for faculty development of courseware and instructional materials were expanded in Providence and at the Kingston campus to assist with this endeavor.

IITS upgraded the satellite system and an audio system in the distance education classroom at the College of Continuing Education (CCE). Additionally, *CBT Systems* computer-based

training software was implemented and a rich set of adaptive software for the physically challenged was installed on special workstations. State-of-the-art classroom technology such as *Smartboards* and LCD/overhead projectors were installed at selected sites. Multimedia development and production facilities have been renovated at Chafee Hall, including newly designed spaces for the Instructional Technology Center, *Media 100* Production Room, TV/Video Studio, *PictureTel* and *PolyCom* Distance Education Classrooms, digital cameras, film/video recording equipment, and the services unit that provides classroom media assistance. Additional monitors, VCRs and media storage units have been installed at the Kingston and CCE Instructional Technology Centers.

A video distribution system using cable TV equipment has been installed in Chafee Hall. This new equipment, coupled with a cable TV contract, facilitates the distribution of instructional video and cable TV to classrooms and all dorm rooms. The library media room is connected to the video equipment to facilitate the distribution of videotaped materials to students' facilities. In the past year, URI installed sound systems in the distance education facilities, and upgraded the Kirk Engineering *PictureTel* video conferencing equipment. Additionally, software upgrades for *Media 100* digital editing equipment were completed. During 2000 the IITS unit also upgraded monitors, camcorders, and visual presenters for selected technology classrooms.



Distance Learning at CCRI

AV Associates has collaborated with CCRI to develop plans for a sophisticated distance-learning classroom on the CCRI Lincoln campus. This renovation is planned for spring 2001. The Community College also purchased and installed *PictureTel* equipment and has begun to utilize this gear to allow video transmission of meetings between constituencies from different campuses. The equipment is currently being used to teach selected chemistry courses on two campuses using only one instructor. An interdepartmental group is collaborating to provide training on this equipment and assist with the planning of this new facility.

CCRI has created a Center for Instructional Technology on each campus to provide faculty with state-of-the-art multimedia development platforms. The equipment includes scanners, slide scanners, laser printers, CD-ROM writers, and digital and audio players and recorders. digital cameras and camcorders are now available for faculty to borrow from our Learning Resources Center. A faculty support coordinator has been hired in the Computer Resources area to provide one-on-one tutorials and assistance to faculty who are interested in using these centers.

Twenty-three faculty members from CCRI have reaped the benefits of the Teaching With Technology Fellows program in collaboration with URI and RIC, with seven more faculty members scheduled to attend in the spring of 2001. The CCRI fellows have shared their experiences with colleagues on campus and several participated in a teaching with technology conference held at CCRI in May of 2000.

Technology initiative funding has helped Rhode Island College to procure and install a *Polycom* video-teleconferencing unit to promote distance learning and conferencing in the RIC Technology Center. The College implemented WebCT (Web Course Tools), which allows faculty members to augment their classes with information over the World Wide Web. Two classrooms, Gaige 373 and Horace Mann 191, were equipped with *SmartBoards*, which are electronic whiteboards that enable instructors to manipulate computers and devices by simply touching the screen.

IV. Training and Support Projects

The technology initiative contains a relatively minor budget for training and support projects. Nevertheless, these areas are extremely important for developing skills among information technology professionals and faculty to make the best use of the new technologies and to use these new resources to deliver new and innovative instruction to students.

URI students working on a project at one of the labs.
Photo by Nora Lewis.

Rhode Island College reorganized its technical staff to focus on user services and support. As part of this reorganization, over the past three years technology initiative funds were used to provide approximately 90 weeks of technology training for RIC technical support staff together with new desktop technology-training for RIC technical support staff, faculty and staff. The College installed CBT (Computer Based Training) with over 100 titles for faculty and staff to learn various subjects from Microsoft Word to Windows NT. The classes are self-paced with

each participant able to track their progress individually. The entire project is web-enabled so classes can be taken on-campus with any web browser. In addition, the College has also implemented a help desk using *Track-IT* software.

In 2000, the Computer Resource department at CCRI hired an Assistant Director for User Services to coordinate technology support services on campus. In July of 2000, CCRI developed and implemented help desk services for faculty, staff, and students. An existing staff member was reassigned to the Help Desk on a full-time basis. Additional support resources at CCRI include new staff to augment the existing support staff, the purchase of customizable documentation, and an expanding web site, all of which have been funded outside of the technology initiative

CCRI has developed a Faculty Training Program that includes roundtable meetings, a Teaching with Technology Conference and two three-day faculty-training workshops that included 245 CCRI faculty this past fall. Most recently CCRI developed and offered a student training program providing free introductory sessions covering; computing at CCRI, writing papers with MS Word, and offer orientations to WebCT and Campus Pipeline. (Over 60 sessions will be offered at the three campuses through spring 2000.)

Technology initiative funding was instrumental in allowing the University to implement a ***Teaching with Technology Fellows*** training program. In 1999 and 2000, this program provided faculty with rigorous training in desktop multimedia applications. Faculty from CCRI and RIC have also participated in this University-sponsored program. Faculty *teaching fellows* received grants to develop various multimedia equipment and software. Workshops were held to engage faculty in the development of new and innovative teaching materials – a good example of how URI, RIC, and CCRI collaborate on important system-wide ventures. During the past year, IITS help to provide faculty with technical support and training in WebCT, a web-based curriculum integration package.

Aside from training, URI has continued work to improve help desk facilities within the main library-computing laboratory. The technology initiative has allowed URI to acquire *Remedy Help desk* software and associated *"knowledge databases,"* which are designed to provide

online support to all University computer users, students, faculty and staff, over the campus network and via dial-up access. In addition to automated support, the URI help desk handles typical computing hardware and software problems via telephone or on a "walk-in" basis.

V. Administrative Projects

The technology initiative included funding to assist with enhancing the system's administrative systems. These funds have been a resource for the University to being implementation and upgrades to outdated administrative applications with PeopleSoft higher education administrative applications. The Office of Higher Education assisted with the funding of this project, giving $746,000 in FY 2000. The University committed $442,000 in 1999 from the technology initiative for consulting support from *KPMG Peat Marwick*. However, in 2000, the University employed independent consultants to assist in the implementation

Help Desk in Technology Center, Mann Hall at RIC.
Photo by Gordon Rowley.

Through the technology initiative, CCRI acquired and implemented an imaging system which is connected to CCRI's network and is currently being used to archive student

admissions and financial aid data. The implementation of the new *EPOS* Interactive Voice Response (IVR) system has continued this year. The new system will provide enhanced functionality to the registration features currently available; it will also allow students to monitor their admissions or financial aid status, grades, account balances, and pay tuition bills using a credit card. CCRI has also purchased the Web for Students product from *SCT* with funding outside the technology initiative. Through a web browser, this software provides similar functionality as *EPOS*, as well as providing access to student degree audits and a dynamic list of available courses. A new fixed assets application and associated hardware were purchased by the Community College through a combination of Department of Administration funding and the technology initiative. This software will enable tracking of assets using barcode labels and a hand held scanner. The Focus reporting toolset for *VMS* and the *Web Focus* suite was purchased to provide easy access to data within our existing *SCT* Plus 2000 information systems. *Web Focus* is a sophisticated reporting tool which will enhance the productivity of our MIS group in the existing computing environment as well as providing graphical reporting capabilities via the web to end users from all sectors of our campus. This tool can be used when we migrate our applications to *PeopleSoft* ensuring the value of our training investment.

During the past year, Rhode Island College and *KPMG* have made significant progress in implementing version 7.6 of *PeopleSoft* Student, Financials, and Human Resources applications. Work continues on the RIC implementation with an expected cost of $5 million (in funding outside the Technology Initiative) through the current year. A new *Periphonics* Interactive Voice Response system has been integrated with the *PeopleSoft* applications. The College used technology initiative funds to replace an outdated telephone system with a state-of-the-art PBX telephone system (*Nortel Meridian 1).* In conjunction with installation of the PBX, the College installed a campus-wide voice messaging system, which for the first time provides the ability for a student to leave voice mail messages for faculty. A future messaging project is the integration and accessibility of voice mail and e-mail from either telephone or personal computer. The new PBX switch which the College is

installing will allow for enhancements to the Emergency 911 system, significantly improving campus safety, security, and health care emergency response.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

DESCRIPTION OF PHYSICAL AND TECHNOLOGICAL RESOURCES

The University of Rhode Island is presently comprised of four campuses: the 1,300-acre Kingston Campus, principal location for the University's undergraduate and graduate educational, research, residential and athletic programs, as well as central administration; the 190-acre Narragansett Bay Campus, home of the Graduate School of Oceanography in Narragansett, Rhode Island; the W. Alton Jones Campus, home of the Whispering Pines Conference Center and the Environmental Education Center, located on 2,300 acres of forested land in West Greenwich, Rhode Island; and the Feinstein Providence Campus, home of the College of Continuing Education, located in Rhode Island's capital city of Providence. In addition, the University leases 19,644 sq. ft. of space from the Independence Square Foundation, a partnership which allows for the sharing of space and resources among cooperating state and nonprofit agencies, for several of its programs including the Speech and Hearing Clinic and Physical Therapy Program.

Operation and Management. The University's physical resources consist of over 4.2 million sq. ft. of building space. A total of 2.7 million sq. ft. is dedicated to academic and administrative use. Residence halls and auxiliary and enterprise operations occupy another 1.6 million sq. ft. Responsibility for the management and operation of University facilities, including 300 buildings and municipal-scale infrastructure and utility systems, rests with a number of different organizational units. Responsibility for the management and security of University electronic information and systems rests with various units within the department of Information and Instructional Technology Services.

Campus	Serviceable Bldgs	Net sq. ft.	Maintenance & Repair
Kingston:			
General/Athletics/Farms	144	2,228,173	Facility Services
Housing/University Village	45	1,193,275	Facility Services
Auxiliary Enterprises	5	249,794	Auxiliary Enterprises
Narragansett Bay	44	255,788	Facility Services
W. Alton Jones	59	74,379	Administration
Feinstein/CCE Providence	1	187,780	Facility Services
Total	298	4,189,189	

Facilities Services reports to the Assistant Vice President for Business Services and is responsible for the maintenance, operation, and cleaning of the Kingston Campus's academic, administrative and athletic facilities and grounds. It is also responsible for an extensive utility infrastructure, including a central steam plant and distribution system, as well as a high voltage electrical distribution system. In addition, Facilities Services provides for utilities management and major maintenance projects on all four campuses. This department also maintains the University-operated, well supplied, municipal-scale water system to serve the water requirements of the Kingston Campus in accordance with the mandates imposed upon such systems by the Rhode Island Health Department, including a regular program of water quality testing (http://www.health.ri.gov/environment/dwq/annualreport2005.pdf).

In Business Services, the Capital Planning and Design department is responsible for guiding campus development and improvement in relationship to the elements of the Campus Master Plan. It is also responsible for influencing the design

of new construction and major rehabilitation projects and the management of space planning and assignments. Also within Business Services is Capital Projects which is charged with managing the University's construction program, from construction documents through construction completion, for all campuses, including new construction, major rehabilitation, and larger scale asset protection projects affecting buildings and infrastructure. Another department that reports to the Assistant Vice President for Business Services is Safety and Risk Management. This office conducts regular inspections of University facilities and responds to calls for possible health or safety concerns. Safety and Risk manages and maintains fire detection and alarm systems and security alarm systems and is responsible for institutional compliance with fire codes, occupational safety regulations, and hazardous materials regulations on all campuses. In addition, it records the tracking and removal of potentially hazardous substances used in laboratory settings and general operations. Safety and Risk also handles all insurance matters.

The Office of Housing and Residential Life reports to the Vice President for Student Affairs and is responsible for the operation of 20 residence halls and 10 apartment buildings with a capacity of housing 6,000 graduate and undergraduate students on the Kingston Campus. The Department of Facilities and Operations provides maintenance and repair services to student residential facilities. The University also leases four auxiliary or grant-funded residences: North Village Apartments; Rainbow Diversity House; Women in Science and Technology House; and the International Engineering Program (IEP) House. These four leased properties account for 161 undergraduate bed spaces. An additional IEP House of 35 bed spaces is scheduled to be opened by fall 2007. Property management for these leased facilities are provided by the Fraternity Managers Association, a nonprofit support corporation originally established to maintain fraternity and sorority houses on the Kingston Campus. Also reporting to the Vice President for Student Affairs are the operations of Memorial Union, Dining Services, and Health Services. These units are responsible for the maintenance, operation, and cleaning of their respective facilities on the Kingston Campus.

The Dean of the Graduate School of Oceanography has responsibility for the Narragansett Bay Campus facilities and provides direct management oversight for 45 buildings and the grounds, as well as the oceanfront pier and research vessel operations at the Narragansett Bay Campus. The Vice Provost for Urban Programs, in conjunction with Facilities and Operations, is responsible for the maintenance, operation, and cleaning of the Feinstein Providence Campus facilities.

The Vice President for Administration oversees the maintenance, operation, and cleaning of W. Alton Jones Campus facilities. This includes 61 buildings, roads, grounds, and utility systems serving the Whispering Pines Conference Center, Environmental Education Center, and demonstration farm complex at the campus. In addition, the Vice President for Administration oversees the Ryan Center and Boss Arena that are maintained jointly by Facilities Services and Global Spectrum, the University's sports and entertainment partner.

Information Technology Services is responsible for the management and security of electronic information and systems. Several policies covering information technology use, security, and services are published on the University web site. Additionally, departments within ITS, as well as external departments, maintain policies and procedures that focus on internal use, storage, and disclosure of sensitive and protected information (http://www.uri.edu/ois/irc/bylaw.html).

The security of core University electronic data is managed through several layers of protective polices and technical controls. These layers facilitate adherence to applicable state and federal laws including Family Education Rights and Privacy (FERPA), Health Insurance Information Portability and Accountability Act (HIPAA), Electronic and Communications Privacy Acts (ECPA), and the Children's Online Privacy Protection Act (COPPA). Technical controls implemented within the University provide data protection from unauthorized access and modification and enforce written policies (http://www.uri.edu/es/forms/pdf/faculty/ferpa.pdf) and (http://www.uri.edu/security/i.php?i=policies).

Planning and Oversight. The Board of Governors is the state's legal entity for public higher education in Rhode Island and is empowered to develop and coordinate capital improvement and development programs, including planning,

financing, and the general supervision of projects (http://www.ribghe.org/power.htm). The Facilities and Finance and Management subcommittees augment the Board's oversight of URI's Five-Year Capital Improvement Plan (CIP) (http://www.ribghe.org/cip2008.pdf). The CIP is primarily supported by general obligation bonds: institution-sponsored revenue bonds, state general revenues, and federal and/or private resources.

Program space requirements identified by the academic colleges and administrative departments and overall facility conditions are considered in the annual process of updating the CIP. Priorities are set at the University before being forwarded to the Board's subcommittees and, in turn, the full Board. Agreement at both the Executive and Legislative levels is necessary for most projects. General Revenue bonded projects must also receive voter approval prior to issuance. In addition, the Board of Governors retains revenue bonding authority for auxiliary and enterprise endeavors.

The University also participates in the Asset Protection Program, a widely regarded plan which serves as an essential investment target to preserve the condition and function of the University's general fund supported facilities. Annual appropriations are sought as part of the CIP submission with funding derived from the state-supported Rhode Island Capital Fund (http://www.rilin.state.ri.us/Statutes/TITLE35/35-4/35-4-23.HTM). The University's auxiliary enterprises are responsible for similar capital investments in their respective facilities with funding derived from their relevant student fee-supported budget resources. These funding commitments have permitted improved progress against asset protection needs in our academic, general business, and auxiliary enterprise buildings.

Priorities for asset protection and capital planning are established by those responsible for the management of University facilities in consultation with academic deans, other administrative units, the Joint Strategic Planning Committee (http://www.uri.edu/pspd/ps_jspc.php), the Campus Master Plan Review Team (http://www.uri.edu/pspd/ps_mprt.php), the Asset Protection Committee and the Space, Enhancement, Design, and Allocation Committee (SEDA) (http://www.uri.edu/pspd/ps_seda.php) as required. SEDA, with broad representation from the University community, examines space requirements and utilization. It makes recommendations to the Vice President for Administration regarding changes in the allocation of University building space. The University Space Planner, within Capital Planning and Design, provides staff support to the Committee's efforts. Among the University departments that provide technical support to SEDA is the University Property and Inventory Office which maintains a CAD computer graphics comprehensive database on space utilization and associated floor plans.

Developments. Ten years ago, classrooms at the University offered blackboards, whiteboards and overhead projectors. Now, all University classrooms have Internet access—with a minimum of one but often multiple connections—both wireless and wired in some classrooms. A majority of general assignment classrooms—60 out of 105 on the Kingston Campus—have installed LCD projectors, and many have installed CPUs and other source media. The Feinstein Providence Campus, since it is comprised of only one building, uses media carts to bring projectors and laptops to the classrooms. The Narragansett Bay Campus has installed media in two learning spaces (an auditorium and classroom) and a media loan program for the other classrooms. A complete database of installed media in all classrooms is available at (http://www.uri.edu/ois/classroom/). In addition, the Office of Information Services provides a guide to faculty and students wishing to utilize the available classroom equipment and media at (http://www.uri.edu/ois/iits/itms/class.media.html).

In the past five years, the University has developed a classroom taxonomy, which lists all design requirements for its classrooms. The URI Standard Classroom is a baseline standard of minimal requirements for acoustics, lighting, Internet connectivity, placement of electrical outlets, window-treatments, floors and ceilings, installed media, furniture, room shape, storage, sight-lines, whiteboards, projection screens, access control (card swipe doors), "smart box" controls for faculty, and podiums. Building committees, architects, contractors and the Office of Capital Projects all start with this baseline set of requirements, and then add or modify for specific disciplinary needs.

This baseline set of design requirements has been adopted through a new $5.8 million state-funded, four-year technology enhancement project. This project, called NOMAD (New-Order, Multi-modal, Advanced-Design learning spaces), will add 33 more technology-enhanced learning spaces at the University over the next four years in 10 buildings on the three academic campuses. As Lippitt Hall is renovated and the new Center for Biotechnology and Life Sciences is built, the number of classrooms will increase. Independence Hall, the University's largest classroom building, was reopened in September 2006 after extensive renovation. All rooms in Independence have installed technology and follow the baseline set of classroom requirements.

The main goal behind the design of the URI Standard Classroom is flexibility. With so many opportunities for collaboration, for display of knowledge, and for connections to resources at a distance, classrooms today must be "light on their feet"—able to change from one grouping to another without strain or delay. Yet, the room must also support traditional lecture as part of the mix. Overall, there is no one teaching method in the general assignment classroom of 50 seats or less that is obviously favored.

Ten years ago, the University did not have a consistent policy to guide it in making long-term physical development decisions. The University now has detailed plans for its Kingston and Narragansett Bay Campuses and is finalizing plans for its North District (http://www.uri.edu/pspd/). The Campus Master Plan provides benchmarks for land use, density, and adequacy of development, traffic circulation, parking systems, open space, landscaping, and linkages with the community. The objectives highlighted in the plan govern all major capital decisions related to the physical development of the University. Since the plan was completed in 2000, the University has constructed 14 new buildings, built additions onto two buildings, completed major rehabilitation on eight others, added over 2,250 parking spaces and instituted an integrated parking and transportation system. Construction plans are underway for a new library and underwater exploration center at the Narragansett Bay Campus and for the Center for Biotechnology and Life Sciences in the North District. The University has also launched an array of initiatives to upgrade, refurbish and/or renovate 13 additional buildings, including installation of state-of-the-art fire safety devices and systems. Improvements to its utilities infrastructure, as well as landscape and paving improvements, are also scheduled. The Campus Master Plan Review Team meets monthly to ensure the Plan is kept in the forefront of new construction projects and to ensure that those projects meet the major philosophical guiding principles for the future physical development of the campus. Highlights of completed projects include:

- Construction of the Multicultural Center, a 9,950-sq.-ft. administrative and education facility to meet the needs of various multicultural student organizations, services, and special programs;
- Construction of an addition to the Social Sciences Research Center in support of expanding sponsored research activity;
- Construction of the Coastal Institute on Narragansett Bay and Kingston Campus Building and Aquaculture Facility. The 46,000-sq.-ft. Kingston facility houses the Department of Environmental and Natural Resource Economics, a high-technology satellite conferencing center, policy simulation lab and a 10,250-sq.-ft. aquiculture lab facility sited at the Narragansett Bay Campus;
- Rehabilitation of Green Hall, a 28,400-sq.-ft. building which serves as a "one stop" student services center for Admission, Student Financial Aid, Registrar, and Bursar operations.
- Rehabilitation and expansion of Ballentine Hall, a 44,244-sq.-ft. building serving the College of Business. This project resulted in a state-of-the-art business education facility that boasts a trading room comparable to those found on the floor of any major stock exchange;

- Investment in new telecommunications infrastructure between buildings and campuses and within buildings as well as purchase of equipment necessary to bring the newest video and data technology into the computer laboratories, classrooms and offices at the University's campuses;
- Renovation and refurbishment of 13 of the University's 19 student residence halls, including creation of a "Freshman Village." Renovations included new building envelopes, fire and life safety code upgrades, accessibility improvements and general systems modernization;
- Construction of the Thomas Ryan Center, a 7,700-seat convocation and sports center and the Boss Arena, a competition-sized ice rink with seating for 2,500 spectators;
- Construction of a two-story, 31,700-sq.-ft. brick building housing a dining hall, café and convenience store with 15,300-sq.-ft. of storage space and a receiving area;
- Construction of two new apartment-style residences with 508 bedroom units and a suite-style dormitory containing 292 bedroom units all targeted toward the University's upper-division student population; and
- Complete rehabilitation of Independence Hall, a 51,824-sq.-ft. three-story masonry classroom and office building on the Kingston Campus. The facility, which serves the departments of English and Languages, is a high traffic structure with faculty and department offices, URI Standard Classroom designed general assignment classrooms, a large lecture hall, a multimedia screening room and language laboratory facilities.

APPRAISAL OF PHYSICAL RESOURCES

Strategic Plan Initiatives. Many of the University's achievements originated as initiatives set forth in prior three-year strategic plans. The 2003–2006 Plan (http://www.uri.edu/pspd/) called for an increase in the number of general-purpose classrooms as an action step towards achieving the President's goal of expanding enrollment by 1,000 students. In FY 2004, the planning firm of Rickes Associates of Boston studied the University's classroom complement and concluded that existing classrooms were not being utilized efficiently and that some of the rooms were too large for enrollment (http://www.uri.edu/pspd/planserv/URI_Classroom_October.pdf). It further stated that a total of 96 right-sized rooms, distributed evenly over each day and week, would be sufficient to support URI's current course selection. If the planned enrollment growth necessitated an increase in section sizes, a total of 106 right-sized classrooms would be required.

The University is presently developing space policy and allocation guidelines to advance more efficient use of classroom facilities, including URI Standard Classroom design as well as incorporating technology upgrades where feasible. In addition, requests for space are monitored to maximize use of general-purpose classrooms across the entire teaching day. It is expected that similar policies and guidelines will evolve as the University gains experience in central classroom management.

Strategic initiatives linked to research have resulted in the funding of several new facilities. When completed, they will promote declared goals for a stronger Rhode Island economy, more numerous economic partnerships and greater success in attracting and retaining dynamic research faculty.

In 2008, construction of the Pell Marine Library/Oceanographic Exploration Research Center will be complete. The Library will house the Graduate School of Oceanography's specialized collections and foster the gathering of faculty, staff and students to encourage crucial interdisciplinary communications. The Oceanographic Center will provide space for the development of new research initiatives, including the Inner Space satellite downlink center. This NASA-style mission command center with large-scale monitoring capabilities will allow engineers and scientists to remotely control and monitor research activities (http://www.gso.uri.edu/pell/pellplan.pdf).

Another research-linked facility is the Center for Biotechnology and Life Sciences, set for completion in fiscal year 2009. The Center will be home to a state-of-the-art research and teaching facility which is expected to produce top flight graduates, retain and attract exceptional staff, and support current and future local biotechnology industries. The University's College of Environment and Life Sciences has partnered with Amgen, a leading human therapeutics company based in West Greenwich, Rhode Island, for several years. Future academic and research collaboration between the two organizations will be further enhanced as a result of Amgen's $1 million donation to support construction of the center (http://cels.uri.edu/news/newsAmgen.html).

Accreditation Self-Study Reports. Individual department accreditation reviews are another tool used by the University to manage its physical assets. In preparation for a recent accreditation review by the National Association of Music (NASM), the Department of Music prepared a self-study report, which detailed physical shortcomings at the Fine Arts Center. Resources dedicated to sustain the 41-year-old building's unique architectural design, exterior construction, and HVAC systems have not kept pace with its maintenance and asset protection needs. Major sections of the facility have fallen into disrepair or have become obsolete. The plan to address the deficiencies identified in the department's self-study report is to expand and thoroughly renovate the Center using $42.8 million in general obligation bond proceeds. The University has received all necessary approvals to place this item before the voters on the November 2008 ballot. In the interim, the University is advancing selected projects to address the facility's most urgent requirements, including a roof replacement.

In 2003, the Accreditation Council on Pharmacy Education found the home of the College of Pharmacy, Fogarty Hall, to be obsolete and to have outgrown the needs of the College. In response, the College and University proposed that a 150,000-sq.-ft. facility be constructed in the North District near the new Center for Biotechnology and Life Sciences. In 2006, Rhode Island voters overwhelmingly approved a $65.0 million general obligation bond to fund this project (http://www.uri.edu/pharmacy/newbuilding/index.shtml).

Facilities Services and the Office of Capital Projects participate in all aspects of individual department accreditation reviews to ensure effectiveness and incorporation of accreditation commission review findings, including those currently facing the Graduate School of Library and Information Studies.

Real Estate Development. In December 2006, the University executed one of the largest strategic land acquisition transactions in its history with the purchase of 114 acres of undeveloped land immediately north of the present development limits of the Kingston Campus. The purchased parcel is surrounded by undeveloped and agricultural land already held by the University, bringing the contiguous land holdings of the University north of the developed Campus to over 410 acres. At this time, studies are underway to delineate wetland and other natural features as well as the prospective configuration of building development sites, roadways and parking facilities that respect the woodland environment, integrate effectively with the campus roadways and complement buildings to the south.

The University is regularly investigating alternative methods to attract and keep the highest caliber faculty and research complement while simultaneously devising imaginative means to generate new monetary resources. To that end, it is exploring the most effective use of the undeveloped real estate north of, and several parcels within, the main Kingston Campus.

In 2006, the consulting firm of George, Henry, George (GHG) was engaged by the University to advance development of the research and technology park. GHG is presently evaluating faculty and their relationships with corporate tenants as well as determining market feasibility of potential ventures. The North District, which is being developed as the health and environmental sciences hub of the Kingston Campus is located immediately south of the proposed research and technology park. Ultimately, the park will include incubator and research space, and start-up companies. It is also

intended that it house more established companies which will capitalize on the University's premier programs including biomanufacturing, pharmaceuticals, marine science and nanotechnology.

Additionally, the University has appointed Economics Research Associates (ERA) to evaluate the potential of remaining undeveloped real estate for suitability as home sites, rental units, a campus inn and/or a golf learning center. It is expected that more efficient use of University property will provide not only financial returns, but address affordable housing issues currently facing graduate students and new faculty members. The team will examine economic models, determine applicability of models to local conditions and recommend the best business plan to develop the proposed projects. Development deemed economically feasible and satisfactory to University and local constituencies will move forward.

Student Housing. In 1998, a feasibility study for a residence hall facilities upgrade was conducted using the consulting firm of Biddison Hier, Ltd. The consultant team worked closely with administrators and conducted student focus groups to determine the most prudent student housing upgrade and improvement options for the University. The resulting Student Housing Upgrade Study report (available in the workroom) recommended three primary objectives as appropriate: renovate and upgrade all existing student residences; construct new student housing to support more independent living; and liquidate/tear down any student housing facilities that cannot be cost effectively retrofitted.

Implementation of theses objectives has resulted in completion of a $64 million student housing facilities upgrade initiative that has focused on modernizing traditional corridor style housing that is now targeted to first-year students. The successful creation of this Freshman Village has become a recruitment and marketing asset for the University and a very popular living arrangement for first-year resident students. Additionally, the University has constructed a $70 million housing project that includes 800 single bed spaces in apartment and suite-style configurations that are targeted to upperclassmen. Students were actively involved in the planning and design of both of these projects. Currently, renovation options and/or the possible demolition of the Roger Williams cluster of student housing units are being examined to determine the best course of action for these 1,100 remaining un-renovated upperclassman student bed spaces.

Parking and Transportation System. A component of the Campus Master Plan includes recommendations to improve the Kingston Campus Parking and Transportation System. The Master Plan recommends improvements in pedestrian safety and traffic circulation; parking supply and its management; and alternative transit systems (http://www.uri.edu/pspd/kingston/transportation.htm#Parking%20Management%20and%20Transportation%20Policies). Progress towards implementation of these recommendations began in fiscal year 2003 after the issuance of a $7.8 million revenue bond. Parking Services, the enterprise created to administer the parking management plan, has overseen the installation of card-activated control gates that limit traffic on service roads through the central campus and reduce the potential for pedestrian/vehicular conflicts. The gates automatically open for emergency and service vehicles, including shuttle buses that support the Kingston Connection campus transit system. Additional traffic signs have been erected. More security cameras have been installed and elevated, and high visibility crosswalks have been constructed.

The availability of parking has increased by 2,250 parking slots and has shifted to the Kingston Campus's periphery. The University Capital Improvement Plan for fiscal years 2008–2012 requests authorization to issue a second revenue bond totaling $4 million which would allow for the extension of Flagg Road and expansion of the Plains Road parking lot. The extension will provide better traffic flow to and from perimeter parking lots as well as for the Plains Road entrance to campus. The 550-space lot expansion will support demand resulting from the increase in on-campus housing and the number of commuter students registering vehicles. Parking Services is continually reviewing its policies and procedures in an effort to institutionalize the Kingston Campus traffic and parking system such that the system increases in quality and user satisfaction (http://www.uri.edu/parking).

Campus Security and Safety. In June 2002, a task force comprised of Faculty Senate and other members of the University community completed a review of the departments of Safety and Risk, Police and Security, and Parking Services

(http://www.uri.edu/facsen/Security_Task_Force_Final.html). The group found that, in comparison with similar universities or towns of approximately the same size, the University is a relatively safe environment. Despite this benchmark, the committee determined that the University had too few campus police officers and that those in the ranks were in need of more education and training. It also found that building security would be greatly enhanced with the installation of emergency phone systems, remote cameras, and central alarm and building access systems. Another of its noteworthy recommendations included creation of an emergency management guide to assist the community in emergency preparedness. The guide has been distributed to the community and is also available on the web at (http://www.uri.edu/safety/EmergGuideOnline.pdf).

Since the release of the study, blue light emergency phone systems have been installed throughout the Kingston Campus, including exterior parking lots. Additional security cameras have also been added, including in interiors of recently renovated residence halls. Card access systems at residence hall main entrance points and critical laboratory and classroom facilities are now in place. The shift from traditional key entry to this method will continue across campus as resources permit.

Addressing the task force's concerns regarding officers, the Police and Security complement has increased from 17 to 25 positions. Of greater significance is the move in fiscal year 2005 to create a rank structure that corresponds to those commonly seen in municipal police forces. All new campus police hires are now required to graduate from a police academy and have earned at least an associate's degree, preferably in police science or other related curriculum. These higher standards, while benefiting the population in the present, are also designed to promote the University's goal of achieving accreditation by the Commission on Accreditation for Law Enforcement Agencies (CALEA).

Chemical Safety and Biohazard Waste Management. State and federal statutes impose strict requirements governing all aspects of hazardous waste management. The University has established a coordinated program that interprets these provisions and establishes policies and procedures for the management of hazardous waste in laboratories used for teaching and research. Departments are responsible for handling waste in accordance with this program (http://www.uri.edu/safety).

The Department of Safety and Risk Management conducts annual training for faculty, staff and students on safety and waste management with both initial and refresher courses. It performs weekly inspections of designated accumulation areas for wastes that are pending transport to EPA-permitted disposal facilities. These state-of-the-art holding facilities were opened in 2004. It also conducts annual reviews of laboratories for compliance with the Chemical Hygiene Plan.

Safety and Risk Management has also initiated mercury reduction programs and is implementing waste minimization-pollution prevention programs. These include mercury thermometer swaps, just-in-time purchasing, and adoption of newer technologies such as digital photography. In addition, the Chemistry Department has advanced principles of Green Chemistry into its activities to facilitate reductions in chemical waste during the course of laboratory teaching and research.

Fire Safety. Recognizing its responsibility to provide a safe environment for all those who live, work, study, or visit its several campuses, the University has reinforced its infrastructure protection with a fire safety commitment which includes regular and frequent fire inspections, fire safety lectures, drills and testing of its alarm, detection, and suppression devices. The Capital Projects Unit is dedicated to continuously enhancing fire protection capabilities as new buildings are built and older buildings are renovated. Presently, all occupied buildings are equipped with fire detection and alarm systems maintained by dedicated full-time technicians. The University hosts and supports a well equipped volunteer fire department on its Kingston Campus that provides prompt response to alarms originating within the campus or the adjacent community. The majority of the University's buildings are of fire resistant steel and masonry construction. All were built and modified over the last century with strict adherence to applicable fire and building codes.

The University's aggressive capital investment in major renovation and new construction, particularly during the last decade, has further enhanced fire safety systems serving the building inventory. These include infrastructure improvements to the water supply systems in Kingston and Narragansett which have vastly improved fire fighting and fire suppression capabilities on the two campuses and have the additional advantage of having the capacity to serve the expansion of sprinkler systems in all buildings.

While the University has made considerable progress through its ongoing capital investments in fire safety improvements, the University's present Capital Improvement Program includes a fire protection project identifying the capital investment that would be required over the next five years to address significant changes in the Rhode Island Fire Code regarding older buildings. With the assistance of our fire safety engineering firm, Hughes Associates of Warwick, Rhode Island, the University has defined and prioritized the improvements required and funding sources are being sought through the Capital Improvement Program at the state level.

Technology Security Measures. Information Technology Services is regularly audited under the direction of the Rhode Island Board of Governors for Higher Education. Additionally the University conducts external IT audits of critical infrastructure. In 2003, an external audit provided the pathway for strengthening the University's security posture. Technologies added since that time include enterprise firewalls, computer intrusion detection and various logging and monitoring systems.

APPRAISAL OF TECHNOLOGICAL RESOURCES

The University's Classroom Management Team (CMT) (http://www.uri.edu/ois/Janie/cmt.html), created ten years ago, has proven to be a highly effective vehicle for classroom planning, maintenance, renovation, and new construction. The CMT consists of a representative from Information Technology Services, Capital Projects, Enrollment Services, and Facilities Services. The CMT meets bi-weekly. A directory of classrooms and general assignment classrooms scheduled by Enrollment Services may be viewed online (http://www.uri.edu/es/faculty/roomDirAlpha.html). The Champlin Foundations in Rhode Island (http://www.foundationcenter.org/grantmaker/champlin/) has provided funding for classroom prototyping twice in the past ten years, in Independence Hall and in Chafee Hall, which resulted in the NOMAD baseline set of design requirements. The University leveraged this seed funding in 210 Flagg Road and in Independence Hall, and now in the 33 rooms in 10 buildings affected by the NOMAD project. Ballentine Hall was also renovated in the last ten years and reflects the NOMAD concept as well. Seminar rooms, lecture halls, auditoria and science labs also follow the sections of the University's classroom taxonomy appropriate to those specialized learning spaces. Having a baseline set of classroom requirements allows the University to identify precisely how older classrooms are below standard, making planning and cost estimating easier.

Some of these older buildings need renovation and no short-term plans address these needs. As the contrast between the new bond-funded buildings and these older buildings becomes starker, the need for renovation becomes ever more apparent. In addition, maintenance of classrooms is not as uniformly accomplished as it should be. The number of facilities maintenance personnel has been declining.

Based on an analysis of the state of information technology holdings and administration as compared to the EDUCAUSE Core Data Survey from 2005 (the latest available), the University is within the national norms on most metrics and above the norms on some (EDUCAUSE Core Data Service Fiscal Year 2005 Summary Report, 60 pp., with summary graphs (http://www.educause.edu/apps/coredata/reports/2005/).

Technology Resources: Comparisons to National Trends in Higher Education
(EDUCAUSE 2005) Trent Batson, David Porter, Garry Bozylinsky

		National	Metric	URI	Notes
Administration	plus	CIO on Cbnet	54% yes	yes	Provides greater advocacy for IT on campus
Staffing	minus	183	numbers: median	90	URI less than half nat. median number of staff
Dist Support	minus	208.7	% Cent to Dist IT	300	URI, short on cent IT staff, also short on dist staff
Student IT support	minus	20	% student IT: staff IT	250	URI has 2.5 times student IT to staff IT
Budget and Fees	minus	$26.6M	Tot Cent IT Funding	$11.0M	Allocation; does not include other revenues
Desktop Computers	minus	8,000	Total number	5,000	University-owned desktop computers
Help Desk	minus	20	% student staff	76	URI relies more on student staff at Help Desk
Classrooms	plus	53	% LCD proj install	85	After current NOMAD proj done; only GAC rooms
Faculty Support	plus	84	% Design Instruc Tech	yes	Disc-spec IT support entirely distributed
Student computers	plus	39.6	% Require PC	yes	Refers to some students are required
Course Mgt System	plus	63	% Single Platform	yes	Blackboard/WebCT
Network	minus	60	% who have135 Mbps	no	URI is below avg for avail bandwidth
Video-conferencing	minus	6	median no. sites	3	Sites from which orig V-conferencing
Voice Over IP	plus	33.5	% deployed	yes	Ahead of the curve in VOIP implementation
Video Over IP	plus	56%	% deployed	yes	In step with digital video transition
Web Services Technology	plus	76.4	% deployed	yes	Web content mgt system
Security	plus	75	% all categ deployed	yes	URI higher level security than most
ERP	plus	90	% deployed	yes	URI in step with higher ed
Information Systems	plus	84	% all categ deployed	100	URI excels in this category
SIS		100		yes	
Financials		100		yes	
Human Resources		99		yes	
Development System		90		yes	
Library Info System		90		yes	
Course Mgt System		99		yes	
Grants Mgt System		84		yes	
Alumni Mgt System		not in survey		yes	Sunguard BSR; all above in PS

PROJECTION ON PHYSICAL RESOURCES

For the fiscal years 2008 through 2012, the University has authorization to proceed with 10 construction and renovation projects totaling approximately $182.6 million. Over the same period, the University has submitted for consideration by the Rhode Island Board of Governors for Higher Education and the Rhode Island Executive and

Legislative branches, 17 additional projects totaling $210.7 million. The following are examples of funded capital construction projects that are approved to proceed through construction:

International Engineering –Chi Phi Purchase. The University has purchased the only remaining fraternity house on Upper College Road to allow expansion of the International Engineering Program (IEP). The expansion will permit the IEP program to meet the growing demand for the combined residential/academic program experience that it has successfully promoted and managed. To support the fraternity who had previously occupied the house, the University has provided a building site at 11 Fraternity Circle with assistance for site improvements necessary to make the site buildable. Total Project Cost: $1.8 million.

West Kingston Superfund Site Remediation II. The University is conducting remediation of an EPA designated Superfund site at the West Kingston Municipal Landfill and URI Disposal Area. The University has contributed $3.2 million toward the design and construction of a cap that now covers the site. Phase II involves monitoring the site and treating the soil and groundwater to accelerate remediation of residual chemicals. Total Project Cost: $1.0 million.

Tyler Hall Rehabilitation. The University is renovating Tyler Hall to address the long-term space requirements anticipated for the Information Technology Services Department. This will, for the first time, centralize the University's core computer center serving its primary administrative and academic functions. Total Project Cost: $3.3 million.

Lippitt Hall Rehabilitation. This project involves rehabilitation of one of the University's oldest granite buildings on the Quadrangle. Lippitt Hall, a 36,852-sq.-ft. granite block, three-story building with a slate roof, was built in 1897 as a dining hall and gymnasium facility. A fully renovated and restored Lippitt Hall will house the Honors Program and the Math Department. Total Project Cost: $8.5 million.

Energy Conservation/Performance Contracting. The University of Rhode Island entered into an energy performance contract with an energy service company to purchase energy-saving improvements in buildings and infrastructure, where the basis for payments is the performance level guaranteed in the contract. Energy Management Services (EMS) is an arrangement structured so that the cost of implementing the Energy Conservation Measures (ECM) is recovered from cost avoidance achieved by the performance of those measures. Equipment purchased and installed using EMS may include any cost-effective equipment or system upgrade designed to conserve energy or water, including improvements to existing equipment. What distinguishes these contracts is the provision of a guarantee on energy savings from the installed retrofit measures, and the provision of investment-grade energy audit evaluations, design, installation and maintenance services. Depending on the nature of the improvement, the contract period for particular ECMs can range from 5 to 10 years, with limited cases up to 18 years. Total Project Cost: not to exceed $18.1 million.

Center for Biotechnology and Life Sciences. This project involves construction of a 93,000-sq.-ft. building and demolition of the existing Biological Sciences Building to address the needs of the University's Environmental Biotechnology and Life Sciences communities, including teaching and research facilities. The project will provide classrooms, laboratory facilities, animal care holding facilities and office space. The structure is just one piece of a larger plan designed to turn the North District of campus into a major hub for education, research, and economic development in the health sciences. Over the next six years, it is envisioned that the Center for Biotechnology and Life Sciences will be linked to new buildings for the Colleges of Nursing and Pharmacy, the Department of Chemistry, and the Center for Integrative Learning and Technology to form a health sciences quadrangle adjacent to Flagg Road. Total Project Cost: $55.5 million.

Pell Marine Library/Oceanographic Exploration and Research Center. This project involves replacement of the existing 14,048-sq.-ft. Pell Marine Science Library, a two-level masonry building constructed in 1968 on the Narragansett Bay

Campus, with a new 38,000-sq.-ft. multi-purpose facility which will integrate library and educational functions, administration, research, and social activity into a state-of-the-art facility. Total Project Cost: $15.1 million.

College of Pharmacy Building. This project involves design and construction of a 150,000-sq.-ft. building to house the College of Pharmacy. The facility will accommodate college teaching laboratories and classrooms, research laboratories, faculty and administrative offices and outreach programs. The structure will be located near the new Center for Biotechnology and Life Sciences, the proposed Chemistry and Nursing buildings, the Center for Integrative Learning and Technology and the Kingston Coastal Institute, promoting a synergy of activities to enhance the health and environmental sciences focus of the area. Total Project Cost: $75.2 million.

PROJECTION ON TECHNOLOGICAL RESOURCES

The University will continue to add current advanced-design classrooms with excellent technology and connectivity at a rapid rate over the next 10 years. State investment in University classrooms compares well with other state universities in New England. The current NOMAD project, combined with bond funding for Lippitt Hall, the Center for Biotechnology and Life Sciences, the Inner Space Center, the new Pharmacy building and others in the planning stage will place the University in the forefront in terms of quality of classroom stock among research universities.

INSTITUTIONAL EFFECTIVENESS

The information presented above describes a broad variety of offices, committees, and procedures that the University uses to plan and manage its physical and technological resources. Judging the effectiveness of these offices, committees, and procedures is integral to the University's planning and management processes themselves. Supervised, coordinated, and reviewed by the Joint Strategic Planning Committee, the University will endeavor to make these activities even more efficient and useful.

STANDARD NINE: FINANCIAL RESOURCES

The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

DESCRIPTION

The University is financially stable. Total assets of $448 million exceeded total liabilities of $267 million as of June 30, 2006, as indicated in the audited statement of net assets, and the net assets of $181 million reflect a 12.2% increase over two years. The University's current ratio was a positive 1.43 to 1 as of that same date. Operating results show total restricted and unrestricted budgeted expenditures of $482 million in 2006-2007 (http://www.uri.edu/pspd/planserv/FY07_FS_Bud_Present.pdf), an increase of 33.5% above the consumer price index over the 10-year period 1996—1997 in which the total was $281 million. The University manages its financial resources with attention to academic program assessments, cost efficiencies, and increasing student enrollments.

In 1996, academic programs were first evaluated with a financial model called the Program Contribution Analysis (PCA). For a discussion of the PCA, see the NEASC Evaluation Team Report from the visit of October 5–8, 1997, particularly the evaluation of Standards 2, 4, and 10; see also the 1996 Roush publication and the 1998 Swonger and Mead analysis (available in the workroom). One of the University community's constructive criticisms of the PCA was that it focused solely on quantitative aspects of delivering the curriculum. Consequently, the University administration, working with the Faculty Senate, developed an academic program assessment model that integrates both quantitative (e.g., financial, research awards) and qualitative parameters (e.g., quality of curriculum and quality of scholarly activities). This model, called the Academic Instructional and Investment Model (AIIM), analyzes the potential success of a department and its value to the institution. It provides information on the strengths and weakness of each academic department to assist in deciding whether to invest funds in various departments or to merge academic units. The results of the model have been used in decisions related to allocating faculty lines. They also are projected to be used to enhance the quality of academic departments' program delivery by integration with the learning assessment work currently being undertaken at the University as documented more fully under *Standard 4: Academic Programs*.

The State of Rhode Island contributes to the University's budget in two categories—one for general operating support and the other for capital projects. While the state has invested in the infrastructure of the University over the last decade, it has provided essentially level support (ignoring inflation) of approximately $83 million per year for general operating funds through its appropriations since Academic Year 2001–2002 to 2006–2007 (http://www.uri.edu/controller/financial_reporting.shtml) and (http://www.uri.edu/pspd/planserv/FY07_FS_Bud_Present.pdf). This is a phenomenon common to other land grant institutions across the nation (http://www.uri.edu/pspd/). The University has been able to compensate for this shortfall by both increasing student enrollment (financial full- time equivalents or FTEs) by 1,046 students and increasing undergraduate in-state tuition and mandatory fees by 43.4% during this same period. Further, the University also reduced and streamlined administrative and support staff during this time period. For example, during the 2006–2007 budget allocation process, 9.15 non-faculty positions were eliminated. The Department of Professional Development and Training also has been eliminated; the necessary training is being coordinated by the Office of Human Resource Administration. An important corollary issue of student access to the University under this scenario of financial constraint is being addressed through a proposed shifting, from merit- to need-based, of some University scholarship funds and a heightened awareness and advocacy for students in financial need by the Rhode Island Board of Governors for Higher Education (RIBGHE).

The University has successfully addressed financial emergencies and unforeseen circumstances by accurately estimating revenue and expenditures and thus allowing senior staff to maximize available resources. A rigorous review of University resources during the allocation of budgets prior to the start of the new fiscal year and throughout the year ensure that resources are maximized and needs are addressed in a timely manner. The process to fill a position enables the institution to immediately slow down or stop the filling of positions at any point in time, should that become necessary. The budget and hiring process enables the institution to accurately fund positions only for the time period that they are staffed during a fiscal year. At times, depending upon the financial outlook, the President has informed the community that vacancy funds will be placed in a reserve account to address anticipated revenue shortfalls. This is reflected in the August 2005 memo to the campus community from the President (available in the workroom). In addition, on an annual basis, funds are budgeted for unanticipated environmental issues, emergencies, and claims. The constant tracking and review enables the institution to access available funds at any point in time to address financial emergencies and unforeseen circumstances.

The University receives the majority of its revenues from tuition and fees. Housing, dining, and other auxiliary and enterprise facilities are self-supporting operations. Tuition and fee revenue, sponsored research, and external revenue have all continued to increase, as reflected in the total budget growth from 2005–2006 to 2006–2007. During this period, the budget increased from $468 million to $482 million, an increase of 3%. In addition, sponsored research expenditures are approximately $60 million annually and a major portion of the indirect cost recovered from this research is made available to academic departments. As well as providing the University with financial support from the annual general appropriation and Rhode Island Capital Funds, the state issues Rhode Island General Obligation (GO) Bonds which are approved by Rhode Island voters to support the University's comprehensive capital development program. The state pays the annual principal and interest on these GO Bonds.

Board of Governors' Fiscal Responsibilities and Processes. As discussed in *Standard 3: Organization and Governance*, the RIBGHE oversees the University. The Board's mission is "to provide an excellent, efficient, accessible, and affordable system of higher education designed to improve the overall educational attainment of Rhode Islanders and thereby enrich the intellectual, economic, social, and cultural life of the state, its residents, and its communities." According to Rhode Island General Law section 16-59-4:

> *The Board of Governors shall not engage in the operation or administration of any subordinate committee, university, junior college, or community college, except its own Office of Higher Education and except as specifically authorized by an act of the general assembly; provided, the presidents of each institution of higher learning shall be the chief administrative and executive officers of that institution; and provided that nothing contained in this section shall prohibit their direct access to or interfere with the relationship between the presidents and the Board of Governors.*

The Board of Governors Finance and Management Committee (http://www.ribghe.org/fincommittee.htm) reviews in great detail and provides oversight for:

- Budget preparation, including development, allocation, modification, and audit;
- A system-wide tuition policy, including general tuition and fee pricing, regional contracts and tuition waivers, telecommunications infrastructure, and software implementation;
- Tables of organization and any changes to them;
- Auxiliary enterprises and enterprise operations (bookstore, housing, dining, W. Alton Jones Campus);
- Risk management for the Board of Governors, Board of Regents, and the Telecommunications Authority; and,
- Internal and external audits. (9.3, 9.5)

Operating Budget Process. Prudent financial management and organization is demonstrated by a well organized budget process in accordance with the RIBGHE Fiscal Accountability Regulations (http://www.ribghe.org/f7.pdf), timely financial reporting as evidenced by audited financial statements (http://www.uri.edu/controller/financial_reporting.shtml), adequate internal controls (http://www.uri.edu/controller/financial_reporting.shtml), and an effective program for risk assessment. This organization provides a basis for sound financial decision making. In addition, as more fully described under *Standard 2: Planning and Evaluation*, the University created the Joint Strategic Planning Committee in April 2003 to "advise the President and the Faculty Senate on broad policies and principles affecting the general direction of the University of Rhode Island in conjunction with its vision, mission, and values as a learning community." (http://www.uri.edu/facsen/JSPC.html)

The Annual Budget Request is prepared 11 months prior to the fiscal year in accordance with state requirements and is submitted to the Office of Higher Education each August. Each Budget Request reflects a two-year time period and is based on the Strategic Plan, recommendations from the Joint Strategic Planning Committee as approved by the President, recommendations from division heads as approved by the President, and guidelines from both the State of Rhode Island Executive Branch and the Office of Higher Education on behalf of the RIBGHE.

The RIBGHE Finance and Facilities Committee reviews the Budget Request and makes a recommendation to the full Board; it then reviews the Budget Request and makes a recommendation to the Governor. In FY 2006 and in FY 2007, the appropriations bills passed by the legislature removed the RIBGHE authority to reallocate the state appropriation among the schools, colleges, and university; thus, the state appropriation to the University has been set by the legislature in the past two fiscal years.

The Budget Allocation process begins each February as the University Budget Office estimates revenue and expenses based on the latest current year budget, taking into consideration new items included in the Budget Request submitted six months earlier to RIBGHE. Concurrent with this process, various departments are asked to provide budget projections for the allocation. For example, utility and insurance projections are requested from those offices responsible for those budgets; revenue projections from self-generated units are requested; interest income estimates are requested from the Controller, and enrollment projections are re-estimated based on new data from Admission, Enrollment Services, University College, Housing and Residential Life, Dining Services, Institutional Research, and from historical data. Constant communication with the legislature during this time is critical in order to project the estimated revenue from state appropriations for the coming year.

Information is solicited through BudInfo Sessions, which are held at least four times a year, chaired by the Director of Budget and Financial Planning and attended by fiscal staff and others throughout the institution. Through these sessions, fiscal staff are encouraged to remind their deans/directors of the budget cycle and that items not included in the Budget Request but needed by the unit should be brought to the attention of the Provost or Vice President of the division. Meetings are held with the Vice President for Administration, the Director for Budget and Financial Planning, the Assistant to the President for Planning Services and the President. Subsequent meetings are held with the President's Team and other staff from the Planning Office, Communications, and Public Affairs. The Joint Strategic Planning Committee is apprised of the Allocation. As noted above, this committee participates in drafting the original Budget Request and makes recommendations to the President regarding items to include within it. (9.3, 9.5)

Operating Budget Results. As already noted, the University's total budget for the 2006-2007 fiscal year of $482 million represents a significant increase during the 10-year period since the last self-study for NEASC accreditation. As previously noted, the State of Rhode Island contributes to two categories of budget, general operating support, and capital projects. Ten years ago, the state appropriation for general operating support was 26% of the total budget with an additional $3.6 million budgeted from the state level and dedicated to capital projects. In the current year, the state appro-

priation for general operating support including debt service on general obligation bonds is 17.5% with an additional 2.1% dedicated to capital projects and Rhode Island Capital Fund General Obligation Debt Service.

The budget consists of two categories: unrestricted funds and restricted funds. The unrestricted budget is funded by state appropriations, student tuition and fees, recovery of research and auxiliary indirect cost, service and cost centers, and other miscellaneous income. The unrestricted budget of $265 million represents 55% of the total budget. In the 2006–2007 fiscal year, tuition and fee revenue comprise 32.7% of the total budget as compared with 26% in 1996–1997. The restricted budget is funded from student fees for, and sales revenue from, auxiliary and proprietary enterprise operations (e.g., housing, bookstore, and parking), federal and state sponsored research grants and contracts, external sources of student scholarships and loans and Rhode Island Capital Funds. The restricted budget is $219 million and represents 45% of the total budget; 10 years ago the restricted budget was $126 million and represented 44% of the total budget.

Unrestricted funds are allocated to each division in support of the University's student learning, research, and service mission as guided by the 2006-2009 strategic plan (http://www.uri.edu/pspd/Updates/Final_St_Plan_2006-09.doc). Fifty-seven percent (57%) of the budget is allocated to Academic Affairs and 14.7% is allocated for student aid. The remaining 28.3% is allocated to Finance and Facilities, Utilities, Athletics, Student Affairs, University Advancement, and Miscellaneous (http://www.uri.edu/pspd/planserv/FY07_FS_Bud_Present.pdf). The 2006–2007 allocation includes funding for new faculty, capital campaign, education center in the library, a new scholarship program, marketing program and related branding program. In addition, the allocation included salary increases for all faculty and staff as well as faculty development funds. A total of 57.1% of the institution's unrestricted budget (excluding interdepartmental transfers) for 2006–2007 is designated for the direct and indirect support of its academic purposes and programs. In addition, the restricted budget reflects support of academic purposes and programs with 31% of the budget allocated directly to the Provost and deans in the form of sponsored research and indirect cost recovery. In addition, 30% of the restricted budget is for student aid from external sources and the remaining 39% relates to the auxiliary, enterprise and Rhode Island Capital Fund programs, all of which directly or indirectly support the academic purposes and programs at the University. The institution's budget and actual data clearly reflect the support for academic purposes and programs.

The Budget Office undertakes extensive detailed projections throughout the budget year for all funds except research and private funds. The Budget Office monitors personnel, operating, travel, student aid, capital and debt service expenditures and commitments, as well as enrollment and all other revenue categories. The RIBGHE Fiscal Accountability Regulations require a mid-year review each year to consider any adjustments to the overall budget based on year-to-date revenues and expenditures and to report a year-end projection. Resources are reallocated according to the mid-year budget review and continue to be reallocated as necessary. These continuous projections of revenues and expenses allow the University to address any operating deficits in order to maintain the required balanced budget. A new process is being implemented whereby specific goals of the FY 2006–2009 Strategic Plan will be assessed and evaluated, and the cost estimated and reviewed, in order for University administration to decide on further actions required in the ensuing budget request or budget allocation.

The University reviews the distribution of financial aid on an annual basis. Adjustments in the distribution are made relative to increases in tuition and fees and to balance merit- and need-based financial support for students. The University forwards the distribution of financial aid to the RIBGHE three times a year during the budget request, budget allocation, and mid-year budget review processes. The Board of Governors, in turn, submits this information to the Governor and the General Assembly on behalf of the higher education institutions of the State of Rhode Island.

As a public institution of higher education with a land-grant, sea-grant, and urban-grant mission, the University provides educational opportunities for a wide range of students. The Centennial Scholarship program and the newly instituted

University Scholarships are designed to attract quality students from Rhode Island and the New England and tri-state regions. The Centennial Scholarship program has been effective in increasing the average SAT scores of incoming freshman from 1082 in 1997 to 1120 in 2005. Data for 2006 show an average decrease of 20 points that is consistent with a national average reduction attributed to the new SAT test and other issues documented in the Chronicle of Higher Education and elsewhere. In conjunction, Talent Development and Hardge scholarships are awarded to attract and retain low-income Rhode Island students from under-represented groups. The percent increase in students from under-represented groups for the incoming freshman classes has risen from 10.9% in 1997 to 13% in 2006 (Admission Annual Reports, available in the workroom).

However, like many other public institutions in the nation, the University faces the expanding challenge of providing affordable access to students. With the decrease in state support for public institutions and level funding in federal support for Pell and other grants, the burden on parents and/or students to pay the corresponding increases in tuition and fees has reached a critical juncture. At the University of Rhode Island, scholarships that once were offered primarily for merit now fill an increasing need base as well, and the gap in scholarship funding relative to the annual cost for attending the University continues to grow for minority students. This is the direct result of only a 0.6% increase in the state appropriation over the last three years with a corresponding 22% increase in tuition and fees.

Fiscal Oversight, Audit, and Compliance. Policies and procedures are in place to ensure that practices in the development of and maintenance of University financial resources are ethical and that the interests of higher education employees do not compromise their primary commitment to the students and the public. All employees are subject to the provisions of the Rhode Island Code of Ethics (http://www.ethics.ri.gov), the University Conflict of Interest Policy, and the Private Public Partnership Act (RIGL 16-59-26) (http://www.uri.edu/research/compliance). The latter was enacted into law by the 2003 legislature with the support of the Governor, the Rhode Island Ethics Commission, and the RIBGHE. It recognizes research as an inextricable part of the mission of public institutions of higher education and that such research by employees often lead to inventions that contribute to job creation and to the economic well being of the state. This Act specifically attends to those conflicts of interest arising from partnerships between University employees and private partnerships.

The Board of Governors publishes a Request for Proposal (RFP) for Independent Certified Public Accountants for auditing services for the University, Rhode Island College (RIC), and the Community College of Rhode Island (CCRI) for a three-year period. A technical committee is assigned to review the proposals received and recommend an audit firm. The technical committee includes the Controllers of the three state institutions and the Director of Internal Audit from the Office of Higher Education (OHE). The recommendation is reviewed and approved by the Finance and Management/Facilities (FMF) Committee and the RIBGHE. According to state statute, review and approval from the State of Rhode Island Department of Administration and from the Rhode Island Auditor General's Office are required prior to engaging an audit firm. The audit firm is responsible for issuing an audit opinion on the University financial statements, a management letter, an A-133 Single Audit Act report, and an NCAA Athletic Report for the University by the required deadlines. The audit firm of KMPG LLP was awarded the audit contract for fiscal years 2006, 2007, and 2008. The annual audited financial statements are reviewed and approved by the Finance and Management/Facilities Committee, the Board of Governors, and the Rhode Island Auditor General's Office.

During fiscal year 2005, the University received unqualified opinions for the A-133 Single Audit on compliance with requirements applicable to major federal award programs. No material weaknesses in internal control over financial reporting were reported. Only nonmaterial internal control findings were noted at the University. The fiscal year 2005 Auditor Management Letter comments focused on the need to improve cash controls and to report accounts receivable and related allowance for bad debts on a consistent basis among the three state institutions. The University Controller has a documented process to monitor the implementation of audit recommendations in order to advance fiscal controls

(http://www.uri.edu/controller/pdf/financial/A-133_Corrective_Action_Plan_05.pdf). Internally, many financial staff members are certified professionals who subscribe and comply with all applicable professional standards of ethics.

New Revenue Planning. Prior to implementation, all projects and programs for new revenue streams are vetted through a number of administrative review and approval processes within the University, at the RIBGHE and, often, the Rhode Island General Assembly, state committees, and/or the Governor (e.g., to provide land lease or acquisition, capital development bond or other financing and budget approval). New development projects and programs are integrated into the University Strategic Plan, Capital Improvement Plan, and Budget Requests and Reviews. All improvements are coordinated through the Strategic Plan and the Campus Master Plan that clearly link the proposed programs to academic and educational improvement.

Foundation and Athletics. The University Development program solicits, acknowledges, and uses gifts in accordance with fund-raising practices utilized by college and universities nationwide. These practices follow Council for Advancement and Support of Education (CASE) and Council for Aid to Education (CAE) campaign standards guidelines. Accounting practices for development activities and resultant University revenues and assets conform to all relevant GASB (Governmental Accounting Standards Board) accounting standards. As part of the Division of Advancement, the University Development Office maintains and manages its own database of donors including alumni, parents, and friends, along with corporations, foundations, and organizations which have provided support to the University. All gifts made to the University are processed centrally in the Development Office's Information Services Unit and acknowledged by a formal receipt. Gifts are solicited by the University for a variety of current and future uses, and these gifts are always directed to those purposes for which they are given by each donor, with a written confirmation of the directed intent provided to each donor. Funds and gifts secured for restricted support, endowments, research, and capital initiatives as well as matching gifts and corporate giving are directed to and managed by the University Foundation, a separate 501(C)3 not-for-profit corporation with direct liaison functions with the University Division of Advancement.

The University will be launching its second major comprehensive capital campaign in fall 2007. The first such fund raising campaign was initiated in 1992, was conducted over a five-year period and exceeded its gift target of $50 million. This second capital campaign is supported by a 2005 feasibility study and serves to link articulated University strategic initiatives, programs, and support facilities with actual fund-raising target areas. The campaign seeks to raise at least $100 million over a three-year period to provide funding for faculty endowments, scholarships, academic and research initiatives, library endowments, athletics, and state-of-the-art facilities.

Fiscal Policies and Documentation. The University's fiscal policies are documented, published, and reviewed by departments or boards to ensure their currency via periodic updates. The University as well follows State of Rhode Island, RIBGHE, and federal policies. Among the powers and responsibilities of the RIBGHE are the duties to "formulate broad policy to implement the goals and objectives established and adopted by the Board of Governors from time to time and to adopt standards and require enforcement and to exercise general supervision over all public higher education in the state and over independent higher education in the state as provided [by law]."

The *RIBGHE Policies Manual* (http://www.ribghe.org/polman.htm) includes five main categories: Board of Governors, finance, academic, students, and personnel. The finance section specifically identifies a sub-section entitled Research and Grants—Overhead Policy and Regulations. Within the manual, the Board policies most critical to University processes discussed herein include Budgeting (F - 19.0 Budget Preparation and Control), Inter-fund Borrowing (Interinstitutional Borrowing Policy F - 23.0), and Fund Raising and other institutional advancement and development activities (Capital Campaign Funding Policy F - 24.0, F - 5.0 Capital Development -- Policy and F - 6.0 Capital Development – Regulations). The State of Rhode Island Policies most critical to University control functions can be found on the State Controller's

Office policy web site (http://controller.admin.ri.gov/). As well, the State of Rhode Island Budget Office Budget Primer is meant to clarify the annual budget and appropriations process.

In April 2003, the University created the Joint Strategic Planning Committee to "advise the President and the Faculty Senate on broad policies and principles affecting the general direction of the University in conjunction with its vision, mission, and values as a learning community" (http://www.uri.edu/facsen/JSPC.html). University policies follow the RIBGHE requirements and the majority are posted online in Appendix G of the *University Manual* (http://www.uri.edu/facsen/APPENDIX_Gconts.html). Some of the polices are available only in hardcopy form. University fiscal, contract, and grant policies are maintained by the Controller's Office (http://www.uri.edu/controller/policies.shtml) and the Grant and Contract Accounting Division under the Vice President for Administration (http://www.uri.edu/research/tro/urpol.htm). Together, these offices have compiled and published a *Post Award Administration Handbook* to assist Principal Investigators with University procedures and policy and Federal OMB Circular A-21 and A-110. (http://www.uri.edu/controller/pdf/grant/Post_Award_Administration_Handbook_Rev12.htm). Also included on the web site is an *Effort and Reporting Manual for Grants* (http://www.uri.edu/controller/pdf/grant/Post_Award_Administration_Handbook_Rev12.htm). The Cost Transfer Policy is posted on the web site at (http://www.uri.edu/controller/accounting/Cost_Transfers.pdf).

The University Research Office also maintains policies on its web site in addition to their inclusion in the *University Manual* (http://www.uri.edu/facsen/Appendix_H.html). Policies available on the Research Office web site include Intellectual Property (http://www.uri.edu/research/tro/UManual1040.htm); Institutional Review Board Protection of Human Subjects (http://www.uri.edu/research/compliance/IRB%20Policies%20and%20Procedures.doc); Institutional Animal Care and Use Committee Policies and Procedures (http://www.uri.edu/research/compliance/uriiacucpolicy.doc); and other related research policies (http://www.uri.edu/research/tro/urpol.htm).

University Advancement policies complying with RIBGHE guidelines can be found at (http://www.advance.uri.edu/giving/annualgiving/fundforuri/default.htm). University Safety and Risk Management includes information on Certificate of Insurance Request at (http://www.uri.edu/safety/).

APPRAISAL

The budget is the foundation of the University's system of financial control. The University follows a strict annual budget submission and mid-year review calendar specified by the Board of Governors Fiscal Accountability Policy. The University Controller's Office is responsible for closing the financial books of the University at the end of the fiscal year and making timely submission of audited financial statements. The University's fiscal year 2006 audited financial statements were submitted on time to the State Controller and State Auditor General. Effective for fiscal 2006, the State of Rhode Island enforced General Law 36-6-36 requiring all public agencies to submit audited financial reports to the State Controller no later than 90 days after the state's fiscal year close of June 30th. In previous years, it was acceptable to submit draft forms of audited financial statements by the September 30th deadline. The University's A-133 Single Audit was also submitted by the deadline of October 31st.

The University's financial control systems are subject to regular and periodic audits by qualified external audit agencies and departments. These include the Internal Audit Department of the State Office of Higher Education, the State Auditor General's Office, the State Bureau of Audits, federal agencies, and the external audit firm engaged by the Board of Governors to oversee the annual financial statements. All audits are performed in accordance with auditing standards generally accepted in the United States of America: the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. In addition, the University's internal audit function ensures that local departments maintain good fiscal controls.

The University's audited financial statements do not identify any material weaknesses in internal controls. The University's system of internal controls includes measures to protect our resources from waste, fraud, and inefficiency, to ensure accurate and reliable accounting data, to secure compliance with University policies, and to evaluate performance in all departments. Controls such as segregation of duties and budget checks are incorporated into the University's PeopleSoft accounting system and provide reasonable assurance that the University operates in accordance with management's plans and policies.

The Department of Safety and Risk (http://www.uri.edu/safety) coordinates all insurance and risk management needs of the University. This department, working with the Department of Facilities and Operations, makes inspections and recommendations for improvements which reduce the University's overall liability exposure. Improvements are recorded and used to negotiate lower insurance premiums. To further reduce costs, the University has a noninsured replacement fund for items that are stolen from offices. In addition, the University has taken measures to improve security such as installing gates and cameras throughout the campus to reduce theft and liability and to improve safety for students and others on campus (see also, for example, discussion of the Student Senate's lighting walks to examine campus safety under *Standard 6: Students*).

University and RIBGHE ethics policies prohibit public officials and employees from using their position for private gain or advantage. These policies obligate the University and the Board to impose such restrictions as is necessary to manage, reduce, or eliminate any actual or potential conflict. In many instances, a conflict of interest can be resolved by simple disclosure. In other cases, the conflict may be monitored by independent reviewers, a research plan may be modified, or a relationship that is creating the actual or potential conflict may be severed.

Conflict of commitment between the employee's interest and interests of the institution are taken very seriously. For instance, the approval process for public-private partnerships is very comprehensive. Any request for an exception to policies in this area is reviewed by the University's Conflict of Interest Management Committee. This committee makes a recommendation to the President as to what restriction and/or oversight should be imposed to manage, reduce, or eliminate any actual or potential conflict of interest. Also, any proposed licensing agreement, research agreement, compensation agreement, or faculty start-up business plan must be reviewed by the committee and forwarded with the recommendation. Based on the detail information, the President shall act upon these requests for exception. If the President approves, the request is then forwarded to the RIBGHE with all supporting documentation. If the RIBGHE approves and grants the request for exception, it promptly notifies the Rhode Island Ethics Commission in writing as required by Rhode Island General Law 16-59-26. The RIBGHE reports annually to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Ethics Commission on all exceptions granted by the Private Public Partnership Act. Presently, only one exception has been granted.

The University's development efforts during the past 10 years have included notable successes such as fund raising for the Ryan Center, a premier athletic and community program venue; historic Green Hall, an original campus reading room and library; and Ballentine Hall, home of the College of Business Administration. Fund raising via the upcoming capital campaign will target $20 million for the purpose of supporting a new athletic training facility, biotechnology center, and ocean exploration center/marine library. The University's current endowment has a March 2006 market value of $78 million. The latest capital campaign seeks to raise an additional $60 million to be added directly to the University endowment.

During the 2005 fiscal year, private support from more than 14,169 individuals, businesses, foundations, and other organizations totaled $13,760,770. This amount is a combination of actual dollars received, pledges, and deferred gifts including endowment, outright and gift-in-kind contributions. The University Annual Fund received a total of $1,195,757 for the fiscal year 2005.

The institution has not made substantive changes relative to revenue sources and continues to rely on tuition and fee revenue and state appropriation. However, the University continues to explore opportunities for new revenue streams that will support its academic and educational programs. Feasibility studies are ongoing for land expansion and development for a variety of uses that will generate contributing revenue to university programs including: 1) a research and technology park, a public-private venture planned to coincide and link with the development of a new pharmacy and biotechnology building; 2) a Professional Golf Learning Center that will be an integral part of the new academic program in Professional Golf Management; 3) faculty and alumni housing that will provide needed affordable housing opportunities for new faculty and townhouse condominiums for alumni which will generate institutional revenue; 4) a College Inn and retail bookstore, two possibilities that will greatly increase student service and provide revenue for student affairs; 5) a new retail convenience store and student café, as part of the new dining hall that is expected to be highly profitable; and 6) the sale of undeveloped, noncontiguous University land that is also being considered as a one-time revenue generating opportunity to support the University Libraries and financial aid.

PROJECTION

The University must keep current with changing federal and state laws, standards, and regulations that impact internal controls. Two examples of these requirements include the Sarbanes-Oxley Act, oriented towards publicly traded for-profit entities, but with the potential implications for governmental and not-for-profit entities as well, and the American Institute of Certified Public Accountants' Statement on Auditing Standards No. 112, "Communicating Internal Control Related Matters Identified in an Audit," effective for fiscal years ending after December 15, 2006. The downsizing of the Internal Audit Department of the State Office of Higher Education may bring about a need to increase internal audit capacity at the University.

The University is currently in the process of finalizing the audited financial statements with the Rhode Island Auditor General and KPMG LLP. As noted earlier, the financial statements must be in final form (signed by the auditors) by September 30 after the year-end date, reducing the year closing and audit period by 6 weeks. As well, the A-133 Single Audit report will be submitted to the State Controller and Rhode Island Auditor General in final form (signed by the auditors) by October 31st of each year. The University is currently in the process of both the A-133 Single Audit and the year-end financial statement audit. Both are expected to be issued by the deadlines with an unqualified opinion on the financial statements and an unqualified A-133 report with only nonmaterial findings, if any.

In the interest of ensuring ethical oversight of its financial resources and practices, the Research Office will continue to monitor and document all cases of conflicts of interest and public-private partnerships.

With the 2007 Capital Campaign ready to commence, the University seeks to raise at least $100 million in new gifts by 2010. This will represent the single largest capital campaign in University history and will require strengthened and coordinated support, resources, and administrative oversight. To that end, the 2005 URI Campaign Feasibility Report recommended the integration of fund-raising programs with the University Foundation by the start of the 2007 Capital Campaign (Feasibility Report available in the workroom). On June 15, 2007, the RIBGHE approved the reorganization of the University's Advancement function and authorized the University to contract with the Foundation to provide support for the designated amounts of the Capital Campaign and other fund-raising activities.

While the State of Rhode Island, RIBGHE, and University policies are clearly stated in writing, the University will review and update its own policies periodically to ensure they are current. The University will publish all policies on the web in one official location such as the *University Manual*. All other web sites referring to a policy need only provide a hyperlink to the official University policy web site. This consolidation of policies in one place will eliminate the possibility of a department's web site referring to outdated policies. As University modifies and redesigns the website, the Webmaster will include this objective in the plan.

In the future, the University may be able to utilize resources based on recently approved legislation allowing the carryover of general revenue funds.

INSTITUTIONAL EFFECTIVENESS

The University of Rhode Island has appropriate internal and external mechanisms in place to evaluate its fiscal practices, polices, and procedures. Vigilant financial management is in place to ensure the integrity of its systems. The Rhode Island Board of Governors for Higher Education, its Financial Management Committee, the Office of Higher Education, the Rhode Island Auditor General, and the Rhode Island State Controller all have an active role in the financial audits of the University. No changes in this overall structure are anticipated in the near future.

The University continues to streamline administrative procedures and monitor closely its revenues and expenditures. University efforts to expand the resources available to meet its educational, research and outreach missions have broadened since the 1996–1997 self-study report through increasing student enrollments, development activities, success with legislative agenda to expand the University's ability to control its resources, and other initiatives. The University has met the challenges of instituting appropriate monitoring and control systems over these resources and will continue to do so with the guidance of the Joint Strategic Planning Committee as it develops new initiatives identified in this accreditation Self-Study report.

STANDARD TEN: PUBLIC DISCLOSURE

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

DESCRIPTION

Recognizing its obligations to provide accurate information to all of its stakeholders including students, prospective students, faculty, staff, alumni, the legislature, local communities, and the general public, the University maintains a comprehensive communications and publications program that encompasses all aspects of University life. The institution provides information about itself using a wide range of communication modes. Particularly important, and in contrast with the situation reported in the last self-study, electronic forms of communication, including the web, are playing increasingly predominant roles.

The University will publish notices in a variety of appropriate publications regarding the comprehensive evaluation for continued accreditation being conducted by the Commission. These notices will invite public comment relevant to the University's qualifications for accreditation in accordance with the Commission's Policy and Procedures for Third-Party Comments During Comprehensive Evaluations.

Primary responsibility for the communication, publication, and marketing activities of the University rests within Division of University Advancement, in particular the Department of Communications and Marketing and the Publications Office. The Department of Communications and Marketing is the central clearinghouse for information about the University. Among other activities, the Department of Communications and Marketing staff write and distribute press releases to the media and contribute to *inAdvance@URI*, a biweekly email newsletter containing University news and alumni updates that is distributed to more than 54,000 alumni, faculty, students, and friends. The staff also contribute to the alumni magazine *Quad Angles*, printed five times per year and distributed to more than 93,000 alumni, as well as manage and maintain the University's broadcast news voicemail system. The Department abides by the Freedom of Information Act, the Open Records, and the Open Meetings laws in providing access to information and documents by the media and the public.

The Director of Communications, in consultation with legal counsel, balances the public's right to know with an individual's right to privacy. The Director of Communications and the Director of Security exercise supervision over the distribution of criminal statistics and safety information. The Department of Communications and Marketing serves a central role as liaison with other University units in responding to inquiries from the various publics.

The University Publications Office is responsible for production, design, and editorial oversight for accuracy, timeliness, and consistency of major University materials (in print and online) that cross departmental lines, e.g., the *Catalog* (http://www.uri.edu/catalog/), Undergraduate Admission and Orientation materials, major University events materials, e.g., commencement and the honors colloquium, contribute to and oversee production of *inAdvance@URI*, *Quad Angles* alumni magazine, as well as a variety of other materials for Alumni and Development operations. *InAdvance@URI* and alumni email communications are scheduled through the Publications Office. The Publications Office is responsible for the editing, design, and production of the alumni web site and serves in an advisory capacity for the University's web site. Electronic samples of the *Catalog*, *Viewbook*, *Quad Angles*, official campus maps, Visual Standards Guide, and more can be found at (http://www.advance.uri.edu/pubs.htm).

The University web site has become the primary communications vehicle, where visitors can find comprehensive information about the University, its mission and objectives, its campuses, academics, research and outreach, news and events, student body and employment. The Internet has improved communication with prospective students and pro-

vides sufficient information for prospective students to make informed decisions about their education. Essentially all official University publications available in printed form are also available through the University's web site.

The University publishes its mission and objectives both in the *Catalog* (http://www.uri.edu/catalog/) and separately on its web site (http://www.uri.edu/home/about/mission.html). The *Catalog* includes statements about accreditation of all academic programs and lists current faculty by department and program, names and positions of University administrative officers, and names and affiliations of members of the governing board. Financial statements and audits are available online through the University's Controller's Office (http://www.uri.edu/controller/financial_reporting.shtml). Budget overviews and planning documents are also available online at http://www.uri.edu/pspd/.

The University's Home Page provides prominent links to the Undergraduate Admission Office (http://www.uri.edu/admission/), a Just for Students page with navigation to student activities, as well as to pertinent links including those regarding finances, academics and student services (http://www.uri.edu/home/students/). In addition to its printed recruitment preview and other publications, the Undergraduate Admission Office makes its *Viewbook* and application process available online (http://www.advance.uri.edu/offsitepages/admission/default.htm). The *Viewbook* provides an accurate description of the student body, availability of academic and other support services, range of co-curricular and nonacademic opportunities for students, and institutional resources from which a student can expect to benefit.

The main sources of information describing degree requirements as well as policies, procedures, and requirements related to admission, the transfer of credit, student fees, charges and refund policies, items related to attending or withdrawing from the institution, academic programs and other educational opportunities can be found online in the *Catalog*, the Undergraduate Admission web site (http://www.uri.edu/admission/), the Graduate Admission web site (http://www.uri.edu/gsadmis/), and Enrollment Services web site (http://www.uri.edu/es/).

Rules and regulations for student conduct and information regarding obligations and responsibilities of students and the institution are outlined in the *University Manual* (http://www.uri.edu/facsen/MANUAL_05.html) and on the Division of Student Affairs web site (http://www.uri.edu/student_affairs/).

The primary means by which students access course information is through the e-Campus schedule of classes. Here students can only view courses that are current and able to be scheduled. *Catalog*-based course descriptions are easily accessed on the web site. The course listings in the e-Campus schedule of classes are updated yearly to ensure accuracy. (http://www.uri.edu/ecampus/). The Feinstein Providence Campus describes its offerings, including summer session, in collaboration with the Provost's Office (http://www.uri.edu/prov/index.html). The W. Alton Jones Campus in West Greenwich, Rhode Island describes its own campus offerings and educational programs (http://www.uri.edu/ajc/). As prescribed by the *University Manual*, with rare exception, courses not taught for four consecutive years are to be removed from the *Catalog*. In fall 2007, the Curricular Affairs Committee of the Faculty Senate will review this policy.

Expected educational outcomes and institutional goals for students' learning are published in the *University Manual* (http://www.uri.edu/facsen/MANUAL_05.html) and will be included in the *Viewbook* and *Catalog* starting in the fall of 2007. Outcomes for specific academic programs are also available through a link from the online *Catalog* to the URI Student Learning and Outcomes Assessment web site.

The institution publishes extensive information about the total cost of education, including the availability of financial aid on its Enrollment Services web site (http://www.uri.edu/es/menus/finaid.html). The institution publishes retention and graduation rates on the Institutional Research site, including the typical length of study, but does not publish the expected amount of student debt upon graduation (http://www.uri.edu/ir/uriinfobank/retention).

APPRAISAL

The new electronic communication technologies now available have certainly increased the University's ability to provide timely and comprehensive information to increasingly growing numbers of users. The University successfully disseminates information on program excellence and student, alumni, and faculty achievements through many sources such as official news releases, the University web site, and the electronic newsletter *inAdvance@URI*. Further, almost all University documents, including those formerly available only in printed form, are now available though the University web site.

The electronic technologies have also enhanced the University's ability to keep current information that is vital to many of its constituents. Of significance to students, information on the semester schedule of courses, including current availability and room or time changes, is now available to them through e-Campus, the online registration system. Changes are reflected instantaneously.

Yet these new technologies, relatively easy to use and cost-effective, have also created problems of decentralization. Almost every unit and division has its own web site. Many units send their own newsletters. The task of presenting consistent, authoritative information about the University has become an issue. While the University has made progress in implementing a Visual Standards Guide, University-wide web policies and templates, a repositioned University home page and the start-up of a University-wide branding initiative, challenges remain to implement consistency and accuracy of content across a broad spectrum.

The University-wide Web Strategy and Planning Committee implemented standards and policies for University web pages, along with templates for departments to encourage consistency (http://www.uri.edu/home/help/www.html). The development of standard policies on usage and appropriateness of content is a positive move. An effort, supported by the President's Team and the Council of Deans, is currently underway to increase the participation level of all University units. The Advancement Division engaged the RDW Group to redesign and reposition the University home page. Redesign of lower-level pages to conform with the new home page is being coordinated by the Department of Communications and Marketing with University Computing Systems and the University Webmaster. The Visual Standards Guide (http://www.advance.uri.edu/visualstandardsguide/default.htm), created by the University Publications Office to ensure consistency in logo usage and colors, was a positive addition to the overall communications plan. Adherence to the standards has been improving.

While materials produced in the University Publications Office are reviewed for complete, accurate, and clear information, a systematic review process for materials produced by individual colleges, departments, or individual offices both in print and online would further ensure accuracy of all communications.

The University launched a branding initiative in July 2006 to position itself in the marketplace and more clearly define its distinctive offerings. The initiative is currently in its research and exploration phase. Focus groups have been conducted and telephone and online surveys are currently being implemented to better understand stakeholders' perceptions and expectations (http://www.uri.edu/uribrand).

PROJECTION

An enterprise-wide budget of expenditures for all communications/publications and integrated branding will be constructed so that the total institutional investment in marketing/public relations/recruiting/alumni relations can be evaluated against other institutional priorities.

The University must provide a more comprehensive and ongoing communications program for its students, faculty and staff. Materials produced by individual colleges, departments and offices, in print and for the web site, will benefit from a systematic review process for consistency, accuracy and timeliness.

The institution has made a personnel and monetary resource commitment to support the ongoing branding and integrated marketing activities. The branding process will include a proposal for improved consistency of content and image of the University presented to the institution's various publics. Better positioning (and inclusion) of public and professional perceptions of the University's status and achievements would allow current and prospective students to judge more accurately the quality of their educational programs.

The results of the branding program are expected to produce a clearly defined, long-term identity and image that is consistent with diverse stakeholders. Students, prospective students, faculty, administrators, alumni, government officials and the general public would share a unity of vision about exactly what the institution represents. Branding can be instrumental in establishing points of differentiation in key competitors, thus helping to distinguish the University in stakeholders' minds.

The brand developed will be the foundation for an ongoing, University-wide, integrated marketing effort that is expected to address some of the consistency issues resulting from decentralization of communications. It will provide more consistency in message and look and more accurately depict the institution's offerings, thereby providing greater clarity for its constituents.

INSTITUTIONAL EFFECTIVENESS

To serve its many constituents and to discharge its responsibilities to the public, the University disseminates information using a wide range of communication modes that are increasingly electronic. This increased use of electronic means has enabled the University to become more effective at providing its public accurate information in a timely manner. Under the guidance of the Joint Strategic Planning Committee, the University will endeavor to make all its communication activities consistent and comprehensive.

STANDARD ELEVEN: INTEGRITY

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

DESCRIPTION

The University of Rhode Island is dedicated to promoting the highest standards of integrity in every aspect of University life. This overriding commitment is reflected in the URI Cornerstones, developed by the Quality of Student Life Committee and endorsed by the URI Student Senate and the Graduate Student Association in 1994. The Cornerstones affirm that the University of Rhode Island is a principled community guided by values which form the foundation of our endeavors. According to these values:

- *We pursue knowledge with honesty, integrity, and courage.*
- *We promote independent choice, intellectual curiosity, open-mindedness, and free expression.*
- *We respect the rights and dignity of each individual and group.*
- *We reject prejudice and intolerance, and we work to understand differences.*
- *We accept personal responsibility for our actions and their consequences.*
- *We actively cooperate to improve the University, the State of Rhode Island, and the global community beyond our borders.*
- *We strive to be a community where the environment and property are treated respectfully.*
- *We seek to create and maintain an environment conducive to personal health and wellness.*
- *We work to develop skills, which promote lifelong learning, leadership, and service.*

The John Hazen White Sr. Center for Ethics and Public Service. To reinforce and exemplify these values, the John Hazen White Sr. Center for Ethics and Public Service, established in 1994, promotes discourse, education and scholarship on ethical issues and the character of service in public life (http://www.uri.edu/artsci/psc/hazen.htm). The center serves elected and appointed officials, faculty, graduate and undergraduate students throughout the state, and citizens in the community.

The center's programs and activities include workshops in ethics and public service for appointed members of the state bureaucracy, seminars for elected officials, including members of the state legislature, and interdisciplinary faculty conferences on integrating issues of ethics and public service into the graduate and undergraduate curricula. Areas of focus include liberal arts, business and law. In 2005, the center implemented a series of ethics workshops for department chairs, which drew widespread participation from colleges across the institution. In addition, the center conducts a series of citizen forums, inviting members of the community to engage in dialogue about various state issues, especially citizen responsibility for the character of public life. It is charged with promoting and supporting interdisciplinary research and scholarship on issues of civic and ethical responsibility.

The center also sponsors workshops at the University dealing with issues of academic integrity in the areas of teaching, research, and service. Participants engage in discussions designed to encourage the identification of ethical dilemmas and proposed resolutions in an effort to establish a procedure for ongoing dialogue that would enable us to create a culture in which the most common dilemmas no longer arise.

Research Ethics. Along with the initiatives implemented by the Center for Ethics and Public Service, the University of Rhode Island engages in a broad range of traditional Responsible Conduct of Research (RCR) activities (http://www.uri.edu/research/compliance/educandtrain.htm). The Research Office, through the Division of Compliance, conducts workshops biannually on topics related to human subject and animal research ethics. Further, an online tutorial is offered through the Research Office home page. This web page provides links to other RCR resources, including the National Institutes of Health site, the Veterans Administration site on animal subject use, the University's conflict of interest web site, and tutorials to which the University subscribes through membership in the RCR Education Consortium. The Division of Compliance and the Institutional Review Board also engage in extensive outreach by conducting annual University-wide workshops and individualized training sessions upon the request of departments. Video resources are made available for departmental research ethics training. Moreover, members of the Institutional Review Board engage in regular in-service RCR training to keep abreast of changes in federal regulations.

With the goal of progressing beyond these traditional activities, in 2004 the University of Rhode Island poised itself to undertake a more systematic approach to integrating research ethics training into the fabric of the University culture. The Division of Compliance conducted a needs-assessment survey of all departments with graduate programs to determine the scope of ethics training taking place. Departments were asked to detail when, whether, and where training in research ethics occurs, the amount of time devoted to instruction, the nature and content of the training, the methods of instruction, and how the training was assessed. In addition, departments were requested to outline the extent to which any training addresses the nine core instructional areas defined by the Public Health Services Office of Research Integrity. The results of the survey indicated that most programs either lacked training in research ethics altogether or relied on a preceptorship model. While some of the behavioral sciences had more formal training requirements in place, all of the biomedical sciences adhered to informal training consisting of discussions with major professors. As a result, the University's Graduate Council has endorsed a recommendation by the Research Office to institute ethics training for all incoming graduate students at both the University-wide and departmental levels. The Policies and Procedures Subcommittee of the Graduate Council requested that the Division of Compliance work with the departments to develop methods for meeting this mandate.

That same year, the University of Rhode Island became one of 10 institutions to receive funding from the Council of Graduate Schools and the Office of Research Integrity to institutionalize research ethics training. By establishing a Research Ethics Fellows Program, the Graduate School sought to integrate the teaching of research ethics throughout graduate programs at the University of Rhode Island. The Fellows Program involves a collaboration between Graduate School deans, faculty, students and practitioners from local organizations and industries. After the training is complete, the faculty and graduate student mentors are responsible for conducting ethics training workshops for their home departments.

The training constitutes a series of bi-weekly, semester-long workshops for graduate faculty, graduate student mentors and practitioners. These workshops are facilitated by two Associate Deans of the Graduate School, the Vice Provost for Academic Affairs and Dean of the Graduate School, the Director of Compliance and faculty who are teaching and research excellence award recipients. To date, the program has involved more than 120 faculty, graduate students and practitioners. Graduate student and faculty participants are selected following nominations by the Director of Graduate Studies for each of the departments. These faculty–graduate student teams serve as mentors for others in their departments. The practitioners, many of whom have long-standing ties to the University, have been from agencies such as Pfizer, South County Hospital, HybriGene Inc., Visiting Nurses of Rhode Island, and Pro-Change Behavioral Systems Inc.

The focus of the workshops is on the theoretical foundations of ethics, mentoring, human subject research with vulnerable populations, data sharing, conflict of interest, animal testing, informed consent, confidentiality, authorship, and research misconduct. There have been several measurable outcomes that have been shared with

CGS members and other awardee institutions. The Research Ethics Fellows Program can be replicated by other institutions and has been showcased at both Council of Graduate School and the Center for Academic Integrity Workshops at the national and regional levels. In 2005, an annual Research Week was established, which includes a day highlighting the University's commitment to promoting research ethics across campus. These efforts have been sustained using University funds following the completion of the grant in 2005.

The University continues to partner with the Council of Graduate Schools to develop an evolving quality assessment plan and provide tools to ensure program success by evaluating mentors before they leave the program and surveying departments after the training has been conducted by the mentors. By providing a shared program in ethical inquiry for graduate students from across the institution, the University will forge a common language that promotes an ethical culture for research.

Intellectual Property and Conflict of Interest. With regard to the products of research, the University has established policies and procedures for reviewing intellectual property rights and managing conflicts of interest. The Division of Industrial Research and Technology Transfer in the Research Office supports faculty, students, and staff in carrying out research sponsored by industrial companies. It aids in the development of research proposals, research agreements, confidential nondisclosure agreements, and material transfer agreements. These forms can be found at (http://www.uri.edu/research/tro/techtransforms.htm). The Division also assists inventors in identifying potential intellectual property licensees and in constructing license agreements.

The Division of Compliance, which serves as an institutional resource for students, faculty, and staff by providing information, training, and guidance on research-related regulations and policies in such areas as human subject protections, animal research, biosafety and boating and diving safety, coordinates monthly Conflict of Interest Management Committee meetings. In 2005, the Rhode Island Board of Governors for Higher Education (RIBGHE) approved the Public-Private Partnership Policy in response to the Public-Private Partnership Act passed by the Rhode Island Legislature. This act recognizes research as central to the mission of public institutions of higher education and encourages the marketing of inventions developed by members of the University, while continuing to ensure that Rhode Island's employees adhere to "the highest standards of ethical conduct, as embodied in the R.I. Code of Ethics (R.I.G.L. 36-14-1, et. seq.), and Regulations adopted by the Rhode Island Ethics Commission" (R.I.G.L. §16-59-26).

The Public-Private Partnership Act provides a mechanism for University employees to pursue research and development activities and also be involved in a relationship, financial or otherwise, with a company that has an interest in the research or development being performed by the employee. The new policy provides procedures to follow in making disclosures and requests for exemptions (http://www.uri.edu/research/compliance/confint.htm). The Conflict of Interest Management Committee reviews requests for exemptions and makes recommendations to the President and Provost regarding oversight necessary to manage the conflict or steps to reduce or eliminate any actual or potential conflict of interest. The President forwards requests to the RIBGHE. The Conflict of Interest Management Committee is composed of seven members of the University community, a representative from the RIBGHE, a member from an outside private institution of higher education, and a community member.

Academic Integrity. Beyond research, the University has policies and procedures in place to promote integrity and high ethical standards in the management of its relations with students, faculty, staff, the RIBGHE and external agencies and constituencies. Academic honesty is championed by reinforcing expectations of truthfulness and fairness in the *Catalog*, undergraduate and graduate student manuals, and in the *University Manual*. Issues of academic integrity are addressed in the Instructional Development Program's Course Planning Workshops, in the Research Ethics Fellows Program, and in the undergraduate and graduate student orientation programs. The University seeks to play a leadership role in encouraging integrity through its membership in the Center for Academic Integrity (CAI) and utilizes resources made available through

the Center. For example, the University will take advantage of the data and materials provided by CAI's new partnership with the online journal, *Plagiary: Cross-Disciplinary Studies in Plagiarism, Fabrication and Falsification*.

Academic Freedom. Since the unconditional endorsement of The Statement of Principles of Academic Freedom and Tenure in 1940, the University of Rhode Island has fervently preserved its commitment to academic freedom. A description of faculty and student rights and responsibilities regarding freedom of expression is stated in the *University Manual*. These principles apply to both teaching and research, as well as activities carried out as a citizen that are external to the University community. Specifically, the *University Manual* states in (6.11.16) that: "Academic freedom means inter-alia that political beliefs, political activities, and political associations shall not be used as a criteria in reaching decisions about hiring, termination, promotion and tenure." Section 6.12.10 extends academic freedom to students seeking knowledge and understanding to inquire, conduct research, exchange ideas through discussion, publication, and public presentations as in the fine arts.

Nondiscrimination and Diversity. The University maintains a strong commitment to nondiscriminatory practices in all segments of the organization. Policies, procedures and practices regarding nondiscrimination can be found on all major web sites, including the Office of Human Resources' *Policy Manual*, *Student Handbook*, and the *University Manual*. These policies and practices address admission of students, recruitment, employment, evaluation, disciplinary actions, and promotion. Procedures for grievances by students, nonclassified employees, faculty, and staff are stated in the above manuals and handbooks. The American Association of University Professors (AAUP) represents the faculty on issues related to peer review, salary equity, dismissal, and grievances. The *Policy Manual* can be accessed from the Human Resources web site listed on the University's home page. The *Student Handbook* can also be accessed from the student web site listed on the University home page. The *University Manual* is accessed through the Faculty Senate web site.

The University has a number of other organizations that support and maintain a community which values diversity. These include the President's Commission on the Status of Faculty, Students, and Staff of Color; the Black Faculty and Staff Association; the Association for Professional and Academic Women; and student groups such the Latin American Students Association; Asian Student Association; Cape Verdean Students Association; National Society of Black Engineers; Native American Students Association; Indian Students Association; Society of Hispanic Engineers; Muslim Student Association; Society of Women Engineers; Hillel; Intervarsity Christian Fellowship; Gay, Lesbian, Bisexual, and Transgender Association; and International Collegiate Organization for Nonviolence. The special programs for Talent Development continue to enjoy widespread recognition for their successful efforts to attract and support a diverse student body.

In 2003, the University of Rhode Island became an ADVANCE institution after receiving $3.5 million in funding from the National Science Foundation to promote the careers of women in the science, technology, engineering , and math (STEM) disciplines. This five-year project is designed to improve and enrich the academic workforce through increased representation of women faculty in STEM fields. Project participants have been active in recruitment, faculty development, mentoring, and establishing a climate change to benefit all faculty. Since the inception of the grant, 18 tenure-track women faculty have been recruited in the STEM disciplines.

In 2005, the Provost's Office committed $40,000 to the Council for Research to institutionalize incentive grants promoting the ideals of ADVANCE. In addition, the ADVANCE project developed a comprehensive faculty development program, a mentoring training program and a Faculty Fellows Program to develop high potential candidates who will transfer to tenure-track positions. To date, nine faculty fellows have benefitted from the Faculty Fellows Program. Project participants also developed a parental leave policy, resource information for child care, and proposed guidelines for dual career couples. ADVANCE works closely with the Women's Center, the President's Commission on the Status of Women and the Office of Affirmative Action, Equal Opportunity and Diversity.

The University is an Equal Opportunity/Affirmative Action Employer and prepares an annual affirmative action plan. The Affirmative Action Committee, Subcommittees on Sexual Harassment and on Racial and Ethnic Diversity and The Native American Committee also work to counter discrimination. A number of workshops open to faculty, staff, and students are offered regularly to address issues related to diversity. The fall 2006 workshops were centered on the theme of managing and understanding workplace diversity. Topics included teaching, working, and serving the needs of those from diverse backgrounds, diversity's opportunities and benefits, moving away from stereotypes, recognizing harassment and discrimination and prejudices, and learning the complaint process.

The role of diversity issues in the curriculum has been examined and addressed in the most recent revision of General Education. On October 24, 2002, the Faculty Senate approved a motion to require a diversity overlay as part of the General Education requirements. In 2004, a new General Education Program was implemented that included the requirement that two of the courses taken as part of a student's General Education program be selected from courses designated "D."

Promoting a more inclusive environment was the focus of University-wide discussion during the 1995–1996 academic year when the Faculty Senate engaged in extensive debate concerning whether or not to retain Reserve Officer Training Corps (ROTC) on campus, given the inherent conflict between the ROTC's policy of excluding individuals based on sexual orientation and the University of Rhode Island's official admission policy which prohibits discrimination based on sexual orientation. The Senate initially passed a motion to require ROTC to come into compliance with the University's admission policy or to remove itself from campus. The requirement was withdrawn, however, due to anticipated legal challenges related to the fact that the University's policy is not the official state policy. The effect of the discussions was increased awareness of the type of discrimination many members of our community endure and a renewed commitment to redress discriminatory policies and practices both inside and outside of the University community. On April 28, 2005, the Faculty Senate reaffirmed its commitment to nondiscrimination, but noted the right of the ROTC to freedom of expression. The Senate urged President Carothers to work with legislators to eliminate the "Don't Ask, Don't Tell" policy.

In the area of athletics, all contracts and job descriptions for coaches and staff now include language highlighting compliance-related responsibilities and expectations. Following National Collegiate Athletics Association (NCAA) Certification in 2006, the Office of Human Resource Administration began the process of including similar language in job descriptions for non-athletic staff individuals who carry compliance responsibility for NCAA rules. The Athletics Compliance Officer, who reports directly to the President, has greatly enhanced the department's compliance manual (available in the workroom) since the last certification.

The University engaged intercollegiate athletics consultants Hall, Render, Killian, Heath and Lyman to perform an assessment of the effectiveness and efficiency of rules, compliance systems, and procedures at the University. Their report was presented to the President (available in the workroom). In 2005, the President commissioned Lamar Daniel, Inc., consultants for gender equity and sports management, to evaluate the University's compliance status with the athletic provisions of Title IX. In 2006, the preliminary report was delivered to the President, who charged a committee comprised mostly of staff outside of athletics to address NCAA compliance oversight (available in the workroom). He also charged the Athletic Advisory Board with increased oversight in NCAA compliance and adherence to Title IX. A Title IX and Gender Equity Plan, drafted by the Athletic Department, is currently under review.

Policies and Procedures for Appeals and Grievances . On August 4, 2006, the Rhode Island Board of Governors for Higher Education approved revisions to the Student's Rights Policy that was originally passed on June 11, 1970, and last revised on July 19, 1984. The policy holds that:

- *Students have the right to study and work in an academic environment that is free from discrimination, including harassment based on race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation,*

marital status, or qualified covered veteran, disabled veteran, recently separated veteran or citizenship status (except in those special circumstances permitted or mandated by law).

- *Students have the right to hold and express opposing views without being penalized academically for the expression of their individual opinions. However, this does not in any way relieve students from meeting course requirements.*
- *Students have the right to be treated respectfully and courteously at all times and are entitled to their privacy with respect to personal matters subject to legal constraints and the legitimate needs of the institution.*
- *Students, when faced with serious disciplinary action, have the right to appropriate standards of due process.*
- *Students have the right to be represented in the decision-making process of the institution through duly established procedures and forums.*
- *Students have the right to evaluate the quality and range of education and services provided by the institution and to have their appraisals reviewed by those responsible for providing such services.*
- *Students have the right to consult with appropriate academic advisors in the shaping of their educational programs.*
- *Students have the right to petition in an orderly manner for the redress of grievances.*

Each public institution in Rhode Island is responsible for disseminating and upholding these policies. At the University of Rhode Island, The Student Code of Conduct addresses the rights and responsibilities of student members of the community. There is a Student Appeals Board for conduct violations, and each of the colleges has a policy and procedure in place for reviewing grade appeals that is consistent with the *University Manual's* established procedures for grade review. The University Ombud disseminates annually services offered to those in the campus community. The Ombud helps students and other members of the University community by giving needed advice and direction, investigating in confidence conflicting situations, clarifying matters, when necessary, by interviewing all parties concerned and by researching the problem, mediating, and suggesting compromises in conflicting situations, ensuring due process and recommending to the University administration procedures to prevent the recurrence of academic and administrative problems.

The University carries out performance appraisals for both classified and nonclassified employees according to the relevant collective bargaining agreements. Article XXIV of the collective bargaining agreement for faculty (http://www.ele.uri.edu/aaup/facultycontract2004-2007.pdf) outlines the grievance procedure, arbitration and standards for burden of proof under the grievance-arbitration process.

Health and Safety Compliance. University Health Services, along with the Counseling Center, are at the core of student welfare. Health Services provides comprehensive health care and prevention services that teach and promote healthy lifestyles. Health Services has developed a web site and programming that educates the student body regarding opportunities for health screening, information and classes on sexuality, nutrition, stress and addiction, including smoking, alcohol and drug abuse. The Counseling Center is a comprehensive, professionally staffed office, which seeks to help students effectively manage developmental tasks, situational crises, and personal problems. Both report to the Vice President for Student Affairs, whose division integrates those principles in all student activity programming. With the exception of the University Club and the Mosby Center, the University remains committed to not allowing alcohol in any University building on its campuses or at athletic events. Continued promotion of alcohol abuse awareness has moved the University from repute as the "Nation's Number One Party School" to notoriety as a "College with a Conscience" for promoting service learning. Additional improvements affecting health and safety compliance include the University's new Emergency Medical Services Center, while Public Safety Operations has moved into a larger, more modern space.

The Athletics Department has formalized reporting lines and responsibility for developing programs and ensuring awareness of health, safety, and sports medicine policies. The University has hired a coordinator of the NCAA Challenging Athletes' Minds for Personal Success (CHAMPS)/Life Skills program addressing health and safety issues for athletes.

In tandem, the Athletics Department has created a more comprehensive *Student–Athlete Handbook* (available in the workroom).

APPRAISAL

Since the last self-study, the University has made great strides in promoting integrity as central to its mission. The activities of the Research Ethics Fellows Program and the John Hazen White Sr. Center have brought ethics to the forefront of public discussion and private debate at the institution. College and University-wide diversity committees and task forces have focused attention on the contributions a diverse student body, faculty, and staff make to the overall community. Policies and procedures regarding faculty and student rights and responsibilities at the institutional and board level are systematically reviewed and revised periodically both to address changes in law and ensure accuracy. New committees, such as the Conflict of Interest Management Committee, have developed in response to emerging trends in entrepreneurship and changing state ethics laws. In addition, the administration has been vigilant in upholding academic freedom in the face of both political and legal challenges. Finally, policies and procedures are clearly articulated and disseminated by email, in publications and through websites. At times, however, the location of policies on the web are not easily discerned by faculty and students.

Reports of violations of academic integrity have decreased over the past few years, but it is not clear whether this is due to a drop in the number of incidents or whether there is a lack of reporting.

PROJECTION

The University will continue to engage in a variety of ethics training, diversity, and Human Resources programs. Efforts will be made to better coordinate activities. For instance, the ADVANCE Program, the President's Commission on the Status of Women, and the Women's Center are often working on similar initiatives without central coordination of their activities. Similarly, ADVANCE, Affirmative Action, and Human Resources each work on issues related to creating a welcoming and diverse climate. In the absence of a coordinator to oversee the various committee and office efforts, there is a risk of duplication of efforts and the University community feeling overwhelmed by being asked to respond to different groups regarding the same set of issues.

The University will continue to address issues of academic integrity and broaden its efforts to hold student and faculty forums. A student member has been added to the Institutional Review Board. Other committees dealing with issues of ethics and integrity will be encouraged to seek broader student input and participation. Research ethics programs will be expanded to include more undergraduate students.

The University Webmaster will be encouraged to make the policies and procedures as easily accessible as possible. Moreover, recognizing that rapidly changing technology is creating a gap between technology and oversight, the University will address policies related to privacy rights, academic freedom, and the public domain resulting from increased faculty and student use of forums such as FaceBook or My Space. Both students and faculty will be educated concerning legal and ethical issues related to communication technologies in a variety of venues.

INSTITUTIONAL EFFECTIVENESS

The University of Rhode Island aspires not just to meet the highest standards of integrity, but to serve as a model among public institutions in the state. Under the direction of the President and with the oversight of the Joint Strategic Planning Committee, the offices and departments of the University will continue to monitor and review their policies and practices so as to meet this aspiration.

APPENDIX A

University of Rhode Island Self-Study 2007 Committee Membership

Steering Committee Co-Chairs

Marilyn Barbour, Professor
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Standard	***Section Chairs/Co-chairs/Sub-section chairs (Steering Committee)***	***Committee Members***
Standard 1: Mission and Purposes	Marilyn Barbour, Chair Professor, Pharmacy Practice	Celest Martin, Professor College Writing Program Michael Rice, Professor Fisheries, Animal & Veterinary Science
Standard 2: Planning and Evaluation	Abu Bakr, Co-chair Director, Planning Services Ann Morrissey, Co-chair Director, Planning Services	Gary Boden, Sen. Information Technologist Institutional Research Douglas Creed, Associate Professor College of Business Administration Thomas Frisbie-Fulton, Director Capital Planning & Design Celest Martin, Professor College Writing Program Cheryl Rand, Budget Specialist Budget Office Michael Rice, Professor Fisheries, Animal & Veterinary Science Jerome Schaffran, Professor and Chair Human Development & Family Studies Nathan Stein, Intern Planning Services Chip Yensan, Assistant Vice President Student Affairs
Standard 3: Organization and Governance	Yngve Ramstad, Co-Chair Professor & Dept. Chair, Economics Michael Rice, Co-Chair Professor, Fisheries, Animal & Veterinary Science	Andrea Hopkins, Assistant VP for Public Affairs Tom Rockett, Member Board of Governors
Standard 4: Academic Programs	Judy Beckman, Co-Chair Professor, Business Administration Barbara Luebke, Co-Chair Professor, Journalism	Sheila Black Grubman, Coordinator Faculty Senate
Undergraduate Degree Programs	Grant Willis, Sub-section Chair Professor, Psychology	Edward Bozzi, Lecturer, Chemistry Feinstein Providence Campus
General Education	C. Breck Peters, Sub-section Chair Professor, Sociology	Bob Bullock, Associate Dean Arts & Sciences
Major or Concentration	Barbara Luebke, Sub-section Chair Professor, Journalism	Lu Cribari, Graduate Student Public Administation
Graduate Degree Programs	Harold Bibb, Sub-section Chair Associate Dean, Graduate School	Nancy Fey-Yensan, Professor Nutrition and Food Sciences

Integrity of Academic Credits	Jack Humphrey, Sub-section Chair Sen. Assoc. Director, Enrollment Services	Anne Hubbard, Assistant Professor Feinstein Providence Campus
Assessment of Student Learning	Deborah Grossman-Garber, Sub-section Chair Director, Office of Student Learning and Outcomes Assessment and Accreditation	Leland Jackson, Professor Electrical Engineering
		Karen McCurdy, Assoc. Prof. Human Development & Family Studies
		Richard McIntyre, Director Honors Programs
		Lisa McLeod, Undergraduate Human Development & Family Studies
		Lewis Pakula, Professor Mathematics
		Lynn Pasquerella, Vice Provost Academic Affairs
		Laurie Lauzon Clabo, Assistant Professor Nursing
		Joanna Senay, Graduate Student Human Development & Family Studies
Standard 5: Faculty	James Kowalski, Co-Chair Professor, Computer Science & Statistics	Sheila Black Grubman, Coordinator, Faculty Senate
	Len Kahn, Co-Chair Professor, Physics	Winifred Brownell, Dean Arts & Sciences
Teaching and Advising	Harry Knickle, Sub-section Chair Professor, Chemical Engineering	Leo Carroll, Professor Sociology
Scholarship, Research, Creative Activity	Arthur Gold, Sub-section Chair Professor, Natural Resources Science	Ron DiOrio, Director Teacher Education
		Alain-Philippe Durand, Associate Professor Languages
		Cathy English, Professor Nutrition and Food Sciences
		Cheryl Foster, Professor Philosophy
		Susan Gomes, Proposal Developer Research Office
		Ronald Lee, Professor & Department Chair Music
		Daniel Murray, Professor Geosciences
		William Ohley, Professor Electrical Engineering
		Linda Welters, Professor Textiles
Standard 6: Students	Fran Cohen, Chair Assistant VP, Student Affairs	Sue Bergen, Associate Director Athletics
Admission	Cindy Bonn, Sub-section Chair Dean, Admissions	Gary Boden, Sen. Information Technologist Institutional Research
Retention and Graduation	Jayne Richmond, Sub-section Chair Dean, University College	Katherine Branch, Associate Professor Human Development & Family Studies
Student Services	Tom Dougan, Sub-section Chair Vice President, Student Affairs	Kenneth Czermak, Undergraduate Student Marine Affairs
		Wil Dvorak, Associate Dean Arts & Sciences
		Peggy Ferguson-Boyd, Assistant Dean College of Business Administration
		Edmund Ferszt, Associate Dean Feinstein Providence Campus
		Ed Givens, Assistant Director Talent Development

Standard 6: Students *(cont)*		Charles (Chad) Henderson, Director HealthServices Kathryn Quina, Professor Feinstein Providence Campus Kimberly Washor, Coordiator Internships and Experiental Programs
Standard 7: Library and Other Information Resources	Karen Ramsay, Chair Professor, University Libraries	Lisa DiPippo, Associate Professor Computer Science & Statistics David Eifler, Graduate Student Library & Information Sciences Karol Leuzarder, Senior Tech Programmer Office of Information Services Jim Loy, Professor Anthropology Mary MacDonald, Professor University Libraries Andree Rathemacher, Professor University Libraries Christian Vye, Lead Information Technologist Office of Information Services
Standard 8: Physical and Resources	David Porter, Co-Chair Director, Networking and Telecommunication Vern Wyman, Co-Chair Assistant VP, Business Services	Trent Batson, Director Information and Instructional Technology Jackie Hughes, Senior Tech. Programmer Office of Information Services Alan White, Information Security Architect Office of Information Technology Services
Standard 9: Financial Resources	Robert Weygand, Chair Vice President, Administration	Linda Barrett, Director Budget Office Sharon Bell, Controller Edmund Ferszt, Associate Dean Feinstein Providence Campus Cliff Katz, Assistant Provost Academic Affairs Chip Yensan, Assistant Vice President Student Affairs
Standard 10: Public Disclosure	Linda Acciardo, Chair Director, Communications	Joanne Hood, Assistant Dean Admissions Sandra Ketrow, Professor Communication Studies David Lavallee, Specialist Public Information & Communications Mary Patty, Director Publications
Standard 11: Integrity	Lynn Pasquerella, Chair, Vice Provost, Academic Affairs	Gregory Burke, Interim Director Athletics Ginette Ferszt, Associate Professor Nursing Carrie Gregory, Interim Director Compliance

APPENDIX B

CIHE DATA FORMS FOR PUBLIC INSTITUTIONS
GENERAL INFORMATION

Institution Name:	University of Rhode Island
FICE Code:	003414
Carnegie Classification:	Bal/SGC CompDoc/Nmed Vet

Financial Results for Year Ending:	Fiscal year ends:	**Annual Audit** Certified: Yes/No	Qualified Unqualified
Most Recent Year	Jun-06	yes	Unqualified
1 Year Prior		yes	Unqualified
2 Years Prior		yes	Unqualified

Contact Person:

Name:	Gary Boden
Title:	Sr. Information Technologist (Institutional Research)
Telephone Number:	401-874-4465
E-mail address:	gboden@uri.edu

Form 1: Statement of Revenues and Expenses

	3 YEARS PRIOR (FY 2003)	2 YEARS PRIOR (FY 2004)	1 YEAR PRIOR (FY 2005)	MOST RECENTLY COMPLETED FY (FY 2006)	CURRENT BUDGET (FY 2007)
OPERATING REVENUES					Estimated
TUITION & FEES	$ 102,438,954	$ 117,658,595	$ 132,968,906	$ 144,135,660	$ 160,000,000
AUXILIARY ENTERPRISES (Enter here and/or on line 9)	34,215,423	38,886,213	40,164,381	41,501,586	46,000,000
LESS: SCHOLARSHIP ALLOWANCE	(24,596,383)	(25,127,913)	(27,544,907)	(30,210,074)	(35,000,000)
NET STUDENT FEES	112,057,994	131,416,895	145,588,380	155,427,172	171,000,000
GOVERNMENT GRANTS & CONTRACTS	68,775,528	66,172,241	65,003,960	65,759,533	70,000,000
PRIVATE GIFTS, GRANTS & CONTRACTS AUXILIARY ENTERPRISES (Enter here or on line 4)	19,334,328	19,324,223	20,468,823	22,055,351	23,000,000
OTHER	14,219,315	14,396,163	14,815,870	15,464,097	18,000,000
TOTAL OPERATING REVENUES	**214,387,165**	**231,309,522**	**245,877,033**	**258,706,153**	**282,000,000**
OPERATING EXPENSES					
INSTRUCTION	78,521,491	82,987,781	84,308,997	86,203,232	89,000,000
RESEARCH	57,045,903	49,881,316	53,300,260	57,308,073	61,000,000
PUBLIC SERVICE	6,359,552	5,847,415	5,198,606	4,996,060	5,500,000
ACADEMIC SUPPORT	33,857,699	34,935,547	36,319,051	35,530,848	36,000,000
STUDENT SERVICES	18,654,226	20,913,363	22,126,405	23,107,465	24,000,000
INSTITUTIONAL SUPPORT	24,959,686	28,347,636	33,825,673	36,053,687	35,500,000
OPERATION, MAINTENANCE OF PLANT	25,744,276	26,211,711	28,134,680	35,219,123	31,000,000
SCHOLARSHIPS & FELLOWSHIPS	**7,713,975**	**9,112,691**	**9,585,186**	**10,414,491**	**12,000,000**
AUXILIARY ENTERPRISES	45,574,876	48,448,281	49,513,845	53,041,664	57,000,000
DEPRECIATION	12,123,084	14,598,737	15,439,135	16,309,085	19,000,000
OTHER	-	-	-	-	
TOTAL OPERATING EXPENDITURES	310,554,768	321,284,478	337,751,838	358,183,728	370,000,000
OPERATING LOSS	(96,167,603)	(89,974,956)	(91,874,805)	(99,477,575)	(88,000,000)
NON OPERATING REVENUES					
STATE APPROPRIATIONS (NET)	81,989,847	83,073,837	82,910,362	83,187,769	83,000,000
INVESTMENT INCOME	796,831	391,978	1,496,959	2,498,587	4,000,000
INTEREST INCOME	-	-	-	-	
OTHER	4,697,321	4,412,481	3,377,825	3,404,662	4,000,000
NET NON OPERATING REVENUES	**$87,483,999.00**	**$87,878,296.00**	**$87,785,146.00**	**$89,091,018.00**	**$91,000,000.00**
INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	**($8,683,604.00)**	**($2,096,660.00)**	**($4,089,659.00)**	**($10,386,557.00)**	**$3,000,000.00**
CAPITAL APPROPRIATIONS	**$22,631,057.00**	**$6,678,229.00**	**$9,414,901.00**	**$21,746,909.00**	**$24,000,000.00**
OTHER	**$7,202,767.00**	**$435,425.00**	**$1,978,701.00**	**$985,206.00**	
TOTAL INCREASE/DECREASE IN NET ASSETS	**$21,150,220.00**	**$5,016,994.00**	**$7,303,943.00**	**$12,345,558.00**	**$27,000,000.00**

Form 2: Statement of Net Assets and Indebtedness

FISCAL YEAR ENDS month & day (06/30)	3 YEARS PRIOR (FY 2003)	2 YEARS PRIOR (FY 2004)	1 YEAR PRIOR (FY 2005)	MOST RECENTLY COMPLETED FY (FY 2006)	CURRENT BUDGET (FY 2007)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$135,509,442.00	$156,659,662.00	$161,676,656.00	$168,980,599.00	$181,326,157.00
TOTAL INCREASE/DECREASE IN NET ASSETS	$21,150,220.00	$5,016,994.00	$7,303,943.00	$12,345,558.00	$27,000,000.00
NET ASSETS END OF YEAR	$156,659,662.00	$161,676,656.00	$168,980,599.00	$181,326,157.00	$208,326,157.00
INDEBTEDNESS					
BEGINNING BALANCE	$103,130,722.00	$112,846,741.00	$113,431,522.00	$183,187,308.00	$202,085,982.00
ADDITIONS	$12,164,989.00	$21,993,208.00	$72,258,568.00	$83,952,308.00	$350,000.00
REDUCTIONS	($2,448,970.00)	($21,408,427.00)	($2,502,782.00)	($65,053,634.00)	($4,000,000.00)
ENDING BALANCE	$112,846,741.00	$113,431,522.00	$183,187,308.00	$202,085,982.00	$198,435,982.00
INTEREST PAID DURING FISCAL YEAR	$5,702,957.00	$6,169,772.00	$5,618,976.00	$4,318,315.00	$5,700,000.00
CURRENT PORTION	$2,226,078.00	$2,409,306.00	$3,965,725.00	$3,718,379.00	$5,600,000.00

Form 3: Student Charges

FISCAL YEAR ENDS month & day (06/30)	4 YEARS PRIOR (FY 2002)	3 YEARS PRIOR (FY 2003)	2 YEARS PRIOR (FY 2004)	1 YEAR PRIOR (FY 2005)	MOST RECENTLY COMPLETED (FY 2006)	CURRENT BUDGET (FY 2007)
Academic Year:	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
TUITION AND FEE CHARGES						
FULL-TIME UNDERGRADUATE STUDENT						
IN-STATE	$5,385	$5,854	$6,202	$6,752	$7,284	$7,724
OUT-OF-STATE	$14,163	$15,324	$16,334	$18,338	$19,926	$21,424
PART-TIME UNDERGRADUATE STUDENT						
IN-STATE	$200	$220	$233	$257	$293	$302
OUT-OF-STATE	$566	$615	$656	$740	$820	$873
FULL-TIME GRADUATE STUDENT						
IN-STATE	$5,322	$5,820	$6,178	$6,738	$7,308	$7,858
OUT-OF-STATE	$12,340	$13,390	$14,278	$16,024	$17,778	$19,114
PART-TIME GRADUATE STUDENT						
IN-STATE	$260	$284	$302	$334	$380	$400
OUT-OF-STATE	$650	$705	$752	$850	$961	$1,025
ROOM AND BOARD CHARGES						
UNDERGRADUATE STUDENT	$6,986	$7,361	$7,518	$7,810	$8,114	$8,466
GRADUATE STUDENT	n/a	n/a	n/a	n/a	n/a	n/a

Form 4: Student Admissions Data

FALL TERM (YEAR)	4 YEARS AGO (FY 2003)	3 YEARS AGO (FY 2004)	2 YEARS AGO (FY 2005)	1 YEAR AGO (FY 2006)	CURRENT YEAR (FY 2007)
FIRST-YEAR STUDENTS	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**
COMPLETED APPLICATIONS	10,739	12,568	12,640	12,879	13,059
APPLICATIONS ACCEPTED	7,459	8,843	8,912	10,153	10,026
APPLICANTS ENROLLED	2,383	2,656	2,624	2,435	2,711
AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)	1,083	1,090	1,090	1,089	1,063
TRANSFERS-UNDERGRADUATE					
COMPLETED APPLICATIONS	1,402	1,488	1,549	1,340	1,488
APPLICATIONS ACCEPTED	821	921	1,005	862	854
APPLICANTS ENROLLED	507	509	564	512	559
MASTER'S DEGREE STUDENTS					
COMPLETED APPLICATIONS	n/a	n/a	1,187	1,117	1,050
APPLICATIONS ACCEPTED	n/a	n/a	565	584	432
APPLICANTS ENROLLED	490	442	433	460	355
FIRST-PROFESSIONAL DEGREE STUDENTS					
COMPLETED APPLICATIONS	334	397	470	509	486
APPLICATIONS ACCEPTED	193	214	221	174	172
APPLICANTS ENROLLED	95	98	122	93	112
DOCTORAL DEGREE STUDENTS					
COMPLETED APPLICATIONS	n/a	n/a	635	630	763
APPLICATIONS ACCEPTED	n/a	n/a	136	185	178
APPLICANTS ENROLLED	93	82	81	100	124

Form 5: Student Enrollment Data

	4 YEARS AGO (FY 2003)	3 YEARS AGO (FY 2004)	2 YEARS AGO (FY 2005)	1 YEAR AGO (FY 2006)	CURRENT YEAR (FY 2007)
UNDERGRADUATE					
FIRST YEAR: FULL-TIME HEADCOUNT	2,268	3,590	3,587	3,322	3,708
PART-TIME HEADCOUNT	695	277	258	228	225
TOTAL HEADCOUNT	**2,963**	**3,867**	**3,845**	**3,550**	**3,933**
TOTAL FTE	2,518	3,653	3,684	3,400	3,793
SECOND YEAR: FULL-TIME HEADCOUNT	2,153	2,229	2,380	2,441	2,310
PART-TIME HEADCOUNT	365	303	282	272	238
TOTAL HEADCOUNT	**2,518**	**2,532**	**2,662**	**2,713**	**2,548**
TOTAL FTE	2,275	2,289	2,442	2,499	2,362
THIRD YEAR: FULL-TIME HEADCOUNT	1,957	1,857	1,978	2,126	2,193
PART-TIME HEADCOUNT	271	326	351	374	384
TOTAL HEADCOUNT	**2,228**	**2,183**	**2,329**	**2,500**	**2,577**
TOTAL FTE	2,008	1,990	2,113	2,253	2,347
FOURTH YEAR: FULL-TIME HEADCOUNT	2,512	1,629	1,596	1,792	1,913
PART-TIME HEADCOUNT	181	555	529	607	571
TOTAL HEADCOUNT	**2,693**	**2,184**	**2,125**	**2,399**	**2,484**
TOTAL FTE	2,573	1,826	1,785	2,016	2,106
UNCLASSIFIED: FULL-TIME HEADCOUNT	74	124	132	85	86
PART-TIME HEADCOUNT	308	408	304	229	247
TOTAL HEADCOUNT	**382**	**532**	**436**	**314**	**333**
TOTAL FTE	163	248	221	168	155
TOTAL UNDERGRADUATE HEADCOUNT	**10,784**	**11,298**	**11,397**	**11,476**	**11,875**
TOTAL UNDERGRADUATE FTE	**9,537**	**10,006**	**10,245**	**10,336**	**10,763**
GRADUATE					
FULL-TIME HEADCOUNT	974	1,009	993	966	949
PART-TIME HEADCOUNT	1,023	929	876	963	942
TOTAL GRADUATE HEADCOUNT	**1,997**	**1,938**	**1,869**	**1,929**	**1,891**
TOTAL GRADUATE FTE	**1,570**	**1,583**	**1,513**	**1,529**	**1,497**
FIRST PROFESSIONAL					
FULL-TIME HEADCOUNT	487	513	547	551	556
PART-TIME HEADCOUNT	6	1	2	2	0
TOTAL FIRST PROFESSIONAL HEADCOUNT	**493**	**514**	**549**	**553**	**556**
TOTAL FIRST PROFESSIONAL FTE	**523**	**544**	**576**	**576**	**569**
GRAND TOTAL HEADCOUNT	**13,274**	**13,750**	**13,815**	**13,958**	**14,322**
GRAND TOTAL FTE	**11,630**	**12,133**	**12,334**	**12,441**	**12,829**
UNDERGRADUATE RETENTION AND GRADUATION RATES	F02 cohort	F03 cohort	F04 cohort	F05 cohort	F06 cohort
1ST YEAR STUDENTS RETURNING FOR 2ND YEAR	81.3	79.1	80.2	80.6	
GRADUATION RATE	55.8	55.8	55.9	55.8	56.9
	F96 cohort	F97 cohort	F98 cohort	F99 cohort	F00 cohort
DEFINITION OF UNDERGRADUATE FTE	total enrolled credits divided by 15				
DEFINITION OF GRADUATE FTE	total enrolled credits divided by 9				

Form 6: Projected Financial, Tuition and Fee, and Enrollment Data

Fiscal Years	FY 2007	FY 2008	FY 2009*
PROJECTED FINANCIAL DATA (000s omitted) **			
TOTAL OPERATING REVENUES	**$296,220**	**$304,970**	**$328,385**
TOTAL OPERATING EXPENDITURES	**$403,298**	**$415,211**	**$447,091**
TOTAL OPERATING LOSS	**($107,078)**	**($110,241)**	**($118,706)**
NET NON OPERATING REVENUE	**$87,782**	**$82,346**	**$84,400**
CAPITAL APPROPRIATIONS AND OTHER REVENUES	**$24,158**	**$24,158**	**$24,158**
TOTAL INCREASE/DECREASE IN NET ASSETS	**$4,862**	**($3,737)**	**($10,148)**
PROJECTED TUITION AND FEE CHARGE			
FULL-TIME UNDERGRADUATE STUDENT			
IN-STATE	7,724	8,184	8,424
OUT-OF-STATE	21,424	23,038	24,776
PART-TIME UNDERGRADUATE STUDENT			
IN-STATE (per credit hour)	236	268	300
OUT-OF-STATE (per credit hour)	807	887	981
FULL-TIME GRADUATE STUDENT			
IN-STATE	7,858	8,444	9,076
OUT-OF-STATE	19,114	20,552	22,084
PART-TIME GRADUATE STUDENT			
IN-STATE (per credit hour)	335	385	446
OUT-OF-STATE (per credit hour)	960	1,058	1,168
PROJECTED ENROLLMENT			
UNDERGRADUATE STUDENTS			
FULL-TIME HEADCOUNT	10,493	11,108	11,433
PART-TIME HEADCOUNT	2,247	2,285	2,193
IN-STATE HEADCOUNT	7,963	8,305	8,378
OUT-OF-STATE HEADCOUNT (incl. Regional)	4,777	5,088	5,248
TOTAL HEADCOUNT	**12,740**	**13,393**	**13,626**
TOTAL FTE	11,279	11,907	12,200
GRADUATE STUDENTS			
FULL-TIME HEADCOUNT	956	980	1,080
PART-TIME HEADCOUNT	1,273	1,282	1,228
IN-STATE HEADCOUNT	1,524	1,555	1,561
OUT-OF-STATE HEADCOUNT (incl. Regional)	705	707	747
TOTAL HEADCOUNT	**2,229**	**2,262**	**2,308**
TOTAL FTE	1,357	1,384	1,467

Form 7: Faculty Profile

	4 YRS AGO (FY 2003)		3 YRS AGO (FY 2004)		2 YRS AGO (FY 2005)		1 YR AGO (FY 2006)		CURRENT YR (FY2007)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
NUMBER OF FACULTY										
PROFESSOR	329	22	338	17	333	16	337	13	336	15
ASSOCIATE	115	4	114	3	110	4	115	2	120	2
ASSISTANT	114		122	1	139	1	135	1	135	0
INSTRUCTOR	54	4	71	9	70	10	67	19	80	8
OTHER										
TOTAL	**612**	**30**	**645**	**30**	**652**	**31**	**654**	**35**	**671**	**25**
AGE (MINIMUM, MAXIMUM, MEDIAN)										
PROFESSOR: MINIMUM	41	47	38	48	41	49	42	45	37	46
MAXIMUM	73	72	74	73	75	71	76	72	77	75
MEDIAN	57	65	57	66	57	64.5	58	66	59	66.5
ASSOCIATE: MINIMUM	33	33	34	43	35	36	31	41	32	37
MAXIMUM	65	68	66	69	65	70	66	63	68	64
MEDIAN	48.5	58.5	50	57	49	60	49.5	46.5	50	52.5
ASSISTANT: MINIMUM	25	35	26	37	27	38	28	32	29	33
MAXIMUM	64	46	65	57	66	58	67	59	66	50
MEDIAN	38	36	38	47	38	45.5	39	44	39	40
INSTRUCTOR: MINIMUM	32	52	24	30	25	31	26	35	26	35
MAXIMUM	62	59	63	61	64	62	65	63	66	64
MEDIAN	46	54.5	45	53	48	54.5	49.5	55.5	50	57
OTHER: MINIMUM										
MAXIMUM										
MEDIAN										

Note: Include all full-time and part-time teaching faculty with unmodified titles currently on campus, including academic administrators with faculty titles. Do not include unpaid or token-paid faculty or non-teaching faculty with modified titles (e.g. research professor). Include teaching visiting faculty.

Data include all teaching faculty who are 'active' or 'on leave with pay,' but excludes all 'per-course' contract instructors, facultly 'on leave without pay' and library faculty.

	4 YRS AGO (FY 2003)		3 YRS AGO (FY 2004)		2 YRS AGO (FY 2005)		1 YR AGO (FY 2006)		CURRENT YR (FY2007)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
MALE/FEMALE										
PROFESSOR: MALE	261	21	268	16	262	16	261	13	255	14
FEMALE	68	1	70	1	73	0	76	0	81	1
ASSOCIATE: MALE	69	4	62	3	57	3	58	1	60	1
FEMALE	46	0	52	0	53	1	57	1	60	1
ASSISTANT: MALE	53	0	59	1	60	1	55	1	56	0
FEMALE	61	0	63		79	0	80	0	79	0
INSTRUCTOR: MALE	27	0	31	2	33	3	30	3	29	2
FEMALE	27	4	40	7	37	7	37	16	51	6
OTHER: MALE										
FEMALE										
TOTAL MALE	**410**	**25**	**420**	**22**	**412**	**23**	**404**	**18**	**400**	**17**
TOTAL FEMALE	**202**	**5**	**225**	**8**	**242**	**8**	**250**	**17**	**271**	**8**
YEARS AT THIS INSTITUTION (MIMIMUM, MAXIMUM, MEDIAN)										
PROFESSOR: MINIMUM	0	0	1	14	0	15	0	7	0	6
MAXIMUM	42	46	43	40	44	41	45	42	46	44
MEDIAN	23	32	23	32	23	33	24	36	24	32
ASSOCIATE: MINIMUM	0	6	1	7	0	5	0	6	0	6
MAXIMUM	39	33	40	34	37	35	37	33	38	34
MEDIAN	11	29.5	11	22.5	11	8	9	7	9	6
ASSISTANT: MINIMUM	0	4	0	5	0	6	0	2	0	3
MAXIMUM	33	11	34	12	35	13	34	14	35	15
MEDIAN	2	4	3	11	3	9.5	3	10	3	8
INSTRUCTOR: MINIMUM	0	2	0	0	0	1	0	0	0	0
MAXIMUM	11	11	12	12	18	13	19	14	20	15
MEDIAN	2	3.5	2	1.5	2	4	2	2	3	3
OTHER: MINIMUM										
MAXIMUM										
MEDIAN										

	4 YRS AGO (FY 2003)		3 YRS AGO (FY 2004)		2 YRS AGO (FY 2005)		1 YR AGO (FY 2006)		CURRENT YR (FY2007)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
HIGHEST DEGREE EARNED										
DOCTORATE										
PROFESSOR	321	22	328	17	325	16	327	13	326	14
ASSOCIATE	109	4	104	3	99	4	103	2	107	2
ASSISTANT	102	0	106	0	113	0	117	0	123	0
INSTRUCTOR	24	1	27	2	28	5	27	3	29	6
OTHER										
TOTAL	**556**	**27**	**565**	**22**	**565**	**25**	**574**	**18**	**585**	**22**
MASTER'S										
PROFESSOR	7	0	10	0	10	1	10	0	10	1
ASSOCIATE	6	1	9	0	10	0	11	0	12	0
ASSISTANT	11	0	16	0	23	3	18		11	0
INSTRUCTOR	27	2	41	5	39	3	36	5	48	2
OTHER										
TOTAL	**51**	**3**	**76**	**5**	**82**	**7**	**75**	**5**	**81**	**3**
BACHELOR'S										
PROFESSOR	0	0	0	0	0	0	0	0	0	0
ASSOCIATE	0	0	0	0	0	0	0	0	0	0
ASSISTANT	0	0	0	0	0	0	0	0	1	0
INSTRUCTOR	2	0	3	0	2	0	0	0	2	0
OTHER										
TOTAL	**2**	**0**	**3**	**0**	**2**	**0**	**0**	**0**	**3**	**0**
PROFESSIONAL LICENSE										
PROFESSOR		0		0	0	0	0	0	0	
ASSOCIATE		0	1		1	0	1	0	1	0
ASSISTANT	1	0	0	1	0	1	0	1	0	0
INSTRUCTOR	0	2	0	2	0	2	0	2	1	
OTHER										
TOTAL	**1**	**2**	**1**	**3**	**1**	**3**	**1**	**3**	**2**	**0**
	4 YRS AGO (FY 2003)		**3 YRS AGO (FY 2004)**		**2 YRS AGO (FY 2005)**		**1 YR AGO (FY 2006)**		**CURRENT YR (FY2007)**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
TEACHING LOAD										
FALL TERM ONLY FOR EACH YEAR (MINIMUM, MAXIMUM, MEDIAN IN CREDIT HOURS)										
PROFESSOR: MINIMUM	1	0.5	1	3	1	2	1	3	0.8	1
MAXIMUM	25	18	21	12	25	12	27	9	27	9
MEDIAN	6	7	7	4.5	8	9	7	6	7.5	6
ASSOCIATE: MINIMUM	1	5	2	1.4	3	3	2	1	1	8
MAXIMUM	21	21	19	7.2	20	12	20.3	9	24	8
MEDIAN	7	8	7.5	7	9	6	9	3	8	8
ASSISTANT: MINIMUM	1		0.5		2		1.5	3	1	3
MAXIMUM	16		18		20		18	3	20	3
MEDIAN	6		6		7		6.8	3	607	3
INSTRUCTOR: MINIMUM	1	3	3	3	3	3	3	3	3	3
MAXIMUM	20	6	22	6	22.5	8.9	23	9	24.8	9
MEDIAN	12	4	9	3.5	12	4	11.9	5.9	12	3.8
OTHER: MINIMUM										
MAXIMUM										
MEDIAN										

Explanation of teaching load (if not measured in credit hours):

Because data for FY2003 comes from legacy datasets and for following years from eCampus datasets, minor differences in calculations were required. Course credit hours are calculated as total credits for a course/section divided by the number of students enrolled. Credit hours for multi-instructor courses were prorated by the number of instructors. A small number (fewer than 5 in any year) of anomalously large credit hours totals (greater than 30 credits) were excluded. These can exist when an instructor supervises many sections taught by graduate students or teaches many high credit courses with small enrollments. Independent study courses (numbered as xxx599 and xxx699) also were excluded.

	4 YRS AGO (FY 2003)		3 YRS AGO (FY 2004)		2 YRS AGO (FY 2005)		1 YR AGO (FY 2006)		CURRENT YR (FY2007)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
BASE SALARY FOR ACADEMIC YEAR (MINIMUM,MAXIMUM, MEDIAN)										
PROFESSOR: MINIMUM	60	37	59	37	35	37	50	46	69	40
MAXIMUM	127	81	117	81	111	81	121	87	182	103
MEDIAN	87	46	87	49	87	44	93	50	96	52
ASSOCIATE: MINIMUM	51	27	53	30	50	27	57	29	59	30
MAXIMUM	95	47	95	40	95	47	102	51	105	52
MEDIAN	60	38	59	38	59	37	64	38	66	30
ASSISTANT: MINIMUM	41	28	41	28	41	28	40	24	43	26
MAXIMUM	113	48	113	61	111	61	102	66	105	52
MEDIAN	50	29	51	48	51	46	53	41	55	31
INSTRUCTOR: MINIMUM	25	22	32	17	32	17	36	17	37	19
MAXIMUM	61	29	53	30	60	29	62	30	64	32
MEDIAN	38	25	34	23	35	22	39	24	40	25
OTHER: MINIMUM										
MAXIMUM										
MEDIAN										
FRINGE BENEFITS (MINIMUM, MAXIMUM, MEDIAN)										
PROFESSOR: MINIMUM	6202	3818	3341	7904	3340	8184	3578	4850	3703	9461
MAXIMUM	19286	17075	21116	19180	22364	20637	24078	22424	28170	24837
MEDIAN	17554	13247	19743	15580	21120	16771	22840	18436	24133	19792
ASSOCIATE: MINIMUM	5725	11484	5573	13828	5573	7439	5970	16435	6179	8404
MAXIMUM	17910	13575	20146	14893	21519	17130	23275	18667	24869	20091
MEDIAN	14823	12644	16871	14750	18030	16100	19879	17315	21483	17781
ASSISTANT: MINIMUM	4595	5057	5105	5057	4808	5057	4651	5418	4814	5418
MAXIMUM	18678	11684	20914	17139	21671	18597	23273	20239	24924	17833
MEDIAN	13726	11531	15831	13636	17214	15935	18684	16196	19967	17273
INSTRUCTOR: MINIMUM	3544	2279	1441	1772	1441	1807	3731	1807	1944	1985
MAXIMUM	13875	11457	18754	13732	18419	15249	19822	16260	21286	17782
MEDIAN	12165	5709	11846	3832	15727	5918	17110	4315	10797	3213
OTHER: MINIMUM										
MAXIMUM										
MEDIAN										

Fringe benefits include employer contributions to retirement plans, FICA, medical, dental, vision, life insurance, and state assessments for disability, unemployment and worker's compensation. Data have not been adjusted for inflation. Data for part-time faculty are prorated proportional to the employee's FTE.

	4 YRS AGO (FY 2003)		3 YRS AGO (FY 2004)		2 YRS AGO (FY 2005)		1 YR AGO (FY 2006)		CURRENT YR (FY2007)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
NUMBER OF FACULTY APPOINTED										
PROFESSOR	1		0		2					
ASSOCIATE			1						1	
ASSISTANT	18		15		31		24		28	
INSTRUCTOR					3	1		9	2	
OTHER*			3		1		1		5	
TOTAL	19	0	**19**	**0**	**37**	**1**	**25**	**9**	**36**	**0**
*** Faculty who were administrators and returned to faculty**										
NUMBER OF FACULTY IN TENURED POSITIONS										
PROFESSOR	335	22	338	17	332	17	332	15	335	15
ASSOCIATE	116	5	114	3	111	3	112	2	118	2
ASSISTANT	2	0	2	0	2	0	0	0	0	0
INSTRUCTOR	0	0	0	0	0	0	0	0	0	0
OTHER										
TOTAL	**453**	**27**	**454**	**20**	**445**	**20**	**444**	**17**	**453**	**17**
NUMBER OF FACULTY DEPARTING										
PROFESSOR					2		2			
ASSOCIATE	2		1				4		1	
ASSISTANT	4		5		6		4		4	
INSTRUCTOR					3		3			
OTHER**	1		3		2					
TOTAL	**7**	**0**	**9**	**0**	**13**	**0**	**13**	**0**	**5**	**0**
**** Faculty who became administrators**										
NUMBER OF FACULTY RETIRING										
PROFESSOR	10	7	3	9	5	6	11	2	8	9
ASSOCIATE		1	1	2			2			
ASSISTANT			1				1		4	
INSTRUCTOR										
OTHER										
TOTAL	**10**	**8**	**5**	**11**	**5**	**6**	**14**	**2**	**12**	**9**

	4 YRS AGO (FY 2003)		3 YRS AGO (FY 2004)		2 YRS AGO (FY 2005)		1 YR AGO (FY 2006)		CURRENT YR (FY2007)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT (USE THE INSERT ROWS FUNCTION TO ADDITIONAL ROWS AS NEEDED) **TRACK, TENURED, CONTINUING AND APPENDIX F FACULTY**									**INCLUDES TENURE-**	
NAME OF DEPARTMENT OR ACADEMIC UNIT										
AFRO AFRO-AMERICAN STUDIES	1		1		1		1		1	
ART	11	1	11	1	11	1	11		10	1
CHEMISTRY	14	1	13	1	13		14		14	
COMMUNICATION STUDEIS	13	1	12		14		15		16	
CANCER PREVENT	4		4		4		4		4	
COMPUTER SCIENCE	10	1	11		11		11		11	
ECONOMICS	10		10		10		10		10	
ENGLISH & WRITING PROGRAM	25	1	26		28	1	29		29	
HISTORY	15		15		15		13	1	14	1
JOURNALISM	2		4		4		4		4	
LANGUAGES	22		20		21	1	21		21	
LIBRARY SCIENCE	8		7		8		8		8	
MATHEMATICS	17		16	1	17	1	17	1	18	
MUSIC	10		10		11		12		12	
PHILOSOPHY	9		9		7	1	7	1	7	1
PHYSICS	11	1	11		11		11		12	
POLITICAL SCIENCE	10		9	1	9	1	8	1	8	1
PSYCHOLOGY	20	3	20	2	23	1	22	1	21	1
SOCIOLOGY	14		13		13		13		14	
THEATRE	5		4		4		4		4	
WOMENS STUDIES	2		2		2		2		2	
BUSINESS	46	4	46	5	41	5	40	5	40	6
COLLEGE CONT. ED.	4		4		4		4		4	
CELL & MOLECULAR	9		9		10		10		10	
BIOLOGY	13		13		14		12		13	
COMMUNITY PLANNING	8	1	8	1	6		6		4	
ENVIRONMENTAL RESOURCES	8		10		10		9		9	
FISHERIES ANIMAL VET SCIENCE	10		9		8	1	9		9	
NUTITION	8		8		8		8		7	
GEOLOGY	7	1	7		7		6	1	7	1
MARINE AFFAIRS	6		6		7		7		7	
NATURAL RESOURCE SCIENCES	8		9		9		10		11	
PLANT SCIENCES	10	1	10		11		11		11	
CHEMICAL ENGINEERING	8	1	8	1	8		9		10	
CIVIL ENGINEERING	8	2	9	2	7	2	8		7	
ELECTRICAL ENGINEERING	17		17		18		18		19	
INDUSTRIAL ENGINEERING	4	1	5	1	5	1	5		5	
MECHANICAL ENGINEERING	14		14		14		14		13	1
OCEAN ENGINEERING	8		8		8		8		8	
COMMUNICATIVE DISORDERS	7		7		8		7		8	
DENTAL HYGENE	1		1		1					
EDUCATION	19		18		18		19		16	
GERONTOLOGY	1		1		1		1		1	
HUMAN DEVEL & FAMILIES	11		11		12	1	13		13	
KINESIOLOGY	8		9		8	1	8	1	8	1
PHYSICAL THERAPY	4		4		5		5		4	
TEXTILES	6		6		7		7		8	
NURSING	20	1	22	1	24		25		26	
OCEANOGRAPHY*	33	1	30	1	29	1	29	1	27	2
PHARMACY	34	2	35	2	39	2	42	2	42	1

*** DOES NOT INCLUDE ADVANCE FACULTY**

Form 8: Student Headcount by Undergraduate Major and Degree Program

FALL TERM (YEAR)			4 YRS AGO (FY 2003)	3 YRS AGO (FY 2004)	2 YRS AGO (FY 2005)	1 YR AGO (FY 2006)	CURRENT YEAR (FY 2007)
		UNDERGRADUATE					
		BACCALAUREATE					
PeopleSoft Code for Academic Plan							
BU_ACCT_BS		**Accounting - BS**	171	160	210	266	298
AS_AAF_BA		**African & Afric Amer Studies - BA**	5	3	4	3	4
EL_ANSC_BS		**Animal Sci & Technology - BS**	143	144	173	183	184
AS_APG_BA		**Anthropology - BA**	46	41	55	60	55
XD_ACM_BGS		**Applied Communications - BGS**	12	13	11	8	8
AS_APSC_BS		**Applied Sociology - BS**	2	4	3	1	6
EL_AFTC_BS		**Aquaculture&Fishery Tech - BS**	57	59	61	61	54
AS_ART_BA		**Art - BA**	0	0	0	0	1
AS_ART_BFA		**Art - BFA**	65	67	78	63	53
AS_ARH_BA		**Art History - BA**	26	26	33	29	27
AS_ASTD_BA		**Art Studio - BA**	117	111	123	103	95
EL_BSC_BO, AS_BSC_BOS		**Biological Sciences - BS**	238	245	264	262	267
EL_BIO_BA, AS_BIO_BA		**Biology - BA**	99	122	157	129	147
EN_BMDE_BS		**Biomedical Engineering - BS**	71	62	88	90	88
XD_BIN_BGS		**Business Institutions - BGS**	50	49	59	60	66
EN_COEG_BS		**Chem and Ocean Engineering - BS**	11	9	5	5	6
EN_CEGR_BS		**Chemical Engineering - BS**	72	67	68	56	68
AS_CHEM_BA		**Chemistry - BA**	16	31	34	38	38
AS_CHEM_BS		**Chemistry - BS**	32	53	74	76	97
AS_COCG_BS		**Chemistry/Chem Oceanogr - BS**	9	10	7	7	16
EN_CIVL_BS		**Civil Engineering - BS**	140	144	140	136	159
AS_CLST_BA		**Classical Studies - BA**	0	4	5	5	5
EL_CLSC_BS, AS_CLSC_BS		**Clinical Lab Science - BS**	17	32	64	67	76
EL_CMPM_BS		**Coastal Marine Policy Mgmt - BS**	0	8	31	50	50
EL_CMPS_BA		**Coastal Marine Policy Studies - BA**	0	5	17	21	20
AS_CMST_BA		**Communication Studies - BA**	708	690	676	684	679
HS_COMD_BS		**Communicative Disorders - BS**	87	89	111	117	147
AS_COML_BA		**Comparative Literature - BA**	6	5	3	8	7
EN_CPEG_BS		**Computer Engineering - BS**	132	120	107	92	95
AS_CSC_BA		**Computer Science - BA**	64	62	61	59	45
AS_CSC_BS		**Computer Science - BS**	200	178	126	96	76
HS_DHYG_BS		**Dental Hygiene - BS**	8	0	2	2	0
EL_DIET_BS		**Dietetics - BS**	79	81	111	142	162
AS_ECON_BA		**Economics - BA**	35	48	44	39	62
AS_ECON_BS		**Economics - BS**	20	17	18	21	26
EN_ELEG_BS		**Electrical Engineering - BS**	138	141	116	112	99
AS_ELED_BA		**Elementary Education - BA**	0	0	2	0	0
HS_ELED_BA, AS_ELED_BA		**Elementary Education - BA**	285	288	275	277	279
HS_ELED_BS		**Elementary Education - BS**	0	2	5	9	19
AS_ENGL_BA		**English - BA**	245	262	289	287	291

FALL TERM (YEAR)			4 YRS AGO (FY 2003)	3 YRS AGO (FY 2004)	2 YRS AGO (FY 2005)	1 YR AGO (FY 2006)	CURRENT YEAR (FY 2007)
EL_EHTM_BS		**Envir Hort & Turf Mgmt - BS**	0	0	0	70	67
EL_EBIO_BS		**Environ Plant Biology - BS**	3	5	4	1	4
EL_EEMG_BS		**Environmental Econ & Mgt - BS**	8	7	8	9	14
EL_EMGT_BS		**Environmental Management - BS**	0	2	2	2	1
EL_ESMG_BS		**Environmental Sci and Mgt - BS**	61	59	50	53	54
AS_FILM_BA		**Film Studies - BA**	0	0	0	1	54
BU_FINC_BS		**Finance - BS**	179	169	148	153	189
BU_FNSR_BS		**Financial Services - BS**	3	1	1	5	10
EL_FSNT_BS		**Food Science & Nutrition - BS**	3	1	2	1	1
AS_FREN_BA		**French - BA**	15	17	18	30	35
BU_GBUS_BS		**General Business Admin - BS**	291	261	252	239	258
AS_GEOL_BA		**Geology - BA**	0	1	0	0	10
EL_GEOL_BS		**Geology - BS**	11	8	5	4	0
EL_GOCG_BS, AS_GOCG_BS		**Geology and Geolog Ocg - BS**	24	19	26	18	30
EL_GEOS_BS		**Geosciences - BS**	0	1	3	5	0
AS_GER_BA		**German - BA**	3	8	8	12	10
XD_HSA_BGS		**Health Svcs Administration - BGS**	8	9	16	16	22
AS_HIST_BA		**History - BA**	194	203	200	185	182
HS_HDFS_BS		**Human Dev & Family Studies - BS**	467	479	440	430	405
HS_HSSR_BS		**Human Science and Servc - BS**	30	13	5	2	0
XD_HST_BGS		**Human Studies - BGS**	33	30	35	25	19
EN_INEG_BS		**Industrial Engineering - BS**	38	23	21	21	29
BU_INBU_BS		**International Business - BS**	92	79	96	92	90
AS_ITAL_BA		**Italian - BA**	9	10	15	12	17
HS_JDHY_BS		**Joint Dental Hygiene - BS - HSS**	18	18	11	11	0
AS_JOUR_BA		**Journalism - BA**	146	189	181	205	217
EL_LDA_BLA		**Landscape Architecture - BLA**	64	73	77	66	72
AS_LSTD_BA		**Latin American Studies - BA**	1	3	3	4	0
BU_MGMT_BS		**Management - BS**	147	158	185	189	204
BU_MGSC_BS		**Management Science - BS**	0	0	1	0	0
AS_MAFF_BA, EL_MAFF_BA		**Marine Affairs - BA**	38	29	15	5	2
EL_MAFF_BS, AS_MAFF_BS		**Marine Affairs - BS**	29	33	13	2	2
EL_MBIO_BS, AS_MBIO_BS		**Marine Biology - BS**	193	187	201	205	210
EL_MRDV_BS		**Marine Resource Develp- BS**	4	1	0	0	0
BU_MKTG_BS		**Marketing - BS**	228	196	197	198	203
AS_MATH_BA		**Mathematics - BA**	28	40	30	24	20
AS_MATH_BS		**Mathematics - BS**	24	25	27	31	39
EN_MCEG_BS		**Mechanical Engineering - BS**	225	248	277	239	235
BU_MINF_BS		**Mgt Sci & Info Systems - BS**	166	93	63	34	26
EL_MICR_BS, AS_MICR_BS		**Microbiology - BS**	41	52	55	68	64
AS_MUSC_BA		**Music - BA**	38	44	39	47	37
AS_MCM_BOM		**Music Composition - BOM**	4	2	5	3	4
AS_MED_BOM		**Music Education - BOM**	50	49	57	58	73
AS_MPR_BOM		**Music Performance - BOM**	12	10	13	15	18

FALL TERM (YEAR)			4 YRS AGO (FY 2003)	3 YRS AGO (FY 2004)	2 YRS AGO (FY 2005)	1 YR AGO (FY 2006)	CURRENT YEAR (FY 2007)
NU_NURS_BS		**Nursing - BS**	397	457	522	584	717
EN_OEGR_BS		**Ocean Engineering - BS**	77	74	74	70	85
AS_PHIL_BA		**Philosophy - BA**	37	38	30	45	42
HS_PEDC_BS		**Physical Education - BS**	321	343	336	380	406
AS_PHYS_BA		**Physics - BA**	14	12	11	13	13
AS_PHYS_BS		**Physics - BS**	18	13	11	11	16
AS_POCG_BS		**Physics & Physical Oceanogr - BS**	3	11	10	9	7
		Plant Science	1	0	0	0	0
AS_POSC_BA		**Political Science - BA**	256	286	281	297	245
AS_PSYC_BA		**Psychology - BA**	672	647	597	619	617
AS_PBRL_BA		**Public Relations - BA**	38	42	43	56	68
EL_RECM_BS		**Resource Econ & Commerce - BS**	4	1	1	5	4
AS_SEDC_BA		**Secondary Education - BA**	0	0	0	0	1
HS_SEDC_BA		**Secondary Education - BA**	197	198	211	222	257
HS_SEDC_BS		**Secondary Education - BS**	25	7	23	38	31
AS_SOCL_BA		**Sociology - BA**	71	89	98	99	90
AS_SPAN_BA		**Spanish - BA**	33	39	40	34	32
HS_TXMK_BS		**Textile Marketing - BS**	49	49	55	67	75
HS_TFMD_BS		**Textile,Fash Merch & Design - BS**	263	280	254	266	296
AS_THEA_BA		**Theatre - BA**	4	5	19	23	9
AS_THE_BFA		**Theatre - BFA**	75	72	62	51	69
EL_UHTM_BS		**Urban Hort & Turf Mgmt - BS**	51	57	63	11	8
EL_WSCI_BS		**Water and Soil Science - BS**	4	5	2	1	0
EL_WBMG_BS		**Wildlife Biology & Mgmt - BS**	43	14	11	8	2
EL_WCB_BS		**Wildlife Conservation Biol - BS**	44	64	87	86	79
AS_WSTD_BA		**Women's Studies - BA**	5	8	8	9	7
		Undeclared	1449	1668	1671	1327	1285
		Waiting for Entrance	51	100	81	441	442
		TOTAL UNDERGRADUATE	**10536**	**10886**	**11116**	**11286**	**11705**

		FALL TERM (YEAR)	4 YRS AGO (FY 2003)	3 YRS AGO (FY 2004)	2 YRS AGO (FY 2005)	1 YR AGO (FY 2006)	CURRENT YEAR (FY 2007)
		GRADUATE PROGRAM					
		MASTER'S					
ACCTING-MS		**Accounting - MS**	33	30	22	33	41
AUDIOL-MS		**Audiology - MS**	9	15	10	3	3
BIOSCI-MS		**Biological Sciences - MS**	13	22	21	17	13
BUSADM-FT		**Bus Admin Fulltime - MBA**	0	24	32	38	27
BUSADM-MBA		**Business Administration - MBA**	221	174	114	123	111
CELLBIO-MS		**Cell & Molecular Biology - MS**	0	3	6	6	9
CHEMEGR-MS		**Chemical Engineering - MS**	12	12	12	10	9
CHEM-MS		**Chemistry - MS**	8	11	15	31	24
CVENVEG-MS		**Civil and Environmental Egr - MS**	26	18	22	31	32
CLINLAB-MS		**Clinical Laboratory Science - MS**	30	40	41	57	51
PSYCH MA		**Clinical Psychology - MA**	0	1	1	1	0
COMM-MA		**Communication Studies - MA**	36	26	21	20	14
COMMPLNG-M		**Community Planning - Master**	26	27	29	17	3
COMPSCI-MS		**Computer Science - MS**	37	44	36	38	30
EDUCATN-MA		**Education - MA**	173	105	101	106	110
ELECEGR-MS		**Electrical Engineering - MS**	27	37	37	28	24
ENGLISH-MA		**English - MA**	27	36	24	23	17
ENRSEC-MS		**Environ & Natural Res Econ - MS**	0	3	9	12	11
ESGEOMS		**Environ Science: Geosciences**	0	3	9	7	9
ESNATRESMS		**Environ Science: Nat Resources**	0	4	12	16	13
ESPLANTMS		**Environ Science: Plant Science**	0	2	4	7	4
ENRESEC-MS		**Environl & Nat'l Res Econ - MS**	9	6	3	0	0
ENSCIE-MS		**Environmental Sciences - MS**	8	2	3	3	3
FISH-MS		**Fish, Animal & Vet Science - MS**	0	9	17	14	17
FAQPATH-MS		**Fisheries, Aquaculture&Path - MS**	13	11	5	0	0
FDSNUTR-MS		**Food Science and Nutrition - MS**	18	14	7	1	1
HISTORY-MA		**History - MA**	15	13	13	14	19
HUMNDEV-MS		**Human Devel & Family Studies - MS**	54	62	67	67	65
LABOREL-MS		**Labor Relations & Human Res - MS**	22	24	30	19	18
LIBRY-MLIS		**Library & Info. Studies - MLIS**	207	200	187	151	160
MANFEGR-MS		**Manufacturing Engineering - MS**	8	5	5	8	10
MARNAFF-MA		**Marine Affairs - MA**	23	26	24	25	18
MAF-MMA/JD		**Marine Affairs - MMA/JD**	0	4	6	5	6
MARAFF-MMA		**Master of Marine Affairs - MMA**	16	16	16	11	7
MATH-MS		**Mathematics - MS**	9	12	13	13	15
MECHEGR-MS		**Mechanical Egr&Applied Mech - MS**	20	16	23	21	25
MEDCHEM-MS		**Medicinal Chemistry - MS**	1	3	1	3	0
MESMCB		**Conservation Biology**	0	1	3	2	0
MESMESM		**Environ Science and Management**	0	1	3	4	1
MESMRSSA		**Remote Sensing and Spacial**	0	2	3	1	3
MESMSS		**Sustainable Systems**	0	0	0	1	1
MESMWWES		**Wetland Ecological Science**	0	2	4	2	2
MICROBI-MS		**Microbiology - MS**	15	10	4	1	0
MUSIC-MM		**Music - MM**	10	14	11	11	12
NATLRES-MS		**Natural Resources - MS**	34	28	10	5	2

FALL TERM (YEAR)			4 YRS AGO (FY 2003)	3 YRS AGO (FY 2004)	2 YRS AGO (FY 2005)	1 YR AGO (FY 2006)	CURRENT YEAR (FY 2007)
NURSING-MS		**Nursing - MS**	66	74	90	114	106
NTRFDSC-MS		**Nutrition & Food Science - MS**	0	8	16	21	18
OCNENGR-MS		**Ocean Engineering - MS**	11	16	15	15	19
OCNOGR-MOO		**Oceanography - MOO**	0	1	0	0	0
OCNOGRP-MS		**Oceanography - MS**	29	28	28	31	24
PHRMSCI-MS		**Pharmaceutical Sciences - MS**	0	0	0	0	2
APPHSCI-MS		**Pharmaceutics - MS**	22	23	16	15	9
PHRMCOG-MS		**Pharmacognosy - MS**	3	1	2	1	1
PHRMTOX-MS		**Pharmacology & Toxicology - MS**	3	3	5	6	7
PHRMADM-MS		**Pharmacy Administration - MS**	5	2	2	0	0
PHYSED-MS		**Physical Education - MS**	0	0	0	1	0
PHYSEDC-MS		**Physical Education - MS**	21	16	14	13	11
PHYSTHR-MS		**Physical Therapy - MS**	49	54	57	55	1
PHYSCS-MS		**Physics - MS**	1	2	1	2	2
POLISCI-MA		**Political Science - MA**	9	11	11	18	15
PUBADM-MPA		**Public Administration - MPA**	33	25	32	30	41
PSYCH MS		**School Psychology - MA**	1	0	0	0	0
		School Psychology - MS	10	10	7	10	12
SPANISH-MA		**Spanish - MA**	17	16	19	15	14
SPCLANG-MS		**Speech-Language Pathology - MS**	43	47	46	49	44
STATIS-MS		**Statistics - MS**	8	7	4	8	8
TXTFASH-MS		**Textile, Fashion Merch&Dsgn - MS**	16	18	21	17	20
		TOTAL	**1507**	**1480**	**1422**	**1427**	**1294**
		FIRST-PROFESSIONAL					
PH_PHR_PMD		Pharm D - PMD - Undergraduate	494	514	549	553	556
		TOTAL	**494**	**514**	**549**	**553**	**556**
		GRADUATE PROGRAM					
		DOCTORATE					
APMATH-PHD		**Applied Math Sciences - PHD**	10	9	7	12	13
AUDIOL-AUD		**Audiology - Doctorate in AUD**	0	0	5	13	7
BIOCEL-PHD		**Biochemistry & Biophysics - PhD**	0	5	5	11	14
BIOSCI-PHD		**Biological Sciences - PHD**	12	9	7	0	0
		Botany	1	0	0	0	0
BUSADM-PHD		**Businees Administration - PhD**	30	28	18	17	19
CELBIO-PH		**Cell & Molecular Biology**	0	3	6	17	15
CHMEGR-PHD		**Chemical Engineering - PhD**	6	5	7	7	9
CHEM-PHD		**Chemistry - PHD**	28	27	29	29	31
CVEVEG-PHD		**Civil and Environmental Eng - PhD**	4	4	2	1	5
PSYCH PHD		**Clinical Psychology**	47	88	54	50	43
EDUCAT-PHD		**Education - PHD enrolled at URI**	29	2	4	2	2
ELEEGR-PHD		**Electrical Engineering - PhD**	21	24	21	17	16
ENGLSH-PHD		**English - PHD**	51	48	50	53	49
ESPLANT		**Environ Science Plant Science**	0	0	0	0	2
ENSFISH		**Environ Science: Fish Science**	0	0	2	8	10
ESGEO		**Environ Science: Geosciences**	0	0	2	3	5
ESNATRES		**Environ Science: Nat Resources**	0	3	6	10	14

FALL TERM (YEAR)			4 YRS AGO (FY 2003)	3 YRS AGO (FY 2004)	2 YRS AGO (FY 2005)	1 YR AGO (FY 2006)	CURRENT YEAR (FY 2007)
ENRSEC-PHD		**Environmental & Nat'l Res Econ**	0	5	10	24	21
ENSCIE-PHD		**Environmental Sciences - PHD**	10	6	6	2	4
FDNUTR-PHD		**Food Science and Nutrition - PhD**	7	6	4	1	1
IMFEGR-PHD		**Industr & Manufacturing Eng - PHD**	7	6	6	6	7
MARAFF-PHD		**Marine Affairs - PhD**	6	6	6	6	7
MATH-PHD		**Mathematics - PHD**	7	5	5	5	6
MECEGR-PHD		**Mechanical Egr&App Mech - PHD**	13	13	11	8	13
MEDCHM-PHD		**Medicinal Chemistry - PHD**	1	2	4	1	3
MICROB-PHD		**Microbiology - PhD**	11	9	7	0	0
NATLRS-PHD		**Natural Resources - PHD**	17	14	10	0	0
NURSNG-PHD		**Nursing - PHD**	34	28	20	23	30
NTRFDS-PHD		**Nutrition & Food Science**	0	0	1	3	3
OCNEGR-PHD		**Ocean Engineering - PHD**	5	5	5	6	6
OCNOGR-PHD		**Oceanography - PHD**	58	58	55	53	61
APPHSC-PHD		**Pharmaceutics - PHD**	13	10	12	16	17
PHRMCG-PHD		**Pharmacognosy - PHD**	3	4	3	2	2
PHMTOX-PHD		**Pharmacology & Toxicology- PHD**	10	10	9	6	11
PHYSTH-DPT		**Physical Therapy - DPT**	0	0	0	0	61
PHYSCS-PHD		**Physics - PHD**	15	17	19	16	15
PSYEXP		**Psychology (Gen-Exp)**	28	9	28	30	30
RESECN-PHD		**Resource Economics - PHD**	21	17	11	0	0
PSYSCHOOL		**School Psychology**	25	5	21	21	22
		TOTAL	**530**	**490**	**478**	**479**	**574**
		OTHER GRADUATE PROGRAMS					
EDUCAT-PHD		Education - PHD enrolled only at RIC	18	38	36	53	52
		TOTAL	**18**	**38**	**36**	**53**	**52**
		TOTAL GRADUATE	**2055**	**2008**	**1936**	**1959**	**1920**
		TOTAL GRADUATE & FIRST PROF'L	**2549**	**2522**	**2485**	**2512**	**2476**

Form 9: Credit Hours Generated by Department

SEE DATA TABLE BELOW	4 YEARS AGO (FY 2003)	3 YEARS AGO (FY 2004)	2 YEARS AGO (FY 2005)	1 YEAR AGO (FY 2006)	CURRENT YEAR (FY 2007)
NAME OF DEPARTMENT OR COMPARABLE UNIT					
UNDERGRADUATE					
College of Arts & Sciences					
AFRO AFRO-AMERICAN STUDIES	543	834	1002	1023	1311
ART	6051	7213	7105	6864	6575
CHEMISTRY	11177	12607	13025	13800	15058
COMMUNICATION STUDIES	16299	16228	18051	17594	18255
COMPUTER SCIENCE & STATISTICS	8604	8472	7302	6627	5881
ECONOMICS	7430	7354	8107	8038	8616
ENGLISH & WRITING PROGRAM	26832	27195	28522	29074	28668
HISTORY	9774	10521	9573	9190	9189
JOURNALISM	2919	3449	4012	4189	4248
LANGUAGES	15083	17034	16573	17147	17292
LIBRARY SCIENCE	684	1065	951	978	1028
MATHEMATICS	15917	16432	15354	14624	15807
MUSIC	6324	6459	6889	6714	7597
PHILOSOPHY	9918	10761	8715	9561	10110
PHYSICS	7288	7685	7602	7475	7279
POLITICAL SCIENCE	7467	7752	7925	7842	7338
PSYCHOLOGY	17275	17035	17423	18213	18757
SOCIOLOGY & ANTHROPOLOGY	9801	10256	10489	10633	10167
THEATRE	6412	5924	6627	7065	7188
WOMENS STUDIES	1652	1843	2105	2644	3067
BUSINESS	26673	25842	26019	27502	28939
COLLEGE of CONTINUING EDUCATION.	761	750	673	586	461
College of the Environment and LifeScences					
CELL & MOLECULAR	3017	3754	4006	5027	5557
BIOLOGY	12283	12996	14328	14852	14918
COMMUNITY PLANNING	2127	2185	2162	2071	2580
ENVIRONMENTAL RESOURCES	986	781	882	1136	1083
FISHERIES ANIMAL VET SCIENCE	6220	5654	5569	6022	6391
NUTRITION	5101	5035	5235	5466	6068
GEOLOGY	3073	2883	2735	2493	3145
MARINE AFFAIRS	1982	2493	2529	1730	1575
NATURAL RESOURCE SCIENCES	2227	2222	2100	2207	1820
PLANT SCIENCES	2043	2009	1918	2576	2448
College of Engineering					
CHEMICAL ENGINEERING	1096	785	693	763	923
CIVIL ENGINEERING	1810	2029	1767	1911	2258
ELECTRICAL ENGINEERING	4048	3621	3466	3543	3455
INDUSTRIAL & MFG. ENGINEERING	759	598	759	558	696
MECHANICAL ENGINEERING	3159	3252	3205	3459	3725
OCEAN ENGINEERING	694	655	482	630	735
Interdisciplinary ENGINEERING	1011	1175	1213	993	1223
College of Human Science and Services					
COMMUNICATIVE DISORDERS	1714	1657	1757	1795	2006
DENTAL HYGENE	96	0	0	0	0
EDUCATION	11134	9813	9567	9876	9566
GERONTOLOGY					

SEE DATA TABLE BELOW	4 YEARS AGO (FY 2003)	3 YEARS AGO (FY 2004)	2 YEARS AGO (FY 2005)	1 YEAR AGO (FY 2006)	CURRENT YEAR (FY 2007)
HUMAN DEVEL & FAMILIES	10143	8848	9118	9537	8746
KINESIOLOGY	4155	4596	4644	4670	5240
PHYSICAL THERAPY	581	480	349	0	0
TEXTILES	4223	4546	4601	5436	5310
NURSING	6156	5424	6226	7486	9261
OCEANOGRAPHY	1671	857	831	872	907
PHARMACY	10161	5774	5989	5813	5616
INTERDISCIPLINARY & OTHER	7549	8657	8811	8971	9841
TOTAL	**324103**	**325490**	**328986**	**337276**	**347924**

NAME OF DEPARTMENT OR COMPARABLE UNIT					
GRADUATE					
College of Arts & Sciences					
AFRO AFRO-AMERICAN STUDIES	0	0	0	0	0
ART	6	0	6	3	9
CHEMISTRY	848	881	850	973	850
COMMUNICATION STUDIES	434	299	351	233	215
COMPUTER SCIENCE & STATISTICS	823	725	662	786	708
ECONOMICS	333	351	354	282	348
ENGLISH & WRITING PROGRAM	981	975	875	780	834
HISTORY	164	161	164	141	150
JOURNALISM	0	0	0	0	0
LANGUAGES	345	241	280	197	230
LIBRARY SCIENCE	3633	3523	3350	2572	2918
MATHEMATICS	387	390	806	325	406
MUSIC	170	142	145	149	188
PHILOSOPHY	0	0	0	0	0
PHYSICS	859	808	960	847	1014
POLITICAL SCIENCE	0	0	0	0	0
PSYCHOLOGY	2294	1993	1974	1947	1881
SOCIOLOGY & ANTHROPOLOGY	3	0	0	15	3
THEATRE	0	0	0	0	0
WOMENS STUDIES	0	0	0	12	4
BUSINESS	4705	4761	3937	3917	3652
COLLEGE CONT. ED.	0	0	0	0	0
College of the Environment and LifeScences					
CELL & MOLECULAR	1186	1096	1247	1460	1388
BIOLOGY	392	485	403	420	342
COMMUNITY PLANNING	624	674	730	372	118
ENVIRONMENTAL RESOURCES	620	525	598	670	589
FISHERIES ANIMAL VET SCIENCE	108	140	195	192	229
NUTRITION	316	222	291	279	212
GEOLOGY	239	213	235	138	171
MARINE AFFAIRS	952	1090	1097	851	1013
NATURAL RESOURCE SCIENCES	305	335	503	430	403
PLANT SCIENCES	111	53	67	103	98

SEE DATA TABLE BELOW	4 YEARS AGO (FY 2003)	3 YEARS AGO (FY 2004)	2 YEARS AGO (FY 2005)	1 YEAR AGO (FY 2006)	CURRENT YEAR (FY 2007)
College of Engineering					
CHEMICAL ENGINEERING	401	265	353	385	420
CIVIL ENGINEERING	415	284	433	454	328
ELECTRICAL ENGINEERING	893	812	788	665	561
INDUSTRIAL & MFG. ENGINEERING	184	154	200	315	247
MECHANICAL ENGINEERING	361	398	421	414	497
OCEAN ENGINEERING	312	286	397	297	450
Interdisciplinary ENGINEERING	0	0	0	0	0
College of Human Science and Services					
COMMUNICATIVE DISORDERS	1178	1147	1331	1390	1129
DENTAL HYGENE	0	0	0	0	0
EDUCATION	2666	2174	2827	3593	3610
GERONTOLOGY					
HUMAN DEVEL & FAMILIES	1342	1340	1713	1545	1513
KINESIOLOGY	408	268	258	246	273
PHYSICAL THERAPY	986	990	1254	1951	2204
TEXTILES	128	134	177	118	214
NURSING	1684	1405	1475	1868	1759
OCEANOGRAPHY	1369	1222	1187	1154	1281
PHARMACY	4624	4798	5713	5992	6070
INTERDISCIPLINARY & OTHER	606	597	501	501	633
TOTAL	**38395**	**36357**	**39108**	**38982**	**39162**

APPENDIX C

Public Disclosure: Web sites and Documents			
Paragraph	Information	Web addresses	Print Publications
10.2	How can inquiries be made about the institution? Where can questions be addressed?	http://www.uri.edu/home/dir/contact.html http://www.uri.edu/admission/address.htm	2006-07 Catalog, p. 2
10.2	Notice of availability of publications and of audited financial statement or fair summary	http://www.uri.edu/controller/financial_reporting.shtml	Information available via web only.
10.3	Institutional catalog	http://www.uri.edu/catalog/	2006-07 Catalog
10.3	Obligations and responsibilities of students and the institution	http://www.uri.edu/catalog/cataloghtml/theuniversity.html http://www.uri.edu/facsen/CHAPTER_6.html	2006-07 Catalog, pp. 9-11 University Manual, Chapter 6.
10.3	Information on admission and attendance	http://www.uri.edu/home/students/pstudent.html	2006-07 Catalog, pp. 29-33, 116-120
10.5	Institutional mission and objectives	http://www.uri.edu/home/about/mission.html	2006-07 Catalog, p. 4
10.5	Expected educational outcomes	http://www.uri.edu/assessment/sub/uri.html	Information available via web only.
10.5	Requirements, procedures and policies re: admissions	http://www.uri.edu/home/students/pstudent.html	2006-07 Catalog, pp. 29-33, 116-120
10.5	Requirements, procedures and policies re: transfer credit	http://www.uri.edu/admission/transferrequirements.html	2006-07 Catalog, pp. 31-31
10.5	Student fees, charges and refund policies	http://www.uri.edu/es/acadinfo/acadyear/tuition.html	2006-07 Catalog, pp. 19-22
10.5	Rules and regulations for student conduct	http://www.uri.edu/judicial/studenthandbook	2006-07 Catalog, p. 15
10.5	Other information re: attending or withdrawing from the institution	http://www.uri.edu/es/students/enroll/leaveOfAbsence.html	2006-07 Catalog, p. 46
10.5	Academic programs	http://www.uri.edu/home/academics/departments.html	2006-07 Catalog, pp. 47-115, 124-159 Viewbook 2006-07, pp. 3-9
10.5	Courses currently offered	http://www.uri.edu/home/students/course.html	Does not appear in printed form for 2006-07
10.5	Other available educational opportunities	http://www.uri.edu/home/students/special.html http://www.uri.edu/admission/newenglandprog.html	2006-07 Catalog, pp. 33, 43-44 Viewbook 2006-07, pp. 3-9
10.5	Other academic policies and procedures	http://www.uri.edu/facsen/CHAPTER_8.html	University Manual, Chapter 8
10.5	Requirements for degrees and other forms of academic recognition	http://www.uri.edu/catalog/cataloghtml/index.html	2006-07 Catalog, pp. 34-46, 116-123

Public Disclosure: Web sites and Documents			
Paragraph	**Information**	**Web addresses**	**Print Publications**
10.6	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.uri.edu/catalog/cataloghtml/directories.html	2006-07 Catalog, pp. 162-194
10.6	Names and positions of administrative officers	http://www.uri.edu/catalog/cataloghtml/directories.html#senioradministration	2006-07 Catalog, p. 162
10.6	Names and principal affiliations of members of the governing board	http://www.ribghe.org/members.htm http://www.uri.edu/catalog/cataloghtml/directories.html	2006-07 Catalog, p. 162
10.7	Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.uri.edu/home/students/special.html http://www.uri.edu/international/	2006-07 Catalog, pp. 4, 7, 29, 43-45 Viewbook 2006-07, pp. 12-13
10.8	Programs, courses, services, and personnel not available in any given academic year.	Departmental web sites.	Information available via web only.
10.9	Size and characteristics of the student body	http://www.uri.edu/ir/uriinfobank/facts.html	Just the Facts (by year)
10.9	Description of the campus setting	http://www.uri.edu/home/campus/ http://www.uri.edu/catalog/cataloghtml/theuniversity.html	2006-07 Catalog, p. 4
10.9	Availability of academic and other support services	http://www.uri.edu/student_life/ http://www.uri.edu/univcol/	2006-07 Catalog, pp. 15-17
10.9	Range of co-curriclar and non-academic opportunities available to students	http://www.uri.edu/admission/studentlife.html http://www.uri.edu/student_life/	2006-07 Catalog, pp. 17-18
10.9	Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.uri.edu/catalog/cataloghtml/theuniversity.html#informationservicesandresearchresources http://www.uri.edu/home/athletics/	2006-07 Catalog, pp. 5-18
10.10	Institutional goals for students' education	http://www.uri.edu/assessment/sub/uri/outcomes/university/university.html	Information available via web only.
10.11	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.uri.edu/ir/uriinfobank/facts.html	Information available via web only.
10.11	Total cost of education, including availability of financial aid and typical length of study	http://www.uri.edu/catalog/cataloghtml/enrollmentservices.html	2006-07 Catalog, pp. 20-27
10.11	Expected amount of student debt upon graduation	Not available.	Not available.
10.13	Statement about accreditation	http://www.uri.edu/catalog/cataloghtml/theuniversity.html	2006-07 Catalog, pp. 8-9

APPENDIX D

UNIVERSITY OF RHODE ISLANDINSURANCE POLICIES 2007 - 2008				
COVERAGE	**POLICY #**	**COMPANY**	**LIMITS**	**DEDUCTIBLE**
Property (bldg & contents)	7311038 D35888159005 RMP2071011391 MAX3XP0000148 NHD353778 7311038	Lexington Insurance Company Westchester/Illinois Union Insurance CNA/Continental Casualty Max Specialty Insurance Company RSUI Insurance Company Lexington Ins Co/Hartford Steam Boiler	$949,503,664	$100,000
General Liability	CGL200700033400	United Educators	$1,000,000/ $3,000,000/$500,000	$25,000
Educators Legal Liability	ELA200700033400	United Educators	$4,000,000/ $4,000,000/$150,000	$1,000,000 Underlying GL Limit
Limited Professional Liability	LPL200700033400	United Educators	$1,000,000/ $1,000,000	$0 / $10,000
Boiler & Machinery	7311038	Lexington Ins Co/ Hartford Steam Boiler See attached Exhibit A	Included in above Property Limit	$100,000
Inland Marine	02 MSUE4222	The Hartford	Various by Department / Schedule	Various by Schedule
Medical Malpractice	2-11284	ProMutual Group	$2,000,000/ $6,000,000	
Ocean Marine - Small/Large Boats	02 OM IB2051	The Hartford	Per Boat Limit $387,623 Total & $300,000 P&I	1,000
Ocean Marine - Excess P&I Coverage	27300ML507	Mutual Marine	$700,000	$300,000 Underlying Limit
Auto Liability	TC2J-CAP-177D8592-TIL-07	Travelers	$1,000,000/$50,000/ $1,000,000	
Auto Physical Damage	TJ-BAP-177D860A-TIL-07	Travelers		$500 Comp Deductible / $500 Collision Deductible
Volunteer Accident (Ambulance Corps)	02-VP-360351	Hartford Life	$100,000 / $50,000 / $200,000	$500
Crime Coverage	02 FA 0238156-06	The Hartford	$1,000,000/$500,000/ $460,000/$500,000	$100,000/$5,000/ 5,000/ $100,000
Medical Malpractice (Health Services Physicians)	2-15719	ProSelect Ins Co.	$1,000,000 / $3,000,000	
	2-10004	ProSelect Ins Co.	$1,000,000 / $3,000,000	
	2-10005	ProSelect Ins Co.	$1,000,000 / $3,000,000	
Accident Policy (Child Development Center)	02-SR-364645	Hartford Life	$25,000 / $35,000 / $5,000 / $10,000	

APPENDIX E

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Financial Statements

June 30, 2006 and 2005

(With Independent Auditors' Report Thereon)

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Financial Statements

June 30, 2006 and 2005

Table of Contents

	Page
Independent Auditors' Report	1
Management's Discussion and Analysis (Unaudited)	3
Statements of Net Assets	22
Statements of Revenues, Expenses, and Changes in Net Assets	23
Statements of Cash Flows	24
Notes to Financial Statements	25
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	52

KPMG LLP
600 Fleet Center
50 Kennedy Plaza
Providence, RI 02903-2321

September 1, 2006

Independent Auditors' Report

Board of Governors for Higher Education
State of Rhode Island and Providence Plantations:

We have audited the accompanying financial statements of the business-type activities and the discretely presented component units of the University of Rhode Island (the University) (a component unit of the State of Rhode Island and Providence Plantations) as of and for the years ended June 30, 2006 and 2005, which collectively comprise the University's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the University's management. Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the discretely presented component units. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely presented component units, is based on the reports of the other auditors.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits and the reports of other auditors provide a reasonable basis for our opinions.

In our opinion, based on our audits and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component units of the University as of June 30, 2006 and 2005, and the respective changes in financial position, and, where applicable, cash flows thereof for the years then ended in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 1, 2006 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

The Management's Discussion and Analysis (MD&A) is not a required part of the financial statements but is supplementary information required by U.S. generally accepted accounting principles. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the supplementary information and express no opinion on it.

KPMG LLP

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

Introduction

The following management's discussion and analysis (MD&A) provides management's view of the financial position of the University of Rhode Island (the University) as of June 30, 2006 and the results of operations for the year then ended, with selected comparative information for the years ended June 30, 2005 and 2004. The purpose of the MD&A is to assist readers in understanding the accompanying financial statements by providing an objective and understandable analysis of the University's financial activities based on currently known facts, decisions, and conditions. This analysis has been prepared by management, which is responsible for the completeness and fairness of the information contained therein. The MD&A consists of highly summarized information, and it should be read in conjunction with the University's financial statements and notes thereto that follow this section.

The University is the only publicly supported research institution in the State of Rhode Island (the State) and is charged with providing state residents an opportunity for undergraduate and graduate studies at a Land Grant, Urban Grant and Sea Grant research university. As such, the University receives federal funding for land and sea research. The University had its beginning as the State Agricultural School chartered in 1888. The Morrill Act of 1862 provided the framework within which the school became the State's land-grant institution, and in 1892 the school became the Rhode Island College of Agriculture and Mechanic Arts. In 1909, the name of the College was changed to Rhode Island State College, and the program of study was revised and expanded. In 1951, the College became known as the University of Rhode Island by an act of the State's General Assembly. The Board of Governors for Higher Education became the governing body for the University in 1981.

The mission of the University is to be committed to enriching the lives of its students through its land, sea and urban grant traditions. Students, faculty, staff and alumni are united in one common purpose; to learn and lead together. The University values (1) creativity and scholarship, (2) diversity, fairness and respect, (3) engaged learning and civic involvement, and (4) intellectual and ethical leadership. As set forth in its Vision Statement, the University is building a new culture for learning. The University will share in the power of discovery through collaborative teaching, learning and research and through independent inquiry and free speech. This culture generates a spirited public life for our students, who will become engaged and productive leaders. This Vision Statement will serve as a guideline for the University's commitment to continuous improvement and high quality.

The University has a combined enrollment of about 15,000 students and offers undergraduate and graduate degree programs through the doctoral level. Its main campus is located in Kingston, Rhode Island, 30 miles south of Providence in the northeastern metropolitan corridor between New York and Boston. In addition to the Kingston Campus, the University has three other campuses – the 165-acre Narragansett Bay Campus, which is the site of the Graduate School of Oceanography; the Alan Shawn Feinstein College of Continuing Education located in downtown Providence; and the W. Alton Jones Campus located in the western Section of the State, 20 miles from Kingston. The 2,300 acres of woods, fields, streams and ponds of W. Alton Jones Campus is the site of the environmental education research programs and contains conference facilities for both public and private use.

The University has adopted a new Three-Year Strategic Plan, which seeks to: (1) enhance student recruitment, retention, involvement, and graduation rates; (2) improve the fiscal health of the University; (3) create a more

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

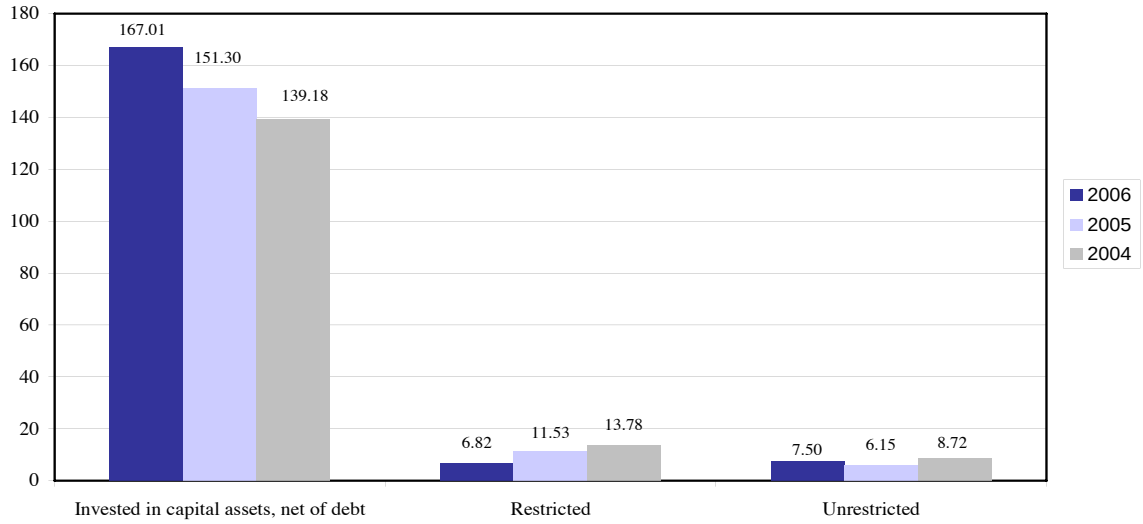
inclusive environment; and (4) improve the efficiency and effectiveness of research and outreach support. These strategic initiatives are being facilitated by community members, including the University's senior management, the Joint Strategic Planning Committee and each of the on-campus divisions. Collectively, these initiatives should help guide the decision-making at all levels in order to align limited resources with University priorities.

Financial Highlights

The University's financial position for the year ended June 30, 2006 showed a net loss before capital appropriations and gifts of $10.39 million for the year, after nonoperating revenues and expenses, compared with a net loss of $4.09 million and $2.10 million for fiscal 2005 and 2004, respectively. The $10.39 million net loss in fiscal 2006 resulted from the increase in operating expenses of $20.4 million over fiscal year 2005. The majority of the increases, $15.4 million is related to faculty and staff salaries, fringe benefits, health insurance, utilities, architect/engineering services and depreciation. Net assets increased by $12.35 million during fiscal 2006 and $7.30 million during fiscal year 2005 with the infusion of state capital appropriations and private funds totaling $22.73 million in fiscal 2006 and $11.39 million in fiscal 2005.

The following chart displays the components of the University's net assets for the fiscal years ended June 30, 2006, 2005, and 2004.

Net Assets
(Dollars in millions)



On June 30, 2006, 2005, and 2004, the University's total assets of $448.56 million, $423.60 million, and $337.76 million, exceeded its total liabilities of $267.23 million, $254.62 million, and $176.08 million by

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

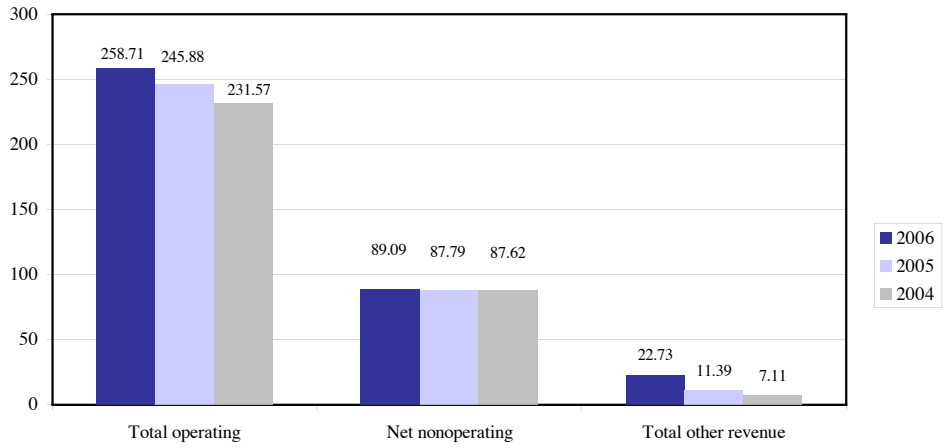
June 30, 2006 and 2005

$181.33 million, $168.98 million, and $161.68 million, respectively. The resulting net assets are summarized in the following categories (dollars in millions):

		2006	2005	2004
Invested in capital assets, net of related debt	$	167.01	151.30	139.18
Restricted expendable		6.82	11.53	13.78
Unrestricted		7.50	6.15	8.72
Total net assets	$	181.33	168.98	161.68

The following chart provides a graphical breakdown of total revenues by category for the fiscal years ending June 30, 2006, 2005, and 2004:

Revenues
(Dollars in millions)



Overview of the Financial Statements

The University's financial statements have two primary components: 1) the financial statements and 2) the notes to the financial statements. Additionally, the financial statements focus on the University as a whole, rather than upon individual funds or activities.

The University of Rhode Island Foundation (the Foundation) and the University of Rhode Island Alumni Association (the Alumni Association) are legally separate tax-exempt component units of the University of Rhode Island. The Foundation and the Alumni Association act primarily as fund-raising organizations to supplement the resources that are available to the University in support of its programs. The Boards of the Foundation and the Alumni Association are self-perpetuating and primarily consist of graduates and friends of

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

the University. Although the University does not control the timing or the amount of receipts from the Foundation and the Alumni Association, the majority of resources received or held by the Foundation and the Alumni Association are restricted to the activities of the University by the donors. Because these resources held by the Foundation and the Alumni Association can only be used by or are for the benefit of the University, the Foundation and the Alumni Association are considered component units of the University and are discretely presented in the University's financial statements.

Management's Discussion and Analysis is required to focus on the University, and not on its component units.

The Financial Statements. The financial statements are designed to provide readers with a broad overview of the University's finances and are comprised of three basic statements.

The *Statement of Net Assets* presents information on all of the University's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the University is improving or deteriorating.

The *Statement of Revenues, Expenses, and Changes in Net Assets* presents information showing how the University's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows only in future fiscal periods (e.g. the payment for accrued compensated absences, or the receipt of amounts due from students and others for services rendered).

The *Statement of Cash Flows* is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services).

The financial statements can be found on pages 22 to 24 of this report.

The University reports its operations as a business – type activity using the economic measurement focus and full accrual basis of accounting. As a component unit of the State of Rhode Island and Providence Plantations, the results of the University's operations, its net assets and cash flows are also summarized in the State's Comprehensive Annual Financial Report derived from its government-wide financial statements.

Notes to the Financial Statements. The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. They also provide information regarding both the accounting policies and procedures the University has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 25 to 51 of this report.

Financial Analysis

As mentioned earlier, net assets may serve over time as a useful indicator of the University's financial position. In the case of the University, total assets exceeded total liabilities by $181.33 million, $168.98 million, and $161.68 million at the close of fiscal years 2006, 2005, and 2004, respectively.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

The University's condensed net assets are presented below.

University of Rhode Island's Net Assets

(Dollars in millions)

	2006	2005	2004
Current assets	$ 58.89	76.39	66.04
Noncurrent assets	389.67	347.21	271.72
Total assets	448.56	423.60	337.76
Current liabilities	41.28	48.68	38.81
Noncurrent liabilities	225.95	205.94	137.27
Total liabilities	267.23	254.62	176.08
Net assets:			
Invested in capital assets, net of related debt	167.01	151.30	139.18
Restricted, expendable	6.82	11.53	13.78
Unrestricted	7.50	6.15	8.72
Total net assets	$ 181.33	168.98	161.68

By far the largest portion of the University's net assets, $167.01 million, $151.30 million, and $139.18 million, respectively, reflects its investment in capital assets (such as land, buildings, machinery, and equipment), net of any related outstanding debts, including capital leases, used to acquire, construct, improve, or rehabilitate those assets. The University uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Although the University's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate the related debt. In addition to the debts noted above, which are reflected in the University's financial statements, the State of Rhode Island regularly provides financing for certain capital projects through the issuance of general obligation bonds and appropriations from the Rhode Island Capital Plan Fund. Borrowings by the State are not reflected in these financial statements. Additional financing for certain capital projects is also provided by the issuance of revenue bonds by the Rhode Island Health and Educational Building Corporation, a quasi-public state agency.

The University's current assets include cash and cash equivalents, cash held by the State Treasurer, accounts receivable, inventories, and prepayments, while current liabilities consist of accounts payable and accrued expenses, deferred revenues, funds held for others, and the current portion of compensated absences and long-term debts. Compensated absences represent accumulated vacation and sick leave and deferred compensation that will be used or paid in future years. The current ratio (current assets divided by current liabilities), which measures the University's liquidity, has remained positive: 1.43 to 1, 1.57 to 1 and 1.70 to 1 as of June 30, 2006, 2005, and 2004, respectively.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

One of the major components of the University's noncurrent assets are the funds on deposit with the bond trustee totaling $58.83 million as of June 30, 2006. This amount includes $50.93 million of unspent proceeds of Series 2004 and 2005 Bonds, which are being used to finance the construction of a 440-bed apartment unit, a 360-suite-style residence hall, and a two-story dinning hall. These additional housing facilities, which are scheduled to go online in September 2006 and January 2007, will have a positive impact on student enrollment especially among transfer students who seek on-campus housing.

During fiscal years 2006, 2005, and 2004, the University's net assets increased by $12.35 million, $7.30 million, and $5.02 million, respectively, which is largely due to capital and private funds received. The University closed fiscal 2006, 2005, and 2004 with positive unrestricted net assets of $7.50 million, $6.15 million, and $8.72 million, respectively.

Net assets that are not subject to restrictions imposed by creditors, grantors, contributors, laws, regulations or enabling legislation are classified as unrestricted net assets. As of June 30, 2006, 2005, and 2004, the University's unrestricted net assets represent 4%, 4%, and 5%, respectively, of the net assets. At year end, these net assets are designated or committed for goods and services that have not yet been received and normal working capital for auxiliary enterprise and departmental activities.

The restricted expendable net assets consist of resources that are subject to external restrictions on how they must be used, and they represent 4%, 7%, and 9% of the University's net assets at June 30, 2006, 2005, and 2004, respectively.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

The University's condensed revenues, expenses and changes in net assets are presented below.

University of Rhode Island's Condensed Revenues, Expenses and Changes in Net Assets

(Dollars in millions)

	2006	2005	2004
Operating revenues:			
Tuition and fees, net of tuition waivers and remissions	$ 155.43	145.59	131.42
Operating grants and contributions	65.76	65.00	66.17
Other sources	37.52	35.29	33.97
Total operating revenues	258.71	245.88	231.56
Operating expenses:			
Salaries and benefits	230.70	221.82	212.78
Operating expenses	47.73	41.38	36.35
Scholarships, grants and contracts	10.41	9.60	9.11
Auxiliaries	53.04	49.51	48.45
Depreciation and amortization	16.31	15.44	14.59
Total operating expenses	358.19	337.75	321.28
Net operating loss	$ (99.48)	(91.87)	(89.72)

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

University of Rhode Island's Condensed Revenues, Expenses and Changes in Net Assets

(Dollars in millions)

	2006	2005	2004
Nonoperating revenues (expenses):			
State appropriation	$ 83.19	82.91	82.82
Net investment income	2.50	1.49	0.39
Private gifts	7.72	9.00	10.59
Interest expense	(4.32)	(5.62)	(6.17)
Total nonoperating revenues	89.09	87.78	87.63
Loss before other revenues, expenses, gains or losses	(10.39)	(4.09)	(2.09)
Capital appropriations	9.31	6.21	4.57
State contributed capital	12.44	3.20	2.11
Capital gifts	0.99	1.98	0.43
Increase in net assets	12.35	7.30	5.02
Net assets – beginning of year	168.98	161.68	156.66
Net assets – end of year	$ 181.33	168.98	161.68

Operating Revenues

The total operating revenues were up $12.83 million or 5% in fiscal 2006 ($14.31 million or 6% in fiscal 2005 and $16.92 million or 8% in fiscal 2004) as compared with those of the preceding year. This increase is largely attributable to the tuition and fee rate increase as well as the increase in enrollment as envisioned in the University's Three-Year Strategic Plan. Revenues from tuition and fees, net of waivers and remissions, contributed 60% of the total operating revenue stream of fiscal 2006 as opposed to 59% of fiscal 2005.

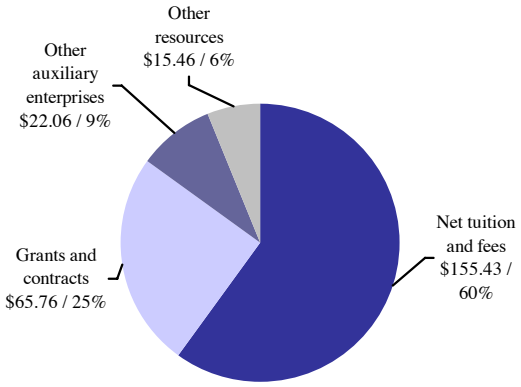
UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

The following provides a graphical breakdown of operating revenues by category for the year ended June 30, 2006.

Operating Revenues by Category
(Dollars in millions)



Total = $258.71

Consistent with the goal of the University's 2003-2006 strategic plan, the benefits derived from tuition and fees rate and student enrollment increases became evident at the close of fiscal 2006. They have funded many aspects of the University that have been long under-funded such as libraries and information technologies. Such revenues also gave the University the capacity to fund salary increases to faculty and staff, as well as medical and insurance costs. However, the need for financial support of students, both need-based and merit-based scholarships, has become more critical in order to increase, if not stabilize, the current student enrollment at the University.

During fiscal years ended June 30, 2006, 2005 and 2004, the revenues from operating grants and contracts contributed 25%, 26%, and 29% respectively, of the total operating revenues.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

Tuition and fees received by the University included the following (dollars in millions):

		2006	2005	2004
Tuition	$	126.90	116.42	101.16
Student service fees		14.85	15.18	15.48
Health service fees		4.26	4.02	3.89
Housing fees		18.15	17.67	17.20
Dining service fees		12.61	12.88	12.73
Miscellaneous student fees		8.87	6.96	6.09
Total		185.64	173.13	156.55
Tuition waived or remitted		(30.21)	(27.54)	(25.13)
Net	$	155.43	145.59	131.42

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

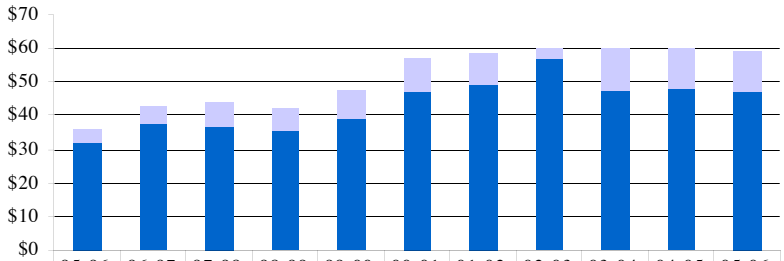
June 30, 2006 and 2005

Grant and Contract Revenue

The recognition of revenue from grants and contracts is deferred until services have been performed to fulfill the requirements of the grants and contracts. Hence, awards received are not reflected in the statement of net assets.

The bar chart below shows a steady growth in the amount of grants and contracts awarded to the University during the last ten years, from a total of $36.1 million in 1995 to $59.08 million in 2006 or a 64% increase. This positive development is a reflection of the University's vision to pursue research and to enhance creative and entrepreneurial activities on campus.

Awards for Competitive Sponsored Programs



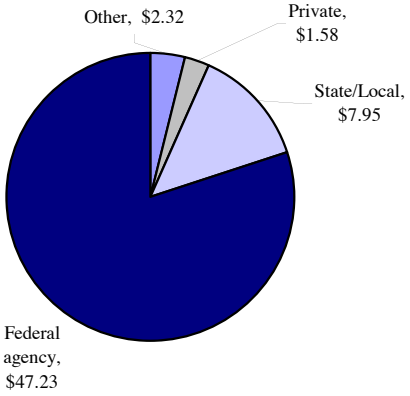
	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06
Total	36.1	42.7	43.8	42.5	47.7	57.1	58.3	60	60.2	60.3	59.08
Nonfederal	4.3	5.2	7.0	7.2	8.5	10.2	9.0	3.1	12.6	12.4	11.9
Federal	31.8	37.5	36.8	35.3	39.2	46.9	49.3	56.9	47.6	47.9	47.2

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

The following summary shows the breakdown of federal awards received from sponsoring agencies during fiscal 2006, with a pie chart for federal and nonfederal awards (dollars in millions).



Agency		Award
Department of Health and Human Services	$	9.58
National Science Foundation		10.88
Department of Defense		5.27
Department of Commerce		5.21
Department of Agriculture		2.98
Agency for International Development		2.38
Department of Education		1.46
National Aeronautic and Space Administration		1.98
Department of Interior		1.13
Environmental Protection Agency		1.10
Other agencies		5.26
Federal agency		47.23
State/Local		7.95
Private		1.58
Other agencies		2.32
Total	$	59.08

The University has been awarded close to $25 million in federal grants for biomedical research in Rhode Island. The award for $16.5 million is a five-year grant to continue the University's work as a catalyst for biomedical research in the State. With funding from the previous $8 million grant, the University has completed the fifth year of Biomedical Research Infrastructure Network (BRIN) award, which resulted in increased collaboration among researchers from the University and other colleges and universities in the State. The new grant cements such relationships and focuses researchers' attention to the University's strength in molecular toxicology. In addition, a core research instrumentation laboratory was established at the University's Kingston campus with the funding from a previous grant. This facility is open to all biomedical researchers in the State, and provides the latest analytical equipment to investigate cancer generation, the effect of toxic chemicals on reproductive, nervous and cardiovascular systems, organs, and drug metabolism.

Operating Expenses

The operating expenses for fiscal 2006, 2005, and 2004 totaled $358.18 million, $337.75 million, and $321.28 million, respectively, an increase of $20.43 million, $16.47 million and $10.72 million or 6.05%, 5.12% and 3.46% over those of fiscal 2005, 2004 and 2003. The increase in fiscal 2006 operating expenses is accounted for by the increase in health insurance premiums, faculty and staff salaries and associated fringe benefits, consulting fees related to systems implementation, ground maintenance, utilities, and depreciation expense.

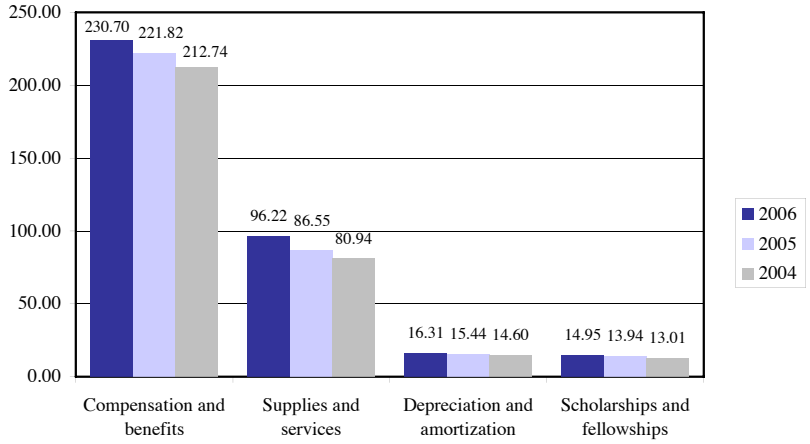
UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

The bar chart below illustrates the University's operating expenses by function for the fiscal years ended June 30, 2006, 2005, and 2004, excluding scholarship allowances applied against tuition and fees.

Operating Expenses
(Dollars in millions)



The following summary shows where major grant and contract expenditures, including indirect cost charges, occurred during 2006, 2005, and 2004 (dollars in millions).

Agency	Amount 2006	2005	2004
National Science Foundation	$ 11.38	10.62	10.81
Department of Health and Human Services	10.52	9.43	10.54
Department of Agriculture	5.76	5.50	6.56
Department of Defense	4.99	6.35	7.39
Department of Commerce	4.98	4.42	4.60
National Aeronautic and Space Administration	1.98	1.75	1.61
Department of Education	1.53	0.44	1.22
Environmental Protection Agency	1.26	1.25	1.35
Department of Transportation	1.23	1.48	1.49
Department of Interior	1.03	1.23	1.16
Agency for International Development	0.20	1.50	2.37

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

Nonoperating Revenues and Expenses

The State's unrestricted appropriation is the largest component of the University's nonoperating revenues. The amount requested for fiscal 2006 was $85.75 million. However, the amount appropriated by the State was $83.19 million resulting in an appropriation for fiscal 2006 that was $2.56 million less than the amount requested. Although the budget request for fiscal 2006 did not fully meet the real needs of the University, it did provide for a balanced budget and an acceptable level of quality in carrying out the University's mission as it currently exists.

The University has a long tradition of using the state appropriation to support its operating expenses. During fiscal years 2006, 2005, and 2004, the University received state appropriations of $83.19 million, $82.91 million, and $82.82 million, respectively, which was not sufficient to cover operating expenses to the extent of $16.29 million, $8.96 million, and $6.9 million, respectively, as the schedule below indicates. Because operating costs have increased over the years and the state appropriations have not risen enough to cover operating expenses, the student tuition and fees have played an increasingly important role in funding (43% in fiscal 2006, 43% in fiscal 2005, and 41% in fiscal 2004) the University's operations. It is important to note that the Rhode Island General Assembly presets tuition and fees after reviewing recommendations from the Board of Governors for Higher Education and the University.

	2006	2005	2004
		(Dollars in millions)	
Net student fees	$ 155.43	145.59	131.42
Other operating revenue	103.28	100.29	100.14
Operating expenses	(358.19)	(337.75)	(321.28)
Operating loss	(99.48)	(91.87)	(89.72)
State direct appropriations	83.19	82.91	82.82
Net loss after state appropriation	$ (16.29)	(8.96)	(6.90)

Investment income was up $1.0 million or 67% (compared with an increase of $1.1 million or 282% in fiscal 2005) due to increased short-term rates of return and to the major increase in funds available for investment by the bond trustee during the year. Interest expense was down $1.3 million or 23% (compared with a decrease of $0.55 million or 8.9% in fiscal 2005) due to the interest that was capitalized in regard to capital projects that were under construction during the year and refinancing of 1999 and 2003 Bond Series at lower interest rates.

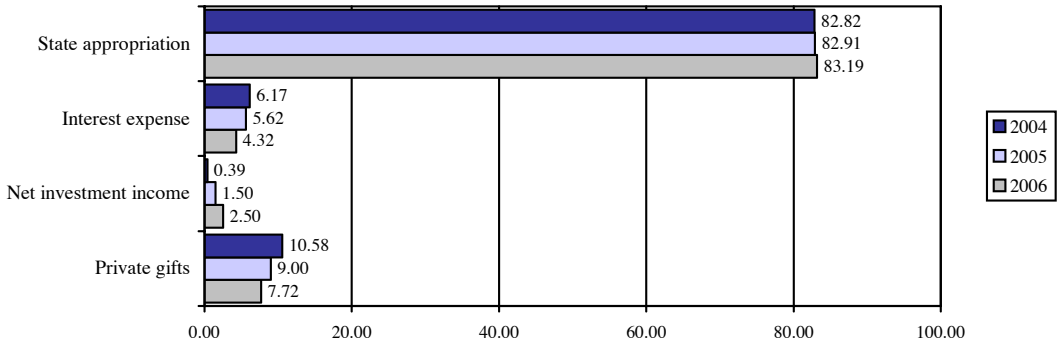
UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

The following chart provides a graphical breakdown of the University's nonoperating revenues and expenses.

Nonoperating Revenue and Expenses
(Dollars in millions)



	Private gifts	Net investment income	Interest expense	State appropriation
2004	10.58	0.39	6.17	82.82
2005	9.00	1.50	5.62	82.91
2006	7.72	2.50	4.32	83.19

Capital Assets and Debt Administration

Capital Plan

The University generally has funded its capital plans through a combination of funds received from University operations, bonds issued by the Rhode Island Health and Educational Building Corporation, state appropriations, general obligation bonds, federal appropriations, and private fund raising. The execution of the University's capital improvement plan is contingent upon approval and sufficient funding from the State.

The Board of Governors for Higher Education submits a running five-fiscal-year capital improvement plan to the General Assembly and State Executive each year. The plan for the proposed capital projects for the entire system of public higher education in Rhode Island includes the University. The fiscal year 2008-2012 plan for the University totals $580.32 million, and it includes all continuing and planned projects, whether funded or not. This plan forms the basis for discussions on funding the various projects from all available funding sources.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

Capital Assets

The University's investment in capital assets as of June 30, 2006, 2005, and 2004 net of accumulated depreciation, amounts to $313.30 million, $261.87 million, and $252.61 million, respectively. This investment in capital assets includes land, buildings (including improvements), and furnishings and equipment (including the cost of capital leases). Capital assets increased during fiscal 2006 by $51.43 million and $9.26 million during fiscal 2005. Legal title to all land and real estate assets is vested in the Rhode Island Board of Governors for Higher Education or the State of Rhode Island. A summary of capital asset balances as of June 30, 2006, 2005, and 2004 is presented below.

Summary Schedule of Net Capital Assets

(Dollars in millions)

		2006	2005	2004
Land and improvements	$	32.79	29.24	27.79
Building and improvements		198.73	196.37	196.90
Furnishings and equipment		21.96	21.45	21.34
Construction in progress		59.82	14.81	6.58
Total	$	313.30	261.87	252.61

Capital additions in fiscal 2006 included Surge II and Heathman with total costs of $3 million and $6.78 million, respectively. The major capital additions are in construction in progress, which includes the new student housing and new dining hall with total costs of $30.66 million and $6.2 million, respectively, both of which are expected to be completed in January 2007. In addition, the renovation of Independence Hall, with a total cost of $5.54 million, has a completion date of September 2006.

Additional information about the University's capital assets can be found in note 6 to the financial statements.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

Debt

As of June 30, 2006, 2005 and 2004, the University had $202.09 million, $183.19 million, and $113.42 million respectively, in outstanding debt, an increase of $18.90 million, $69.76 million, and $0.58 million over that of the prior years. The table below summarizes the types of debt instruments.

Summary Schedule of Debt

(Dollars in millions)

		2006	2005	2004
Loans payable	$	1.94	0.25	0.32
Capital lease obligations		14.63	15.51	16.16
Revenue bonds		185.52	167.43	96.95
Total	$	202.09	183.19	113.43

In fiscal year 2006, additional revenue bonds were issued; (a) University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2005 C Bonds, $13.84 million for the construction of a two story dining hall and (b) University of Rhode Island Educational and General Revenue Issue, Series 2005 F Bonds, $3.24 million for the acquisition and demolition of Theta Delta Chi House and the construction of an addition to Tyler Hall.

In fiscal year 2006 refunding bonds were issued (a) University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2005 D Bonds, $19.63 million for the refunding of Series 1999 A Bonds which resulted in a net present value savings of $1.13 million and (b) University of Rhode Island Educational and General Revenue Issue, Series 2005 G Bonds, $44.81 million for the refunding of Series 1999 B and Series 2000 B Bonds, a net present value savings of $2.19 million.

The additions to revenue bonds payable during fiscal 2005 consisted of: (a) University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2004 A and B Bonds for $66.93 million and (b) University of Rhode Island Educational and General Revenue Issue, Series 2005 A and B Bonds for $4.74 million. The proceeds of Series 2004 Bonds are primarily used for the construction of a 440-bed apartment unit and 360 suite-style residence hall. Currently, these projects are under construction and are scheduled to go online in the fall of fiscal 2006. The proceeds of Series 2005 Bonds are primarily used for the construction of a 2nd level above the Surge Modular Building to provide interim classroom space during the Independence Hall construction and for the construction and rebuilding of parking facilities, roadways, sidewalks, curbing, drainage and landscape amenities on the Kingston Campus.

The University has no independent bonding authority. All bonds must be approved by and arranged through the Board of Governors for Higher Education. All general obligation and revenue bond related indebtedness is reflected on the financial accounts of the entity issuing the bonds. Both Moody's and Standard and Poor's rating services have given the Board of Governors for Higher Education general revenue bonds a rating of AAA. The State of Rhode Island general obligation bonds are rated by Moody's at Aa3, Fitch's at AA, and Standard and Poor's at AA.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

As a means to lower debt service costs, the University, acting through the Board of Governors for Higher Education entered into a swap agreement in connection with the issuance of its $33 million Series 2004 B revenue bonds in December 2004.

More detailed information about the University's long-term liabilities is presented in notes 7 and 8 to the financial statements.

Economic Factors That Will Affect the Future

The seasonally adjusted unemployment rate for the State of Rhode Island, from which the University draws a majority of its students, increased from 5.0% in June of 2005 to 5.5% in June of 2006, according to the U.S. Bureau of Labor Statistics. This compares to a decrease from 5.0% to 4.6%, respectively, on a national level. Rhode Island's job growth rate for the first six months of 2005 of 1.4% trailed the national average of 1.6% for the period. Rhode Island was one of only four states to record an increased rate of unemployment during this period. Historically, in times of economic slowdowns, public colleges/universities have experienced increases in their enrollment as unemployed and underemployed workers seek to update and upgrade their skills. The University cannot predict the extent to which enrollment may vary in this current environment.

Rhode Island faced a state budget deficit in fiscal year 2006, and as part of a state-wide program to balance the budget, reduced the annual state appropriation to the University by $2 million at mid-year. The state projects a significant budget short fall in fiscal year 2007 and has proposed reductions in the state appropriation that will result in an operating short fall of $6.6 million for the University in fiscal year 2007.

To support their strategic priorities in this financially challenging environment, the University and the Board of Governors for Higher Education took the following actions during fiscal 2006.

- Fiscal 2006 tuition and mandatory fees increased by 8% for in-state students 8.7% of out-of-state students, 8.7% for in-state graduate students, and 11% for out-of state graduate students
- Fiscal 2007 tuition and fees were increased by 6% for in-state students 7.5% for out-of-state students, and 7.5% for all graduate students
- A hiring freeze was imposed on all but critical positions, which were reviewed on a case-by-case basis
- All discretionary expenses were closely reviewed by senior management
- Gained State approval to carry forward unrestricted funds annually
- Developed an energy performance contract to use energy savings to pay for necessary equipment and facility upgrades with no negative impact on current operating budgets
- Eliminated department of Professional Development and Training

Despite the reductions in state funding per student and the change in budget allocation authority, the University's current financial and capital plans indicate that the infusion of additional financial resources from the foregoing Board and management actions will enable it to maintain its present level of services at all campuses.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Management's Discussion and Analysis

June 30, 2006 and 2005

In accordance with its strategic plan, the University continues to increase its enrollment gradually each year, consistent with its efforts to effectively manage student housing and class enrollment. The University has also attempted to maintain affordability by limiting the size of tuition and fee increases. Increases in in-state undergraduate student charges have been held to an average of 7% for academic years 2003-2007. Out-of-state undergraduate student charges have been held to an average of 9% over the same period. Based on in-state undergraduate mandatory tuition and fees during the 2005-2006 academic year, the University ranks fifth lowest among the six New England public flagship universities.

Fiscal Planning

The University will continue to control expenses in accordance with available resources and established priorities by increasing resources through retention programs as well as increasing efficiencies throughout the organization. The Academic Investment and Improvement Model along with other financial and program assessment tools continue to be utilized to balance mission and resources. The University has established plans to increase revenue over the next three years as reflected in the University's Three-Year Strategic Plan, for the fiscal years 2007 to 2009.

Information System

The University has implemented PeopleSoft's Student Administration, Human Resources, and Financial Systems. The PeopleSoft e-Campus system is stable. After several years of hard work implementing the fundamental pieces of these systems, the University still continues to reassess the progress of the actual implementation on a regular basis and refocus efforts on the PeopleSoft systems to yield the most effective outcome for students, faculty and staff. The PeopleSoft Financial system was upgraded to version 8.9 in fiscal 2006. The PeopleSoft Student Administration and Human Resources system is in the process of implementing an upgrade to version 8.9 and is expected to be completed prior to the end of fiscal year 2007.

In addition, the University has initiated a plan to upgrade the University's Advancement software (Sungard BSR) in order to facilitate fundraising efforts. The new software uses state-of-the-art fundraising technology and telecommunications that will aid in future gift/pledge drives, events, and capital campaign. The University started the upgrade or migration of the BSR fundraising system in August 2005 and is expected to go online in fall of 2006.

Requests for Information

This financial report is designed to provide a general overview of the University's finances for all those with an interest in the University's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to: Mr. Robert Weygand, Vice President for Administration, University of Rhode Island, 108 Carlotti Administration Building, 75 Lower College Road, Room 108, Kingston, RI 02881.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Statements of Net Assets

June 30, 2006 and 2005

Assets	2006 University of Rhode Island	2005 University of Rhode Island	2006 Component units	2005 Component units
Current assets:				
Cash and cash equivalents (note 2)	$ 33,592,715	33,451,421	6,548,784	4,462,999
Cash held by State Treasurer – capital projects (note 3)	934,899	4,007,506	—	—
Cash held by State Treasurer – other (note 3)	1,903,763	1,704,400	—	—
Accounts receivable, net (note 4)	19,131,227	32,422,171	—	—
Current portion of pledges receivable (note 4)	—	—	1,857,530	2,329,836
Current portion of notes receivable	—	—	24,910	39,297
Current portion of net investment in sales types leases	—	—	—	33,237
Inventory and other current assets	3,324,830	4,799,511	795,649	962,608
Total current assets	58,887,434	76,385,009	9,226,873	7,827,977
Noncurrent assets:				
Cash and cash equivalents – restricted (note 2)	22,618	18,197	—	—
Funds on deposit with bond trustee – restricted	58,832,246	72,666,479	—	—
Investments (note 2)	—	—	84,834,535	75,903,594
Pledges receivable (note 4)	—	—	879,756	1,901,144
Loans receivable, net (note 5)	12,302,665	11,312,154	116,910	133,349
Charitable remainder trusts	—	—	979,415	1,028,415
Other deferred assets	5,214,204	1,342,489	—	—
Capital assets, net of accumulated depreciation (notes 6 and 7)	313,300,690	261,874,693	2,139,068	2,215,241
Total noncurrent assets	389,672,423	347,214,012	88,949,684	81,181,743
Total assets	$ 448,559,857	423,599,021	98,176,557	89,009,720
Liabilities				
Current liabilities:				
Accounts payable and accrued liabilities (note 3)	$ 25,092,952	31,377,919	224,569	217,956
Current portion of contributions payable to University	—	—	—	374,428
Compensated absences (note 7)	1,061,579	1,300,450	—	—
Funds held for others	358,144	207,064	—	—
Deferred revenues	11,047,918	11,824,695	—	—
Current portion of capital lease obligations (note 7)	1,283,742	1,202,816	—	—
Current portion of bonds and loans payable (note 7)	2,434,637	2,762,909	—	—
Current portion of gift annuity payable	—	—	79,541	70,280
Total current liabilities	41,278,972	48,675,853	304,110	662,664
Noncurrent liabilities:				
Compensated absences (note 7)	16,631,400	15,910,533	—	—
Pledges payable	—	—	200,000	225,000
Contributions payable to University	—	—	—	80,000
Capital lease obligations (note 7)	13,344,744	14,307,386	—	—
Bonds and loans payable (note 7)	185,022,859	164,914,197	—	—
Gift annuity payable	—	—	721,438	505,511
Grant refundable (note 9)	10,955,725	10,810,453	—	—
Total noncurrent liabilities	225,954,728	205,942,569	921,438	810,511
Total liabilities	$ 267,233,700	254,618,422	1,225,548	1,473,175
Net Assets				
Invested in capital assets, net of related debt	$ 167,006,038	151,306,098	6,098,722	4,762,620
Restricted:				
Expendable (note 10)	6,816,893	11,527,252	24,482,876	19,754,841
Nonexpendable	—	—	61,356,149	58,142,003
Unrestricted (note 11)	7,503,226	6,147,249	5,013,262	4,877,081
Total net assets	$ 181,326,157	168,980,599	96,951,009	87,536,545

See accompanying notes to financial statements.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Statements of Revenues, Expenses, and Changes in Net Assets

Years ended June 30, 2006 and 2005

	2006 University of Rhode Island	2005 University of Rhode Island	2006 Component units	2005 Component units
Operating revenues:				
Tuition and fees	$ 144,135,660	132,968,906	—	—
Residence, dining, student union, and health fees	41,501,586	40,164,381	—	—
Less scholarship allowances	(30,210,074)	(27,544,907)	—	—
Net student fees	155,427,172	145,588,380	—	—
Federal, State, local, and private grants and contracts	65,759,533	65,003,960	—	—
Other auxiliary enterprises	22,055,351	20,468,823	—	—
Other sources	15,464,097	14,815,870	3,147,842	2,637,548
Total operating revenues	258,706,153	245,877,033	3,147,842	2,637,548
Operating expenses (note 13):				
Instruction	86,203,232	84,308,997	—	—
Research	57,308,073	53,300,260	—	—
Academic support	35,530,848	36,319,051	—	—
Student services	23,107,465	22,126,405	2,170,829	2,189,174
Scholarships and fellowships	10,414,491	9,585,186	—	—
Public service	4,996,060	5,198,606	—	—
Operation and maintenance of plant	35,219,123	28,134,680	322,948	205,238
Depreciation and amortization	16,309,085	15,439,135	133,688	75,937
Institutional support	36,053,687	33,825,673	5,226,208	3,838,881
Auxiliary operations	53,041,664	49,513,845	—	—
Total operating expenses	358,183,728	337,751,838	7,853,673	6,309,230
Operating loss	(99,477,575)	(91,874,805)	(4,705,831)	(3,671,682)
Nonoperating revenues (expenses):				
State appropriation (note 14)	83,187,769	82,910,362	—	—
Net investment income	2,498,587	1,496,959	751,946	135,254
Endowment income	—	—	8,690,234	2,701,125
Private gifts and contributions	—	—	6,139,647	6,298,792
Payments between the University and component units	7,722,977	8,996,801	(6,816,377)	(8,304,239)
Additions to permanent endowments	—	—	4,295,289	3,975,642
Patent receipts	—	—	966,319	1,107,244
Miscellaneous receipts	—	—	1,078,443	2,260,232
Interest expense	(4,318,315)	(5,618,976)	—	—
Net nonoperating revenues	89,091,018	87,785,146	15,105,501	8,174,050
Income (loss) income before capital activities	(10,386,557)	(4,089,659)	10,399,670	4,502,368
Capital appropriations (note 14)	21,746,909	9,414,901	—	—
Capital gifts	985,206	1,978,701	(985,206)	(1,978,701)
Increase in net assets	12,345,558	7,303,943	9,414,464	2,523,667
Net assets, at beginning of year	168,980,599	161,676,656	87,536,545	85,012,878
Net assets, at end of year	$ 181,326,157	168,980,599	96,951,009	87,536,545

See accompanying notes to financial statements.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island and Providence Plantations)

Statements of Cash Flows

Years ended June 30, 2006 and 2005

	2006 University of Rhode Island	2005 University of Rhode Island
Cash flows from operating activities:		
Tuition and fees	$ 158,394,830	144,580,185
Grants and contracts	73,771,138	62,289,849
Payments to suppliers	(90,467,757)	(84,226,173)
Payments to employees	(240,784,503)	(217,066,684)
Payments for scholarships, fellowships, and sponsored programs	(14,950,673)	(13,940,038)
Auxiliary enterprises	22,182,893	20,386,388
Other receipts	16,026,220	18,248,223
Net cash used by operating activities	(75,827,852)	(69,728,250)
Cash flows from noncapital financing activities:		
State appropriations	83,187,769	82,910,362
Cash overdraft implicitly financed	—	(100,492)
Gifts from component units	7,722,977	8,996,801
Funds held for others	151,080	(717,867)
Net cash provided by noncapital financing activities	91,061,826	91,088,804
Cash flows from capital and related financing activities:		
Proceeds from capital debt	79,361,247	70,332,511
Capital appropriations	21,746,909	9,414,901
Capital gifts	985,206	1,978,701
Net loss on disposal of capital assets	337,863	296,294
Purchase of capital assets	(67,353,599)	(24,418,575)
Principal paid on capital debt and leases	(65,053,634)	(2,502,782)
Interest paid on capital debt and leases	(4,318,315)	(5,618,976)
Deposit with trustee	13,834,233	(64,230,013)
Net cash used by capital and related financing activities	(20,460,090)	(14,747,939)
Cash flows from investing activities:		
Interest on investments	2,498,587	1,496,959
Net cash provided by investing activities	2,498,587	1,496,959
Net increase in cash, restricted cash and cash equivalents	(2,727,529)	8,109,574
Cash, restricted cash and cash equivalents – beginning of year	39,181,524	31,071,950
Cash, restricted cash and cash equivalents – end of year	$ 36,453,995	39,181,524
Reconciliation of net operating revenues (expenses) to net cash used by operating activities:		
Operating loss	$ (99,477,575)	(91,874,805)
Adjustments to reconcile net loss to net cash used by operating activities:		
Depreciation and amortization	16,309,085	15,439,135
Changes in assets and liabilities:		
Accounts receivable	13,290,944	(667,674)
Inventory and other current assets	1,474,681	(1,584,515)
Loans receivable	(990,511)	(642,738)
Accounts payable and accrued liabilities	(6,284,967)	7,751,452
Deferred revenues	(776,777)	814,833
Compensated absences	481,996	832,491
Refundable grant	145,272	203,571
Net cash used by operating activities	$ (75,827,852)	(69,728,250)
Supplemental disclosure of cash flows information:		
New capital leases	$ 507,618	583,568

See accompanying notes to financial statements.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

(1) Summary of Significant Accounting Policies

(a) Organization

The University is a State Land-Sea-and-Urban-Grant University. Chartered in 1951, the University offers undergraduate and graduate degree programs of study and also confers doctoral degrees. The University has three campuses throughout Rhode Island in addition to the main campus located in Kingston, Rhode Island. The University is accredited by the New England Association of Schools and Colleges. In addition, certain courses and programs of study have been approved by national accrediting agencies.

The University is supported by the State of Rhode Island, as part of the system of public higher education that includes the Community College of Rhode Island (CCRI) and Rhode Island College (RIC), with which articulation agreements exist for student transfer within the system.

The University, a component unit of the State of Rhode Island and Providence Plantations, is governed by the Rhode Island Board of Governors for Higher Education (the Board), a body politic and corporate established under Chapter 59 of Title 16 of the General Laws of Rhode Island. The Board consists of public members appointed by the Governor, as well as the Chair of the Board of Regents for Elementary and Secondary Education, and the Chairs or designees of the Finance Committees of the House and Senate of the Rhode Island General Assembly.

(b) Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The University has determined that it functions as a Business Type Activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements.

The University's policies for defining operating activities in the statements of revenues, expenses, and changes in net assets are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as nonoperating activities. These nonoperating activities include the University's operating and capital appropriations from the State of Rhode Island, net investment income, gifts, and interest expense.

The University has elected not to adopt the pronouncements issued by the Financial Accounting Standards Board (FASB) and related standards after November 30, 1989.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

(1) Summary of Significant Accounting Policies

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UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

The condensed statements of net assets of the Foundation as of March 31 and the Alumni Association as of June 30 are as follows:

	2006		
	Foundation	**Alumni Association**	**Total**
Current assets	$ 8,946,357	280,516	9,226,873
Noncurrent assets	85,922,711	3,026,973	88,949,684
Total assets	94,869,068	3,307,489	98,176,557
Current liabilities	142,455	161,655	304,110
Noncurrent liabilities	921,438	—	921,438
Total liabilities	1,063,893	161,655	1,225,548
Net assets:			
Invested in capital assets, net of related debt	6,098,722	—	6,098,722
Restricted:			
Expendable	23,417,401	1,065,475	24,482,876
Nonexpendable	61,356,149	—	61,356,149
Unrestricted	2,932,903	2,080,359	5,013,262
Total net assets	$ 93,805,175	3,145,834	96,951,009

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

	2005		
	Foundation	**Alumni Association**	**Total**
Current assets	$ 7,531,081	296,896	7,827,977
Noncurrent assets	78,393,085	2,788,658	81,181,743
Total assets	85,924,166	3,085,554	89,009,720
Current liabilities	417,688	244,976	662,664
Noncurrent liabilities	730,511	80,000	810,511
Total liabilities	1,148,199	324,976	1,473,175
Net assets:			
Invested in capital assets, net of related debt	4,762,620	—	4,762,620
Restricted:			
Expendable	18,768,767	986,074	19,754,841
Nonexpendable	58,142,003	—	58,142,003
Unrestricted	3,102,577	1,774,504	4,877,081
Total net assets	$ 84,775,967	2,760,578	87,536,545

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

The condensed statements of revenues, expenses and changes in net assets of the Foundation for the years ended March 31 and the Alumni Association for the years ended March 31 are as follows:

	2006		
	Foundation	Alumni Association	Total
Operating revenues:			
Endowment income	$ 8,690,234	—	8,690,234
Other sources	—	3,147,842	3,147,842
Total operating revenue	8,690,234	3,147,842	11,838,076
Operating expenses:			
Student services	—	2,170,829	2,170,829
Operation and maintenance in plant	—	322,948	322,948
Depreciation and amortization	133,688		133,688
Institutional support	3,483,353	1,742,855	5,226,208
Total operating expenses	3,617,041	4,236,632	7,853,673
Operating loss	5,073,193	(1,088,790)	3,984,403
Nonoperating revenues (expenses):			
Net investment income	708,450	43,496	751,946
Private gifts	4,709,097	1,430,550	6,139,647
Gifts to University	(6,816,377)	—	(6,816,377)
Additions to permanent endowments	4,295,289	—	4,295,289
Patent receipts	966,319	—	966,319
Miscellaneous receipts	1,078,443	—	1,078,443
Net nonoperating revenues	4,941,221	1,474,046	6,415,267
Income before other revenues, expenses, gains or losses	10,014,414	385,256	10,399,670
Capital gifts to the University	(985,206)	—	(985,206)
Increase in net assets	9,029,208	385,256	9,414,464
Net assets, beginning of year	84,775,967	2,760,578	87,536,545
Net assets, end of year	$ 93,805,175	3,145,834	96,951,009

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

	2005		
	Foundation	Alumni Association	Total
Operating revenues:			
Endowment income	$ 2,701,125	—	2,701,125
Other sources	—	2,637,548	2,637,548
Total operating revenue	2,701,125	2,637,548	5,338,673
Operating expenses:			
Student services	—	2,189,174	2,189,174
Operation and maintenance in plant	—	205,238	205,238
Depreciation and amortization	75,937	—	75,937
Institutional support	2,204,015	1,634,866	3,838,881
Total operating expenses	2,279,952	4,029,278	6,309,230
Operating loss	421,173	(1,391,730)	(970,557)
Nonoperating revenues (expenses):			
Net investment income	135,254	—	135,254
Private gifts	4,723,760	1,575,032	6,298,792
Gifts to University	(8,304,239)	—	(8,304,239)
Additions to permanent endowments	3,975,642	—	3,975,642
Patent receipts	1,107,244	—	1,107,244
Miscellaneous receipts	2,260,232	—	2,260,232
Net nonoperating revenues	3,897,893	1,575,032	5,472,925
Income before other revenues, expenses, gains or losses	4,319,066	183,302	4,502,368
Capital gifts to the University	(1,830,854)	(147,847)	(1,978,701)
Increase in net assets	2,488,212	35,455	2,523,667
Net assets, beginning of year	82,287,755	2,725,123	85,012,878
Net assets, end of year	$ 84,775,967	2,760,578	87,536,545

Complete financial statements for the Foundation can be obtained from: 79 Upper College Road, Kingston, RI 02881.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

Complete financial statements for the Alumni Association can be obtained from: Alumni Relations, Room 105, 73 Upper College Road, Kingston, RI 02881.

(c) Net Assets

Resources are classified for accounting purposes into the following three net asset categories:

Invested in capital assets, net of related debt: Capital assets, net of accumulated depreciation and of outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted – nonexpendable: Net assets subject to externally imposed conditions that the University must maintain them in perpetuity.

Restricted – expendable: Net assets whose use is subject to externally imposed conditions that can be fulfilled by the actions of the University or by the passage of time.

Unrestricted: All other categories of net assets. Unrestricted net assets may be designated by the University.

The University has adopted a policy of generally utilizing restricted – expendable funds, when available, prior to unrestricted funds.

(d) Cash Equivalents

Cash equivalents consist entirely of highly liquid financial instruments with an original maturity date of three months or less.

(e) Inventories

Inventories are stated at the lower of cost (first-in, first-out, and retail inventory method) or market, and consist primarily of bookstore, dining, health, and residential life services items.

(f) Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the Rhode Island Board of Governors for Higher Education's capitalization policy, all land is capitalized, regardless of value. Vehicles, equipment, computer software for internal use, and works of art and historical treasures with a unit cost of $5,000 or more are capitalized. Building, leasehold, and infrastructure improvements with a unit cost of $50,000 or more are capitalized. Interest costs on debt related to capital assets are capitalized during the construction period and then depreciated over the life of the asset. University capital assets, with the exception of land and construction in progress are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 50 years.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized.

(g) Compensated Absences and Salary Reduction Plan

University employees are granted vacation and sick leave in varying amounts. The University is committed to separate union contracts which contain different policies for the employees covered under the specific contract. In the event of termination, an employee is paid for those accumulated vacation and sick days allowable under the union contract or in the case of nonunion personnel, according to State or University policy.

Amounts of vested and accumulated vacation and sick leave are reported as accrued compensation and benefits. Amounts are determined based upon the personal service rates in effect as of the balance sheet date. No liability is recorded for nonvesting accumulating rights to receive vacation and sick pay benefits.

Also reported as noncurrent liabilities are the remaining balances of employee salaries deferred under a Comprehensive Salary Reduction Plan adopted by the Board during fiscal years 1991 and 1992. Minor amounts attributable to a voluntary salary reduction program for fiscal 1993, approved by the Board, are also included. These expenditures can be in the form of paid leave on a day-to-day basis, payment at the time of employee termination or retirement, or payment to an employee's estate in the event of death.

(h) Health

The State offers one state paid health plan to each of its participating agencies, including the University. The premiums for these plans are divided among the sixteen participants based upon their number of lives (eligible employees). Certain nonunion employees (classified and nonclassified) contribute between 4% to 8% of the cost of their health plans. The University pays the remaining balance of their health care costs for those employees who do not contribute to their health plans and is required to budget for these costs based on the estimated number of lives. The costs are automatically deducted through the payroll system on a biweekly basis. Amounts paid by the University to the State for the 2006 and 2005 health premiums were $24,442,819 and $25,393,363, respectively.

(i) Assessed Fringe Benefit Administrative Fund

In July 2000, the State established the Assessed Fringe Benefit Administrative Fund. This fund is used to make all payments relating to workers' compensation charges, unemployment payments, and payments to employees for unused vacation and sick leave at the time of retirement or termination from State service. The State funds this account by assessing a charge against the biweekly payrolls of all State agencies, including the University. The fringe benefit assessment rate for fiscal 2006 was 3.8% and for 2005 was 4.1%. The assessed fringe benefit cost for the University was $5,035,709 for fiscal year 2006 and $4,950,120 for fiscal year 2005.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

(j) Students' Deposits and Unearned Revenues

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are deferred and are recorded as revenues as earned.

(k) Student Fees

Student tuition, dining, residence, health, and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as expenses.

(l) Tax Status

The University is a component unit of the State of Rhode Island and Providence Plantations and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

(m) Use of Estimates

The presentation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(n) Risk Management

The University is exposed to various risks of loss related to general liability, property and casualty, workers' compensation, unemployment, and employee health and life insurance claims.

The University is insured for general liability with policy limits of $1 million per claim and $3 million in the aggregate with a $25,000 deductible. Coverage under the General Liability Policy extends to faculty, staff, students, and volunteers acting within scope of their duties on behalf of the University. Employed health care providers, are covered under an institutional medical malpractice policy excluding physicians who have separate coverage. This policy does not apply to actions relating to federal/civil rights, eminent domain, and breach of contract. Such claims are insured under a separate policy with limits of $4 million per claim and $4 million for the annual aggregate with a $150,000 deductible. Crime coverage for University employees is carried with a limit of $1 million and a deductible of $100,000. The University also maintains an excess liability insurance policy with a limit of $25 million.

Buildings and contents are insured against fire, theft, and natural disaster to the extent that losses exceed $100,000 per incident and do not exceed $500 million. A separate inland marine policy insures specifically listed property items such as computer equipment, valuable papers, fine arts, contractors equipment, and miscellaneous property at various limits of insurance and deductibles. The University also maintains Hull and Property & Indemnity coverage on a specific schedule of watercraft. This policy has a $300,000 policy limit with a $1,000 deductible over which there is an

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

excess coverage bringing the limit to $1 million. A separate policy insures the University's 184-foot research vessel.

All vehicles are owned by the State, which insures them for liability through an outside carrier. The policy is a loss retrospective program where premiums can be adjusted for claims incurred. Worker's compensation, unemployment, and employee health and life insurance claims are self-insured and managed by the State.

(o) Reclassifications

Certain 2005 balances have been reclassified to conform to the 2006 presentation.

(2) Cash, Cash Equivalents, and Investments

(a) Cash and Cash Equivalents

At June 30, 2006 and 2005, the carrying amount of the University's cash deposits was $33,615,333 and $33,469,618 and the bank balance was $32,379,978 and $38,117,655, respectively. Deposits are exposed to custodial credit risk if they are not covered by depositary insurance and the deposits are:

a) Uncollateralized

b) Collateralized with securities held by the pledging financial institution, or

c) Collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor-government's name.

Of the bank balance $270,704 was covered by federal depository insurance and $27,996,382 was collateralized with securities held by the pledging financial institution, in the University's name. The remaining amount, $4,112,892 was uninsured and uncollateralized. None of the University's cash deposits were required to be collateralized by law since the deposits are not time deposits. In addition, the three financial institutions doing business with the University exceed the minimum capital standards prescribed by their federal regulator.

The University's policy is in accordance with Chapter 35-10.1 of the Rhode Island General Laws dealing with the Public Finance any depository institutions holding public deposits shall insure or pledge eligible collateral equal to one hundred percent (100%) with any time deposit with maturities greater than sixty (60) days. If any depository institution does not meet its minimum capital standards as prescribed by its federal regulator they shall insure or pledge eligible collateral equal to one hundred percent (100%) of all public deposits.

The University does not have a policy for custodial credit risk associated with deposits.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

(b) Investments

The Rhode Island Board of Governors for Higher Education has a policy stressing preservation of principal and limiting deposits to federally insured and other financially secured accounts. The University predominantly invests in short to medium term cash and similar vehicles.

The Foundation investments at March 31, 2006 and 2005 and the Alumni Association investments at June 30, 2006 and 2005 are reported at fair market value and are composed of the following:

	2006		
	Foundation	Alumni Association	Total
Government securities	$ 14,972,646	—	14,972,646
Corporate bonds	6,274,990	1,055,811	7,330,801
Common stock	60,595,079	1,936,009	62,531,088
	$ 81,842,715	2,991,820	84,834,535

	2005		
	Foundation	Alumni association	Total
Government securities	$ 15,293,620	—	15,293,620
Corporate bonds	3,910,992	1,760,227	5,671,219
Common stock	53,910,324	1,028,431	54,938,755
	$ 73,114,936	2,788,658	75,903,594

(3) Cash Held by State Treasurer

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $2,838,662 and $5,711,906 at June 30, 2006 and 2005, respectively. The University has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the University which was subsequently utilized to pay for such liabilities.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

(4) Accounts and Pledges Receivable

Accounts receivable include the following at June 30:

		2006	2005
Student accounts receivable	$	6,661,072	8,413,959
Grants receivable		4,562,025	6,310,759
Unbilled grants receivable		8,262,075	15,303,770
Other receivables		4,390,625	7,734,145
		23,875,797	37,762,633
Less allowance for doubtful accounts		(4,744,570)	(5,340,462)
	$	19,131,227	32,422,171

The University has determined that the net amount of accounts receivable will be collected within one year's time.

(5) Loans Receivable

Loans receivable include the following at June 30:

		2006	2005
Perkins loans receivable	$	9,628,119	8,595,190
Nursing loans receivable		1,155,039	1,107,914
Health profession loans receivable		1,498,620	1,394,832
Other		445,835	639,733
		12,727,613	11,737,669
Less allowance for doubtful accounts		(424,948)	(425,515)
	$	12,302,665	11,312,154

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

(6) Capital Assets

Capital assets of the University consist of the following at June 30:

	2006					
	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifi-cations	Ending balance
Capital assets not being depreciated:						
Land	—	$ 888,172	—	—	—	888,172
Construction in progress	—	14,811,483	61,924,054	—	(16,919,473)	59,816,064
Total not being depreciated		15,699,655	61,924,054	—	(16,919,473)	60,704,236
Capital assets being depreciated:						
Land improvements	15-25	35,573,890	—	—	5,157,649	40,731,539
Buildings, including improvements	10-50	316,704,007	—	(559,011)	11,761,824	327,906,820
Furnishings and equipment (including cost of capital leases)	5-15	59,874,100	5,937,163	(1,789,847)	—	64,021,416
Total being depreciated		412,151,997	5,937,163	(2,348,858)	16,919,473	432,659,775
Less accumulated depreciation:						
Land improvements		7,219,281	1,612,765	—	—	8,832,046
Building, including improvements		120,336,086	9,268,908	(437,929)	—	129,167,065
Furnishings and equipment		38,421,592	5,215,684	(1,573,066)	—	42,064,210
Total accumulated depreciation		165,976,959	16,097,357	(2,010,995)	—	180,063,321
Capital assets, net		$ 261,874,693	51,763,860	(337,863)	—	313,300,690

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

	2005					
	Estimated lives (in years)	Beginning balance	Additions	Reductions	Reclassifi-cations	Ending balance
Capital assets not being depreciated:						
Land	—	$ 888,172	—	—	—	888,172
Construction in progress	—	6,576,407	13,549,257	—	(5,314,181)	14,811,483
Total not being depreciated		7,464,579	13,549,257	—	(5,314,181)	15,699,655
Capital assets being depreciated:						
Land improvements	15-25	32,664,418	2,909,472	—	—	35,573,890
Buildings, including improvements	10-50	308,160,913	3,228,913	—	5,314,181	316,704,007
Furnishings and equipment (including cost of capital leases)	5-15	55,761,097	5,314,501	(1,201,498)	—	59,874,100
Total being depreciated		396,586,428	11,452,886	(1,201,498)	5,314,181	412,151,997
Less accumulated depreciation:						
Land improvements		5,767,859	1,451,422	—	—	7,219,281
Building, including improvements		111,257,829	9,078,257	—	—	120,336,086
Furnishings and equipment		34,417,340	4,909,456	(905,204)	—	38,421,592
Total accumulated depreciation		151,443,028	15,439,135	(905,204)	—	165,976,959
Capital assets, net		$ 252,607,979	9,563,008	(296,294)	—	261,874,693

(7) Long-Term Liabilities

Long-term liabilities consist of the following at June 30:

	2006				
	Beginning balance	Additions	Reductions	Ending balance	Current portion
Leases and bonds payable:					
Lease obligations	$ 15,510,202	507,618	1,389,334	14,628,486	1,283,742
Revenue bonds payable	167,433,622	81,515,000	63,427,532	185,521,090	2,055,626
Loans payable	243,484	1,929,690	236,768	1,936,406	379,010
Total leases and bonds payable	183,187,308	83,952,308	65,053,634	202,085,982	3,718,378
Other long-term liabilities:					
Compensated absences	17,210,983	1,392,384	910,388	17,692,979	1,061,579
Total long-term liabilities	$ 200,398,291	85,344,692	65,964,022	219,778,961	4,779,957

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)
Notes to Financial Statements
June 30, 2006 and 2005

	2005				
	Beginning balance	Additions	Reductions	Ending balance	Current portion
Leases and bonds payable:					
Lease obligations	$ 16,162,039	583,568	1,235,405	15,510,202	1,202,816
Revenue bonds payable	96,952,155	71,675,000	1,193,533	167,433,622	2,687,533
Loans payable	317,328	—	73,844	243,484	75,376
Total leases and bonds payable	113,431,522	72,258,568	2,502,782	183,187,308	3,965,725
Other long-term liabilities:					
Compensated absences	16,378,492	1,986,135	1,153,644	17,210,983	1,300,450
Total long-term liabilities	$ 129,810,014	74,244,703	3,656,426	200,398,291	5,266,175

Bonds Payable

The revenue bonds payable totaling $185,521,090 and $167,433,622 as of June 30, respectively, consist of the following:

	2006	2005
Revenue Bonds payable to U.S. Government:		
1972 Graduate Housing Revenue Bonds, 5.75%, due semiannually through 2007	$ 260,000	375,000
Series 1993 B Facility Revenue and Refunding Bonds – Various Purpose Educational Facilities, 4.60% to 5.50%, due semiannually through 2023	260,040	403,660
Series 1997 Higher Education Revenue Bonds – University of Rhode Island Issue, 4% to 5.3%, due semiannually through 2023	1,720,000	1,780,000
Series 1999 A University of Rhode Island Auxiliary Enterprise Revenue Issue, 4.75% to 5.875%, due semiannually through 2029. The bonds were paid in fiscal 2006 from the proceeds of the Series 2005 D	—	18,390,000
Series 1999 B University of Rhode Island Educational and General Issue, 4.75% to 5.8%, due semiannually through 2029. The bonds were paid in fiscal 2006 from the proceeds of the Series 2005 G	—	3,500,000
Series 2000 B University of Rhode Island Educational and General Issue, 4.50% to 5.70%, due semiannually through 2030. The bonds were paid in fiscal 2006 from the proceeds of Series 2005 G	—	40,045,000

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)
Notes to Financial Statements
June 30, 2006 and 2005

	2006	2005
Series 2002 University of Rhode Island Educational and General Revenue Issue, 3% to 5.0% due semiannually through 2022	$ 7,660,000	7,975,000
Series 2003 A University of Rhode Island Educational and General Revenue Issue, 2% to 5%, due semiannually through 2013	2,790,000	3,100,000
Series 2003 B Facility Revenue Refunding Bonds, Auxiliary Enterprise Revenue Issue, 2% to 5%, due semiannually through 2023	12,152,600	12,640,959
Series 2003 C Facility Revenue Refunding Bonds, Educational and General Revenue Issue, 2% to 5%, due semiannually through 2023	7,488,450	7,549,003
Series 2004 A University of Rhode Island Auxiliary Enterprise Revenue Issue, 2.5% to 5.5%, due semiannually through 2024	33,935,000	33,935,000
Series 2004 B University of Rhode Island Auxiliary Enterprise Revenue Issue, 4% due semiannually through 2034	33,000,000	33,000,000
Series 2005 A University of Rhode Island Educational and General Revenue Issue, 3% to 4.25%, due semiannually through 2020	2,740,000	2,740,000
Series 2005 B University of Rhode Island Educational and General Revenue Issue, 3% to 4.25%, due semiannually through 2025	2,000,000	2,000,000
Series 2005 C University of Rhode Island Auxiliary Enterprise Revenue Issue, 3% to 4.625%, due semiannually through 2035	13,840,000	—
Series 2005 D University of Rhode Island Auxiliary Enterprise Revenue Refunding Issues, 3% to 4.625%, due semiannually through 2029	19,625,000	—
Series 2005 F University of Rhode Island Educational and General Revenue Issue 3% to 4.50%, due semiannually through 2025	3,245,000	—
Series 2005 G University of Rhode Island Educational and General Revenue Issue 4% to 5%, due semiannually through 2030	44,805,000	—
	$ 185,521,090	167,433,622

The 1972 Graduate Housing Revenue Bond was issued under trust indentures and is collateralized by a pledge of revenues from the facilities financed. The facilities include University housing, dining and student union operations. Under the terms of the trust indentures, certain net revenues from the pledged facilities must be transferred to the trustees for payment of interest, retirement of bonds and maintenance of facilities.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

In July 1993, Rhode Island Health and Education Building Corporation (the Corporation) issued the Facility Revenue and Refunding Bonds which included the $14,281,069 Various Purpose Educational Facilities Issue – Series 1993 B. The proceeds from this issue were used to defease the outstanding obligations of the University, Rhode Island College (RIC) and the Community College of Rhode Island (CCRI) relative to previous Series A and B issues of 1990 and 1992, respectively, and to fund the acquisition of library capital, and various capital renovations to existing buildings at the three institutions.

On September 1, 1997 the Corporation issued the $2,125,000 University of Rhode Island Issue, Series 1997. The proceeds of the Series 1997 Bonds, including accrued interest to the date of delivery, were used for the construction of an addition of the University's Social Science Center and for the renovations to the University's Multicultural Center.

On September 15, 1999, the Corporation issued the $20,000,000 University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 1999 A and the $3,800,000 University of Rhode Island Educational and General Reserve Issue, Series 1999 B. The proceeds of the Series 1999 A Bonds were used for the renovations and improvements to the University's residence halls and surrounding landscaping on the Kingston Campus, while the proceeds of the Series 1999 B Bonds were used for the acquisition of buildings on the University's Kingston Campus for general administrative use and for the reconstruction of paved surfaces on the Kingston Campus including roads, walkways, and parking lots.

On November 1, 2000, the Board completed a second amendment to the Loan and Trust Agreement dated as of September 1, 1997 authorizing the issuance of the University of Rhode Island Educational and General Issue Series 2000 B Bonds, par amount $40,160,000. The proceeds of Series 2000 B Bonds were used to finance capital improvements at the University consisting of the Athletic Complex Convocation Center, the Athletic Complex Ice Rink Facility, and a modular building.

On November 15, 2002, the Corporation issued the University of Rhode Island Educational and General Reserve Issue, Series 2002 Bonds. The proceeds of these bonds were used to finance the construction and equipping of 1,000 parking spaces, transit shelters, parking meters, and shuttle services. In addition, part of the proceeds were deposited in a capitalized interest fund to finance the interest due until 2005.

On May 1, 2003, the Corporation issued the University of Rhode Island Educational and General Revenue Issue, Series 2003 A Bonds, par amount $3,100,000. The proceeds of the Series 2003 A Bonds were used for the construction, equipping and furnishing of the Alumni Center, which provides meeting and reception space as well as office suites for staff members serving the University of Rhode Island Alumni Association and the Division of University Advancement.

On July 17, 2003, the Corporation issued the Facility Revenue Refunding Bonds, Auxiliary Enterprise Revenue Issue, Series 2003 B Bonds, par amount $20,785,000, and the Facility Revenue Refunding Bonds, Educational and General Revenue Issue, Series 2003 C Bonds, par amount $13,165,000. The proceeds of these bonds were used to defease the outstanding obligations of the University, RIC and CCRI relative to the previous Series A and Series B issues of 1993.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

In December 2004, the Corporation issued the University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2004 A, Fixed Rate Revenue Bonds with a par amount of $33,935,000 and the University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2004 B, Variable Rate Revenue Bonds with a par amount of $33,000,000. The proceeds of the 2004 Bonds are being used for the construction of a 440-bed apartment unit and a 360-suite-style residence hall. In addition, part of the proceeds were deposited in a capitalized interest fund to finance the interest due until 2007.

On April 1, 2005, the Corporation issued the University of Rhode Island Educational and General Revenue Issue, Series 2005 A Bonds, par amount $2,740,000. The proceeds were used to construct the 2nd level of an existing facility, Surge Modular Building I, located at 210 Flag Road on the Kingston Campus.

On June 30, 2005, the Corporation issued the University of Rhode Island Educational and General Revenue Issue, Series 2005 B, with a par amount of $2,000,000. The proceeds of this bond were used for the construction and rebuilding of parking facilities, roadways, sidewalks, curbing, drainage and landscape amenities on the Kingston Campus.

On October 14, 2005, the Corporation issued the University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2005 C Bonds with a par amount of $13,840,000. The proceeds of the 2005 C Bonds were used for the demolition and construction of a two story dining hall. The Corporation also issued the University of Rhode Island Education and General Revenue Issue, Series 2005 F Bonds with a par amount of $3,245,000. The proceeds of the 2005 F Bonds were used to acquire and demolish the former Delta Chi House.

On October 14, 2005, the Corporation issued the Auxiliary Enterprise Revenue Refunding Issue, Series 2005 D Bonds with a par amount of $19,625,000. The proceeds of the 2005 D Bonds were used to advance refund the outstanding Series 1999 A principal of $18,020,000. The net present value savings from refunding is $1,127,401. The Corporation also issued the Educational and General Revenue Issue, Series 2005 G Bonds with a par amount of $44,805,000. The proceeds of the 2005 G Bonds were used to advance refund the outstanding Series 1999 B principal of $3,430,000 and Series 2000 B principal of $39,290,000. The net present value of savings of this refunding is $2,185,245 in total.

In addition to specific project costs, bond proceeds were also used to fund debt service reserve funds and costs of bond issuance.

The bonds issued by the Corporation are special limited obligations of the Board of Governors acting on behalf of the University. The refunding and general and educational bonds are secured by all available revenues of the Board of Governors derived by the University and State appropriations for the University. The auxiliary enterprise revenue bonds are secured by all auxiliary enterprise revenue of the University.

The bond agreements covering the above-mentioned bond issues contain redemption provisions and various restrictive covenants. The University complied with such covenants at June 30, 2006 and 2005.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)
Notes to Financial Statements
June 30, 2006 and 2005

Principal and interest on bonds payable for the next five years and in subsequent five-year periods are as follows:

	Principal	Interest	Total
Year ending June 30:			
2007	$ 2,055,624	8,126,537	10,182,161
2008	3,864,309	8,048,238	11,912,547
2009	5,310,930	7,752,790	13,063,720
2010	5,488,117	7,571,080	13,059,197
2011	5,695,303	7,372,170	13,067,473
2012-2016	30,966,949	33,477,504	64,444,453
2017-2021	36,862,874	26,178,598	63,041,472
2022-2026	39,501,984	16,588,848	56,090,832
2027-2031	37,325,000	7,981,100	45,306,100
2032-2036	18,450,000	1,651,306	20,101,306
	$ 185,521,090	124,748,171	310,269,261

In conjunction with its 2004 B issuance of fixed-rate revenue bonds, the University entered into an interest rate Swap agreement with a financial institution counter party. See note 8 for details.

Interest costs for the years ended June 30, 2006 and 2005 were $5,014,055 and $7,331,214, respectively. Of these amounts, $695,740 and $1,712,238 were capitalized in 2006 and 2005, respectively.

Loans Payable

Principal and interest in loans payable for the next five years are as follows:

	Principal	Interest	Total
Year ending June 30:			
2007	$ 379,010	43,707	422,717
2008	440,229	38,851	479,080
2009	299,912	33,729	333,641
2010	305,312	28,328	333,640
2011	511,943	75,203	587,146
	$ 1,936,406	219,818	2,156,224

Lease Obligations

On May 21, 1998, the Board and the University (individually and collectively called University) entered into a Development and a Steam Service Agreement with ERI Services, Inc., the Seller, a Delaware corporation. Noresco, LLC, (a company subsidiary) was the Seller's contract service provider. On December 30, 2005, Noresco was sold to ERI (including the University's contract) to a fund managed by

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

GFI Energy Ventures, LLC, a California corporation. Under this agreement, the Seller is required to deliver and the University is required to purchase certain quantities of acceptable steam required by the University in connection with its operation. The Seller's commitment for steam service to the University is for a duration of twenty years from the initial delivery date, which corresponds to the completion of the construction of the new steam plant.

The Seller assumed the construction costs of this facility, which is located on the University's property. In addition, the Seller is responsible for the costs of operating this facility and for making such additional repairs to the steam/condensate distribution system as directed by the University at a cost of up to $1.5 million.

The Seller is required to supply the University with 320,000,000 pounds of steam annually until 2019. If the Seller is unable to supply this requirement, the University may purchase steam in excess of that produced by the Seller from any other source. Additionally, the Seller cannot sell steam produced at the facility to any party other than the University without prior consent from the University. Each year, the actual consumption of steam is recorded and a year-end adjustment is effectuated to assure that all operation and maintenance costs are addressed.

The monthly charges for services under the contract consist of a capacity charge and a variable charge for acceptable steam delivered. For contract years 1 through 20, the capacity charged is fixed at $108,000 per month. The variable charge for the same period is calculated as the sum of commodity charges for gas and fuel oil consumed at the plant plus gas transportation and delivery charge, including operation and maintenance charge for acceptable steam delivered per thousand pounds. The O & M charge is adjusted for the current consumer price index.

On May 15, 1999, the Rhode Island Economic Development Corporation (EDC) issued the $16,395,000 Rhode Island Economic Development Corporation Revenue Bonds (University of Rhode Island Steam Facility Project) Series 1999 and made the proceeds available to ERI to fund the construction of the steam plant. On June 3, 1999, the University, ERI, EDC, and the Chase Manhattan Bank, as Trustee, entered into a Consent, Amendment, and Assignment Agreement to ensure the continued payment of the capacity charge. The agreement requires the University to include in each annual budget a specific line item request for the capacity charge. This includes a specific reference to the capacity charge as the source of payment of the debt service on the Rhode Island Economic Development Corporation Revenue Bonds (University of Rhode Island Steam Facility Project) Series 1999. During the term of the Indenture Agreement covering this bond issue, the University is obligated to make payments of the capacity charge directly to the Trustee.

The construction of the facility was completed in November 1999, and the University owns the facility throughout the term of the Steam Agreement and thereafter.

The University accounted for the amounts due under the above steam agreement as a capital lease and recorded the steam plant at $16,395,000, the present value of the minimum lease payments.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

The following schedule summarizes future minimum payments under all noncancelable leases at June 30, 2006:

		Principal	Interest	Total
Year ending June 30:				
2007	$	1,283,741	664,059	1,947,800
2008		1,306,944	616,343	1,923,287
2009		861,299	566,086	1,427,385
2010		897,370	526,459	1,423,829
2011		938,732	483,820	1,422,552
2012-2016		4,755,400	1,726,833	6,482,233
2017-2020		4,585,000	453,271	5,038,271
	$	14,628,486	5,036,871	19,665,357

(8) Interest Rate Swap

(a) Objective of the Interest Rate Swap

The intent of the Swap was to lower the cost of funds relating to the University's currently outstanding Auxiliary Enterprise Revenue Issue, Series 2004 B.

(b) Terms

The University pays the bondholders a variable rate set weekly. Based on the Swap agreement, the University pays interest at a variable rate based on the Bonds and I) a Fixed Rate on the Swap equal to 3.691% and II) in return the University receives the sum of (i) 67.0% of the one month USD-LIBOR-BBA plus (ii) 0.12%. The one month USD-LIBOR-BBA plus 0.12% is a variable rate designed to offset the variable rate paid to the bondholders, thereby establishing a synthetic fixed rate for the bonds.

All payments under the Swap agreement are netted and paid on a monthly basis each on the fifteenth (15th), commencing on January 15, 2005. As further defined in the Confirmation to the Swap agreement, the Board of Governors of Higher Education is acting for the University. Subject to cash settlement, the University has the right to terminate the agreement, in whole or in part, on the Effective Date and on any Business Day thereafter. The Swap is scheduled to terminate on September 15, 2034.

(c) Fair Value

Because interest rates have declined and tax-exempt and taxable ratios have remained high since execution of the Swap, the Swap, if it were to be terminated, had a fair market value of $1,215,250 and a negative fair market value of $2,530,725 as of June 30, 2006 and June 30 2005, respectively. Swaps are not normally valued through exchange-type markets with easily accessible quotation systems and procedures. The fair market value was calculated using the zero coupon method.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

Information was obtained from generally recognized sources with respect to quotations, reporting specific transactions and market conditions and based on accepted industry standards and methodology.

(d) Basis and Credit Risk

As the variable rate that the University pays on its Bonds, which approximates the Bond Market Association Municipal Swap Index, differs from the variable percent of LIBOR rate received from MLCS, the Swap exposes the University to basis risk. As of June 30, 2006 and June 30, 2005, the Bond Market Municipal Swap Index was 3.97% and 2.28%, respectively whereas 67.0% of 1 month LIBOR plus 0.12% was 3.58% and 2.35% respectively.

As of June 30, 2006, the University was exposed to credit risk because the Swap had a negative fair value. MLCS is unconditionally guaranteed by Merrill Lynch & Co. and has maintained their ratings since inception of AA3, A+ and AA- by Moody's Investors Service, Standard & Poor's and Fitch Ratings, respectively. Additionally the University has obtained Swap insurance on this transaction from Ambac Assurance Corporation. To mitigate credit risk, if the counterparty's credit quality falls below a threshold level, the counterparty is obligated, on demand of the University, to provide and maintain collateral (cash or U.S. Government and Agency Securities) having certain values required by the Swap in order to provide security for payment of the positive value of the Swap, if any, to the University.

(9) Grant Refundable

The University participates in the Federal Perkins Loan, Nursing Loan, and Health Profession Loan Programs. These programs are funded through a combination of federal and institutional resources. The portion of these programs that has been funded with federal funds is ultimately refundable to the U.S. government upon the termination of the University's participation in the programs.

(10) Restricted Net Assets

The University is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are composed of the following at June 30:

		2006	2005
Restricted – expendable:			
Loans	$	3,187,037	3,012,534
Capital programs		3,547,142	8,490,033
Sponsored research		82,714	24,685
	$	6,816,893	11,527,252

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

(11) Unrestricted Net Assets

The University's unrestricted net assets at June 30 were internally designated for goods and services that have not yet been received and normal working capital balances maintained for auxiliary enterprise and departmental activities.

(12) Contingencies

Various lawsuits are pending or threatened against the University that arose from the ordinary course of operations. In the opinion of management, no litigation is now pending, or threatened that would materially affect the University's financial position.

At June 30, 2006 and 2005, the University is a guarantor of loans to fraternities and sororities in the amount of $563,532 and $563,782, respectively.

The University receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the University. In the opinion of management such adjustments, if any, are not expected to materially affect the financial condition of the University.

(13) Operating Expenses

The University's operating expenses, on a natural classification basis, are the following for the years ended June 30:

	2006	2005
Compensation and benefits	$ 230,700,351	221,823,351
Supplies and services	96,223,619	86,549,314
Depreciation and amortization	16,309,085	15,439,135
Scholarships and fellowships	14,950,673	13,940,038
	$ 358,183,728	337,751,838

(14) State Appropriation

(a) Direct Appropriations

Pursuant to the Rhode Island General Law 16-59-9, the legislature-enacted budget reflects the budget passed by the General Assembly and signed by the Governor as well as any re-appropriations made by the Governor for fiscal 2005. The Board reviews and approves the unrestricted and restricted budgets and makes recommendations to the Governor and General Assembly for revisions to the current year's budget and the ensuing year's budget for the University, RIC, CCRI, and the Office of Higher Education.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

The original and supplemental budget requests to the Governor and General Assembly are acted upon by a vote of the Board. As part of the University's annual budget process for unrestricted and restricted funds, the Board allocates specific amounts in the budget which are allocated for the following categories: (1) salaries and wages; (2) operating expenditures; and (3) outlays for personnel costs, utilities, repairs, capital, and student aid, as well as the overall budget allocation.

(b) State Capital Plan Funds

The Rhode Island Capital Plan Fund was modeled on a financial technique originating in the State of Delaware. Each year the State reserves 2% of its general revenues to fund a Budget Reserve and Cash Stabilization Fund. This process continues annually until the fund reaches 3% of total resources. Once that point is achieved, excess revenues are transferred to a Capital Plan Fund. This Capital Fund is used for capital expenditures and for debt reduction. The technique is a "pay-as-you-go" process that avoids increasing the state's debt burden. Higher education has received off-budget allocations through this program since fiscal 1995.

During fiscal years 2006 and 2005, the State allocated $9.31 million and $6.21 million, respectively, to the University for asset protection.

(c) State Contributed Capital

In November 1998, the Rhode Island votes approved the issuance of $21.0 million General Obligation Bonds for higher education facilities. The bond provided the University with $10.0 million for the renovations of Lippitt and Independence Hall. From the proceeds of these general obligation bonds issues, the University spent $2.87 and $0.59 million on the renovations of these two buildings at the Kingston Campus during fiscal years 2006 and 2005, respectively.

In November 2000, the Rhode Island voters approved the issuance of General Obligation Bonds to fund improvements to the University. The bonds provide funding until 2008 with $22 million to fund the major renovations and upgrades of student residence halls and surrounding landscape at the University. During fiscal years 2006 and 2005, the University spent $1.17 million and $1.99 million, respectively.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

In November 2004, Rhode Island voters approved the issuance of $114 million General Obligation Bonds to fund improvements for higher education facilities. The bonds provide the University with $20 million to complete the residence hall renovation project initiated in 1999, $14 million for the construction of an Ocean Exploration and Research Center and rehabilitate the Pell Marine Science Library, and $50 million for the construction of the Center for Biotechnology and Life Sciences. During fiscal years 2006 and 2005, the University spent $8.41 million and $0.57 million, respectively.

The expenditures funded from the proceeds of the above-mentioned general obligation bonds and capitalized during fiscal years 2006 and 2005 totaled $12,433,660 and $3,201,612, respectively.

The University's State appropriations is composed of the following at June 30:

	2006	2005
Direct appropriations	$ 83,187,769	82,910,362
State Capital Plan Funds	9,313,249	6,213,289
State contributed capital	12,433,660	3,201,612
	$ 104,934,678	92,325,263

(15) Pension, Early, and Post-Retirement Plans

Certain employees of the University, RIC, CCRI, and the Office of Higher Education (principally faculty and administrative personnel) are covered by individual annuity contracts under a defined contribution retirement plan. Eligible employees who have reached the age of 30, and who have two (2) years of service are required to participate in either the Teachers' Insurance and Annuity Association, the Metropolitan Life Insurance Company or Variable Annuity Life Insurance Company retirement plan. Eligible employees must contribute at least 5% of their gross biweekly earnings. These contributions may be made on a pre-tax basis. The University contributes 9% of the employee's gross biweekly earnings. Total expenditures by the University for such 403(b) annuity contracts amounted to $8,311,928 and $7,913,225 during 2006 and 2005, respectively.

Other employees of the University (principally civil service personnel) participate in the Employees' Retirement System of the State of Rhode Island (System), a multiple-employer, cost-sharing, public employee retirement system. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. The level of benefits provided to state employees is established by Chapter 36-10 of the General Laws which is subject to amendment by the general assembly. The System issues a publicly available financial report that includes financial statements and required supplementary information for plans administered by the system. The report may be obtained by writing to the Employees' Retirement System, 40 Fountain Street, Providence, RI 02903. The payroll expense of University employees covered by the system was $36,954,644 and $34,243,672 for the years ended June 30, 2006 and 2005, respectively. The University's total payroll expense for the years ended June 30, 2006 and 2005 was $174,360,184 and $166,682,017, respectively.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

All full-time employees of the University who have not obtained at least 10 years of contributory service as of July 1, 2005 and are not covered by 403(b) annuity contracts are eligible to retire at or after age 65 with 10 years of credited service, or at age 59 with 29 years of credited service or at age 55 and had completed 20 years of total service provided, that the retirement allowance, as determined according to the formula in the State statute is reduced actuarially for each month that the age of the member is less than 65 years. The retirement benefit is equal to various percentages of annual earnings, ranging from 1.6% to 2.25% for each of the first 38 years of service, to the maximum benefit of 75% of final salary after 38 years of service. Final average salary is the three highest consecutive years of earned salary excluding overtime, bonuses or severance pay. The System also provides certain death and disability benefits. The above information can be found at RIGL 36-10-9 and 36-10-10.

Employer and employee required contributions to the System are established by the State of Rhode Island and are based on percentages established by the State of Rhode Island and are based on percentages of covered employees' gross salaries, which are calculated annually by the fund's actuaries. Covered employees in the System were required to contribute 8.75% of salaries paid while the University was required to pay 14.84% and 11.51% of salaries paid for the years ending June 30, 2006 and 2005, respectively. In addition, the University is required to contribute 2.24% and 1.87% in 2006 and 2005, respectively, for post-retirement health benefits. Employees contributed $3,233,531 and $2,996,321, respectively, and the University's contribution to the System for the years ended June 30, 2006, 2005, and 2004 were $6,312,974, $4,852,572, and $3,653,403, respectively, representing 100% of the required contribution for each of the three years.

In 1998, the Rhode Island Board of Governors for Higher Education established a health care insurance retirement program (medical coverage only), effective July 1, 1998. This health benefit applies to employees who participate in the Rhode Island Board of Governors for Higher Education defined contribution retirement plan noted above. Active employees who are covered by the Board of Governors retiree medical plan contribute 0.25% of their regular salary. To be eligible for coverage the retiree must have worked a minimum of 10 years for the Board of Governors or the University and must be 60 years of age, unless they have 28 years of service. Depending on the years of service and the retiree's age the Board of Governors will pay from 50% to 100% medical insurance premium while the retiree will contribute from 50% to 0%. Employees covered by this program contributed $383,000 and $348,000 during fiscal years 2006 and 2005, respectively.

(16) Joint Venture

Municipal joint ventures pool resources to share the costs, risks, and rewards of providing services to their participants, the general public, or others. The University, in coordination with the Town of South Kingstown and the Town of Narragansett, shares in the maintenance costs of the regional waste water system, which was constructed during the late 1970's. Each is responsible for its share of the net capital and administrative costs of the project. The University's fiscal 2006 and 2005 share of capital expenditures amounted to $45,302 and $20,442, respectively.

UNIVERSITY OF RHODE ISLAND
(A Component Unit of the State of Rhode Island
and Providence Plantations)

Notes to Financial Statements

June 30, 2006 and 2005

In addition to capital costs, the University is responsible for its proportionate share of the total operating costs of the regional waste water system. Its share of the operating costs is in proportion to its share of the total flow into the common facilities as determined by metering devices and a predetermined percentage of operating costs of certain other facilities. The University's share of operating costs amounted to $456,504 and $397,920 in 2006 and 2005, respectively. Financial information may be obtained at the Town of South Kingstown, 180 High Street, Wakefield, Rhode Island 02879.

(17) Pass Through Grants

The University distributed $49,179,675 and $44,803,628 during fiscal 2006 and 2005, respectively, for student loans through the U.S. Department of Education federal direct lending program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

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September 1, 2006

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

The Board of Governors for Higher Education
State of Rhode Island and Providence Plantations:

We have audited the financial statements of the business-type activities and the discretely presented component units of the University of Rhode Island (the University) (a component unit of the State of Rhode Island and Providence Plantations) as of and for the year ended June 30, 2006, which collectively comprise the University's basic financial statements, and have issued our report thereon dated September 1, 2006, which included a reference to the reports of other auditors who audited the discretely presented component units. We did not audit the financial statements of the discretely presented component units. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Our consideration of internal control over financial reporting and our tests of compliance with certain provisions of laws, regulations, contracts and grants, and other matters did not include the discretely presented component units audited by the other auditors referred to in the previous paragraph. The findings, if any, of those other auditors are not included herein.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the University's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information of the Board of Governors for Higher Education management, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

KPMG LLP

APPENDIX F

Key Documents and Web Sites

Title	URL
2006-2009 Strategic Plan "Steps Towards Transformation"	http://www.uri.edu/pspd/Updates/Final_St_Plan_2006-09.doc
Academic Enhancement Center Website	http://www.uri.edu/aec/
Academic Investment and Improvement Model (AIIM)	http://www.uri.edu/facsen/AIIM_Home.html
Academic Program Review Committee	http://www.uri.edu/facsen/FSEC_Report_5.pdf
Administration Division Policies	http://www.uri.edu/controller/policies.shtml
Branding Initiative Website	http://www.uri.edu/uribrand/
Compliance Office	http://www.uri.edu/research/compliance/
Department of Safety & Risk Management	http://www.uri.edu/safety/
Disability Services	http://www.uri.edu/disability/dss/
Division of Student Affairs	http://www.uri.edu/student_affairs/
Enrollment Services	http://www.uri.edu/es/
Faculty Contract	http://www.ele.uri.edu/aaup/facultycontract2004-2007.pdf
Faculty Senate Home Page	http://www.uri.edu/facsen/
General Education Program	http://www.uri.edu/facsen/GENED_Program_May04
Graduate School	http://www.uri.edu/gsadmis/
Graduate Student Manual	http://www.uri.edu/gsadmis/TOC.html
Honors Program Website	http://www.uri.edu/honors_prog/wordpressHonors/
Institutional Research	http://www.uri.edu/ir/
Joint Strategic Planning Committee (JSPC)	http://www.uri.edu/facsen/JSPC.html
Just for Students	http://www.uri.edu/home/students/
Management Letter 2004-2005	http://www.uri.edu/pspd/planserv/2005_Management_Letter.pdf
Management Letter 2005-2006	http://www.uri.edu/pspd/planserv/2006_Mgt_Ltr_Final.doc
Management Letter 2006-2007	http://www.uri.edu/pspd/Updates/ManagementLett07fina[1].doc
Mission	http://www.uri.edu/home/about/mission.html
Office of Information Services	http://www.uri.edu/ois/
On-line Catalog	http://www.uri.edu/catalog/
Partnerships Website	http://www.uri.edu/outreach/Outreach_Partnerships.htm
Planning Services Home Page	http://www.uri.edu/pspd/
Research Related Policies	http://www.uri.edu/research/tro/urpol.htm
Rhode Island Board of Governors Higher Education (RIBGHE)	http://www.ribghe.org/
RIBGHE Approval of URIs Mission	http://www.uri.edu/accreditation/TrusteeApprovalofMission.pdf
RIBGHE Transfer Guide for Students	http://www.ribghe.org/transferguide.htm
Student Handbook	http://www.uri.edu/judicial/studenthandbook.pdf
Student Learning and Outcomes Assesment Website	http://www.uri.edu/assessment
Substance Abuse Prevention	http://www.uri.edu/alcohol/
Talent Development Website	http://www.uri.edu/talent_development/
Undergraduate Admission Office	http://www.uri.edu/admission/
University Manual	http://www.uri.edu/facsen/MANUAL_05.html
University Policies	http://www.uri.edu/facsen/APPENDIX_Gconts.html
View Book	http://advance.uri.edu/offsitepages/admission/default.htm
Vision Statement	http://www.uri.edu/accreditation/VisionStatement.doc