

Roger Williams
University

STATE OF THE UNIVERSITY

October 24, 2019



A Note from the President



Colleagues,

On the day I deliver my State of the University address, I will be just sixty-six days into my time as President of Roger Williams University, and I am very proud to be here and be with you. Everyone I meet, from students to faculty and staff, has been wonderful in welcoming me to this amazing community. As I get to know each of you and hear your passion for your work, it makes me more and more excited for all we'll do together to make this University even better.

In keeping with tradition, I humbly place my name on this report, but I acknowledge that the accomplishments that fill these pages happened before my arrival. I am deeply impressed by the sheer scope of work that is described throughout, and I hope that you are as well in seeing the 2018-2019 year summarized in one place. It takes the efforts of so many people to make a University run effectively, to serve students, and to be an inclusive and supportive work place. I know you are doing that exceptionally well as I see many of our students and employees thriving.

As you all know more than I, it is important to consider the accomplishments described in the 2018-2019 year against the backdrop of budget restrictions, doing a presidential search, and the increasing competitive challenges of recruiting new students. But as a newcomer, I can see the truly remarkable work this campus is capable of and the capacity each person here has to make Roger Williams a unique and special university.

There were many who have stepped up during the transitional leadership gaps of this past year. I want to thank Andy Workman for serving as interim president, Tim Baxter for serving as new Board of Trustees chair and interim president for a stretch, Bob Cole for his service as interim provost, Bob Shea for his expanded role as vice provost, and so many others that I cannot mention here.

This year will be filled with excitement and new beginnings. It is a year of planning and imagining our future, of considering what it truly means for Roger Williams University to be what the world needs now and deliver on the promise of an amazing educational experience for all of our students and learners across our campuses and programs.

I am confident we will advance and grow with the contributions of each colleague, community member, and friend of the university to chart our next chapter. Our journey may be difficult at times. It will take a great deal of commitment and energy. But know that we will also have fun along the way! Together, as Hawks, we will commit our time and talent in ways reflected in this document and new things we have not yet dreamed, and I know we will succeed.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Ioannis N. Miaoulis'. The signature is fluid and stylized, with a large initial 'I' and a long, sweeping underline.

Dr. Ioannis N. Miaoulis

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ACADEMIC AFFAIRS

OVERVIEW

With so much exciting work taking place across Academic Affairs, the selection of what to highlight in this report is no easy task. Some of the wonderful work of our engaged colleagues was showcased at the Fall Faculty Conference. For this report, we have chosen to focus on the impressive results of initiatives aimed at some key strategic goals, which include diversity, inclusion, equity, affordability, and student success. These initiatives represent some of the best examples of collaborative, student-centered programming of which we all can be proud.

CENTER FOR STUDENT ACADEMIC SUCCESS

2018-2019 ACCOMPLISHMENTS

The focus of The Center for Student Academic Success for the 2018-2019 academic year was to continue to improve our student success initiatives, with the overarching goal of achieving comparable retention rates of our peer and aspirant institutions within the next three to five years. In particular, CSAS targeted a 3-5% increase in the overall retention rate for first to second year undergraduate students on the Bristol campus. The hard work across campus paid off and we are proud to report that as of the October 1 census date, first to second year retention is up 4% this year! For Day Program students, 84.9% of the Fall 2018 entering cohort are registered for Fall 2019, up 3.8% compared to the 2017 entering freshman cohort for Day Program students. We are also delighted to announce that we saw an increase in retention for the fall of their third year, up 2.4% (at 73.8% compared to 71.4%). CSAS looks forward to continuing the work of creating a campus culture of student success recognizing it as an institutional commitment and at the heart of our mission as educators.

2019-2020 INITIATIVES

- Continued implementation of student learning outcomes recommended by the First Year Experience Committee. Highlights included development of student success programming in summer and fall orientation and a new required first year seminar, the Roger Seminar.
- Developed workshops for Roger Seminar faculty on working with first year students.
- Continued development of outreach efforts and early alert systems, including specific outreach to 1160 students with 1599 warning grades. Launched the successful use of “nudge campaigns” to specific student groups employing messages of “mattering” and “mindset” with average open rates of 77.5%!
- Creation of “Majors Fair” in the spring 2019 semester to introduce students to the variety of academic offerings and to encourage sophomore students to declare a major.
- The Academic Skills Enrichment Program (ASEP) for first year students on academic probation was further developed this year, providing ASEP mentors with a weekly syllabus of topics and timely information to review with their mentees.
- Shift in approach to a more supportive model for students who have not reached satisfactory academic standing resulted in the creation of a new model of academic management where students are assigned an advisor (in their school or in CSAS) to meet with regularly during the semester. Significant changes were also made to the academic standards appeals process.
- The Peer Mentor program continued to support the transition of new students in their first year at RWU. 6 upperclassmen served in this important leadership role this past year.
- A special focus on the sophomore year resulted in the creation of the SophoMORE program in January 2019. After revamping programming and messaging for the first year that centered on exploration, we are now

ACADEMIC AFFAIRS

building a strong sophomore experience focusing on expanding their learning and opportunities to grow. CSAS launched its first ever program specifically designed for undeclared sophomores, welcoming back sophomores two days before classes started to participate in The SophoMORE Experience. The initiative of this pilot program was to help students maximize their experience at RWU by guiding them to explore different majors, to expand their connections, and to engage with opportunities to become career ready.

- Staff Co-PI's from the Tutoring Center, along with faculty Co-PI's, planned and executed the first RISE Summer Bridge Program in June. Students participated in a variety of hands-on activities centered around the theme of microplastics in the ocean.
- The Advising & Peer Mentorship Office launched an academic referral program providing faculty with an easily accessible way to report students who have poor attendance, concerning grades, etc. This system made it easier for the office to track these referrals and ensure follow-up.

- During the academic year, the Tutoring Center recorded 21,920 visits with over 1,958 unique students.
- The Tutoring Center's Writing Center conducted training on citation systems in academic papers (APA, MLA, Chicago) that resulted in classroom presentations on the process of writing research papers. The Science Center launched a #ScienceOnCampus social media campaign highlighting specific STEM researchers on campus.
- Student Accessibility Services, Faculty Senate, and the Counseling Center collaborated on a faculty workshop on a recent trend in student needs and recommendation for teaching and advising students with documented disabilities including mental health concerns.

CLASS OF 2018



84.9%

First to Second
Year Retention

+3.8%

improvement
over prior year

Represents 40 students enrolled this fall

CLASS OF 2017



73.8%

Retention of Class of
return for third year



+2.4%

improvement
over prior year



21,920

Tutoring Center Visits



ACADEMIC AFFAIRS

OPEN EDUCATIONAL RESOURCES

Since 2016 the University Library in collaboration with CSALTT, has been providing an OER Faculty Fellows program, where faculty commit to trading in their expensive textbook for an open (free) option. OER (Open Educational Resources) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions (William & Flora Hewlett Foundation, 2019). OER promotes equity in the classroom by removing access barriers to student learning materials, while simultaneously providing faculty with opportunities to customize textbooks and other learning resources that best support their course learning outcomes. With OER, students no longer have to make difficult choices like deciding whether to buy groceries, pay a bill, or buy the required textbooks for their classes. Faculty can also ensure their students have access to the course material on the first day of class.

- Academic programs using OER this semester include: Anthropology/Sociology, Business, Core, Marine Biology, Physics, Political Science, Psychology, Public Health, Sustainability Studies, and Writing
- 24 faculty have participated in the Fellows program to date.
- RWU became members of the Open Textbook Network in 2019, joining over 1,147 other higher ed campuses across the United States and Australia
- OER that our faculty create has been adopted as the primary text for 8 other colleges across the US



Red star denotes RWU faculty member Professor of Biology Paul Webb's open textbook he wrote in 2016 and published as part of his OER Faculty Fellowship. Blue stars denote all the institutions across the United States that have reported adopting his free textbook as their primary text for their course. Adopting institutions include: Kent State University, Bellevue Community College, Central Washington University, Mount Saint Antonio College, College of the Redwoods, Cape Fear Community College, and Pellissippi State Community College.

RWU now calculates student savings according to the Open Textbook Network's \$100 standard, which is based on multiple studies showing that \$100 is a reasonable median figure to use. The following formula is used by the Scholarly Communications Librarian to calculate student savings:

$$[\text{\# of enrolled students after add/drop period}] \times \$100 = [\text{savings estimate per course}]$$

**IN AY18-19, WE SAVED STUDENTS
\$82,300, AND TO-DATE SINCE
STARTING THE OER FACULTY
FELLOWS PROGRAM IN 2016, WE'VE
SAVED A TOTAL OF \$257,700.**

ACADEMIC AFFAIRS

DIVERSITY & INCLUSION FACULTY FELLOWS

In the 2018/2019 academic year, Dr. Laura D'Amore and Dr. Kamille Gentles-Peart created and facilitated the Diversity and Inclusion Faculty Fellowship (DIF) for faculty, a peer-mentoring community of practice that recognizes and



supports professional growth around embodying pedagogies of inclusion. This program was an outgrowth of Dr. D'Amore's and Dr. Gentles-Peart's participation in

the Council of Independent Colleges' summer institute on Diversity, Civility, and the Liberal Arts. It built on their planning and organization of the 2018 Fall faculty conference that deconstructed the ways in which belongingness is nurtured or limited at Roger Williams University.

This DIF community creates a space of growth where faculty grapple with tough questions about pedagogies of inclusion and where faculty develop ideas, seek feedback, provide mutual mentorship, and learn about centering inclusive and equity-minded teaching practices across all disciplines.

The DIF community is developed on the premise that inclusive pedagogy is deeply personal and driven by values of inclusivity and social



justice. It begins with interrogation of the self, being able to assess one's own positionality, and recognize and own participation in institutional violence and inequity. Inclusive pedagogy is then an outgrowth of one's personal investment

in social justice and commitment to not recreating harm particularly for minoritized students. In this way, inclusive pedagogy is not only about course content, but is also about a pedagogical ontology, a habit of being in the classroom that centers social justice. Inclusive pedagogy is praxis - core beliefs manifested in practice.

With these principles as a roadmap, in Fall 2018, 16 faculty from across the University chose to participate in a year-long DIFs program in which they prepared their own pedagogical philosophies and approaches to teaching that de-center dominant identities, challenge institutional violence, and minimize hostile environments for minoritized students. The DIFs then led a summer intensive institute on diversity and inclusion for 19 other self-selected faculty from across the university. This fall, we welcomed a new cohort of 7 year-long DIFs, and will host another summer intensive institute with up to 25 self-selected faculty. As such, by September 2019, this community had 42 full-time faculty who chose to invest in this work. By summer 2020, that may be 65 full time faculty. That is a significant proportion of our total faculty, and we are grateful for their work.





FINANCE AND ADMINISTRATION

OVERVIEW

The Finance department has been working diligently, with the help of many other departments across campus, to reduce processing time, reduce paper, and increase efficiencies in as many areas as possible. Our team prides itself on being responsive, professional, and collaborative with each staff member, faculty member, and student across campus.

2018-2019 ACCOMPLISHMENTS

- Fiscal 2019 Consolidated Financial Statements prepared in a timely manner and inclusive of new accounting pronouncement changes that were substantial for Not for Profit entities. The subsequent review by the external audit firm resulted in no suggested changes or noted weaknesses.
- Implemented the accounts payable online request form to several departments across the campus with full implementation expected by this fiscal year end. This eliminates the time-consuming and inefficient process of manually sending invoices through the campus mail system.
- Successful transition of student billing process to new pricing platform.
- Roll-out of the newly created operating budget database reducing processing time, increasing accuracy, and enhancing reporting.
- Rolled out enhanced budgetary reporting in Tableau and RogerCentral.
- Selected a new banking partner through a competitive bid process, followed by roll-out of a new purchase card platform and merchant service program.

- Collaborated with the Office of Financial Aid and Information Technology on a successful roll-out of the Work-study Employment Authorization Form. This electronic enhancement has resulted in faster processing of work-study students, greater accountability of student paperwork, and improved visibility of processing constraints.
- Successfully negotiated a ten-year contract for vending pouring rights with PepsiCo.

WHAT'S NEXT

- Automation of the contract review form through a collective effort by OGC, Finance, and IT.
- Roll-out of new capital budgeting database to centralize requests and enhance reporting.
- Transition of core banking services to new banking partner.
- Enhance reporting by creating P&Ls by School in Tableau.
- Elimination of student mailboxes to improve delivery accuracy and customer service.

**CONSIDERED “MOST
PREPARED” CLIENT
BY EXTERNAL
AUDIT FIRM FOR
FINANCIAL STATEMENT
PREPAREDNESS.**



FINANCE AND ADMINISTRATION

FACILITIES MANAGEMENT

2018 – 2019 ACCOMPLISHMENTS

- Completed nearly two-dozen significant CAPEX projects all within established budgets and in time for the Fall 19 Semester, to include:
 - Softball field renovations with new infield, scoring, bull pens and backstop
 - Reconstruction of Parking lot 9
 - Development of two gender-neutral restroom facilities in Center for Student Development
 - Repair and renovation of the parking garage upper deck
 - Willow 1 Building envelope renovation
 - Inter Cultural Center interior finishes and furnishings upgrades
 - Renovation of CAS Room 162 lecture hall
- Developed and equipped a new E-Sports gaming venue in the ELS Building
- Completed a major renovation of the Library 2nd floor to provide a dramatically enhanced counseling and collaborative study area.
- Installed emergency back-up power at both off-campus residence hall complexes.
- Completed the permitting and construction of waterfront improvements at the sailing and MNS dock facility, greatly enhancing ease of use and student safety, and paid for primarily with donor funding.
- The 28,000SF SECCM Laboratory building will be completed and commissioned in December 2019, and is scheduled for classes and experiential learning laboratories for the 2020 Spring Semester.

- The Comprehensive Campus Master Planning effort, led by RWU's planning partner, the firm of Ayer Saint Gross, completed dozens of facility evaluations, listening sessions, workshops, open forums and presentations to the student senate, the faculty senate, the Provost Council, and the RWU trustees. In October 2019 Ayer Saint Gross presented preliminary master planning solutions for comment, and by Spring of 2020, will present the University's 10-year master plan.

2019-2020 INITIATIVES

- Facility Management has formed a solid waste steering committee which will investigate initiatives to reduce the Universities solid waste stream and improve recycling efforts.
- RWU Facilities will continue a program to upgrade all high voltage infrastructure and to increase the reliability and availability of emergency backup power across the campus.
- Working jointly with the University Accessibility Committee, Facility Management will continue to identify and eliminate barriers to universal access to all facilities.



FINANCE AND ADMINISTRATION

HUMAN RESOURCES

2018-2019 ACCOMPLISHMENTS

- The employment team successfully implemented a new and improved version of Interview Exchange. This new version streamlines the current applicant tracking process and provides a convenient and intuitive way to post, track and recruit qualified candidates as well as update existing job descriptions. IE upgrades allow for a more accurate count of applicant pools and will give us more precise statistics when it comes to analyzing selection decisions in an Affirmative Action Plan.
- The HR benefits team worked with Blue Cross Blue Shield to implement the creation of a BCBS provider (doctor) performance metrics tool for our participating employees. The tool was available for all benefitted employees during the benefits open enrollment period in November. This provides valuable information for employees searching for medical providers.
- As part of an ongoing initiative to assist employees achieve appropriate balance between their personal and professional demands, helped lead a Pilot Summer flexible work schedule in 2018 and an Alternative Work Arrangements Program beginning in January of 2019.
- HR benefits team established a leave management administration with Lincoln Financial which streamlined benefit compliance processes and oversaw the creation of an open enrollment webpage for employees to access key information about our offerings.
- Expanded the planning of wellness program offerings that resulted in continued improvement in employee participation. Our wellness program is a model for other higher education and private institutions.
- As part of an ongoing diversity and inclusion initiative, worked with CDO and the EVP of Finance and Administration to introduce a number of workplace initiatives promoting diversity and inclusion. They include:
 - Introduced a pilot telecommuting program.
 - Established systematic outreach to diversity organizations for the purposes of identifying talent and recruiting for open positions (more in this area to be developed).
 - Updated institutional Exit Interview Questionnaire to assess experiences of departing employees concerning strength of community and other issues relative to diversity goals.
 - Revised annual Performance Evaluation instruments include ratings for Adaptability (working effectively with diverse individuals) and Diverse and Intercultural Understanding (fostering & promoting diversity within the work group).
 - Continuously updating job-posting language that values diversity inclusivity and equity.
 - Trained and embedded “equity ambassadors” into the hiring process to ensure an equitable search.



FINANCE AND ADMINISTRATION

INFORMATION TECHNOLOGY

2018-2019 ACCOMPLISHMENTS

- Completed 2019 IT Strategic Planning Initiative
- Hired the university's first Information Security Officer
- Migrated the entire rCloud installation from the Bristol campus to hosted Navisite facility
- Worked with Engineering, Capital Projects, and vendors on new SECCM building
- Upgraded wireless network in Almeida, Baypoint, FCAS, Bayside, and Architecture
- Completed data storage overhaul project to increase reliability and size of storage footprint
- Upgraded campus firewalls
- Launched new IT security training initiatives to support data privacy and security policies
- Participated with Student Life to replace the Housing system for students
- Completed Phase II of the Bristol Campus Classroom Renovation Project (CAS, GSB)
- Completed Phase II of the Providence Campus Classroom Build-out
- Deployed new password management tool for students, faculty, and staff
- Executed internal PII risk assessment and vulnerability audit
- Increased overall customer satisfaction rate to 89% for students and maintained 95% customer satisfaction rate for faculty and staff (2018-2019 IT customer satisfaction survey results)
- Upgraded Internet link for the Almeida Apartments in order to provide more bandwidth and stability
- Collaborated with Enrollment Management on UGDP and UC Slate CRM Project

- Retired myRWU/Campus Portal and implemented / upgraded to a self-service module through RogerCentral
- Collaborated with Student Life, Marketing, and the Law School to complete the 25 Live resource scheduling roll-out
- Worked with the Campus community to streamline and eliminate paper processes (Softdocs – Work-study form)

UPCOMING INITIATIVES

- Collaborate with Student Life, Capital Projects, and Facilities on eSports program buildout
- Work with the Office of Diversity and Inclusion, University Registrar, and the Department of Human Resources to complete Chosen Name Project for students, faculty, and staff
- Migrate and upgrade internal phone system to a cloud-based unified messaging platform
- Complete SECCM build-out for late fall opening
- Work with Finance Department to convert all university banking systems to new banking provider
- Upgrade rCloud environment to support increasing performance requirements
- Roll-out additional RogerCentral self-service modules and single sign-on functionality
- Design and implement additional IT security and classroom technology training modules for the campus community
- Upgrade campus core network switches to enable 10GB bandwidth to campus buildings
- Complete Phase III of Classroom Renovation Project



FINANCE AND ADMINISTRATION

ENVIRONMENTAL HEALTH AND SAFETY

2018-2019 ACCOMPLISHMENTS:

Workplace Injury Prevention and Worker's Compensation Reduction:

Due to the hard work by multiple departments on campus, and employee dedication to safety, Calendar 2018 had the lowest number of workplace injury lost time days since we began tracking this data in 2006. It is the third consecutive year we have achieved the lowest number of lost time days in a five-year period.

- 2018 showed in the lowest number of injuries resulting in lost time days in the past five years (ranked #1)
- 2018's number of injuries resulting in lost time days (10) was 40% lower than the six year average of 16.6 days.
- Total number of injuries resulting in lost time is lower compared to 2017

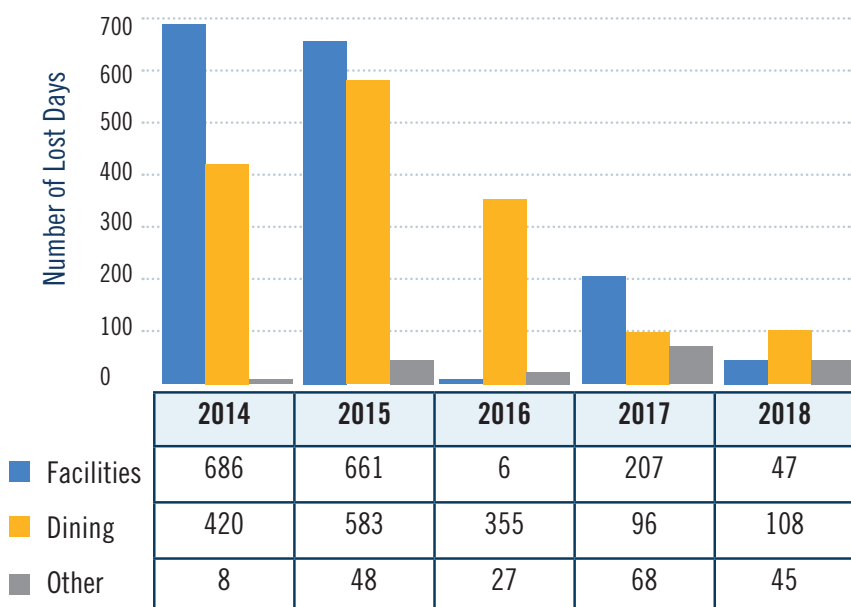
Emergency Response and Security Systems Upgrades:

- RWU invested in the new Alertus system last year that integrates multiple emergency notifications systems across campus and are now expanding by implementing a desktop panic button.
- In the process of completing University classroom lock-security upgrades
- Online training, department-specific trainings, and open session trainings held weekly on Wednesdays, were conducted for hostile intruder events.

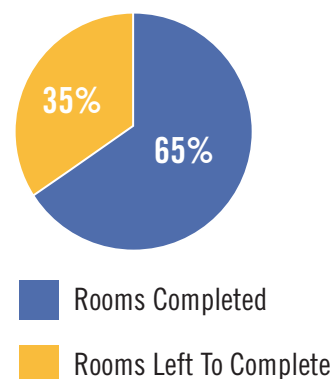
Hostile Intruder Live Training and Video training program total to date:

13,617 Trainees

TOTAL NUMBER OF OSHA LOST TIME DAYS
Totals Listed by Department: Calendar Years 2014-2018



UNIVERSITY CLASSROOM SECURITY UPGRADE COMPLETION
AS OF SEPTEMBER 2019





FINANCE AND ADMINISTRATION

RISK MANAGEMENT COUNCIL

The Risk Management Council completed a comprehensive Risk Register, identifying the top risks to the University. Group members worked to complete Risk Questionnaires, loading the information into Visualize Risk (ERM Software) Template, and reviewing the associated Heat Map/Ranking with Stakeholders. They further updated the Risk Register and Heat Map ranking the impact on University's Financials/Reputation Ranked 1 (low) to 5 (high) with the likelihood of occurring Ranked 1 (low) to 5 (high). This was then multiplied to determine the risk score. The group met further to determine if these were the "right" top 15 Risks or did we need to add any risk topics? We then started adding controls into the formula and are working towards identifying current and future mitigation strategies.

| Risk Rank | Description | Impact to | Risk Direction | Ownership Group(s) | Current Mitigation | Future Mitigation Strategy |
|-----------|----------------------------------------------|-----------------------------------|----------------|-------------------------------------------------------------------|-----------------------------------------|----------------------------|
| 1 | Disaster Preparedness/Active Threat/Security | Operations, Reputation, Financial | → | Public Safety, EH&S | Policies, Procedures, Drills, Insurance | In progress |
| 2 | Financial Management | Financial, Strategic, Operations | → | Finance | | In progress |
| 3 | Discrimination Complaints | Reputation, Financial | → | General Counsel, Human Resources, Student Affairs | Policies, Insurance | In progress |
| 4 | Cybersecurity/Privacy | Reputation, Financial, Operations | → | Information Technology, General Counsel, Finance, Human Resources | Insurance | In progress |
| 5 | Institutional Governance | Strategic | → | General Counsel, Senior Leadership | | In progress |
| 6 | Campus Infrastructure Maintenance and Upkeep | Operations, Physical Assets | → | Capital Projects, Facilities | | In progress |
| 7 | Student Retention | Financial, Strategic Reputation | → | Academic Affairs (including Law School) | | In progress |
| 8 | Minors/Third Parties on Campus | Reputation, Financial, Operations | → | Facilities, Public Safety, Student Life | Policies, Insurance | In progress |
| 9 | Workplace Safety | Operations, Financial, Reputation | → | EH&S, Facilities, Human Resources, Dining | Policies, Procedures, Insurance | In progress |
| 10 | Enrollment/Tuition Dependency | Financial, Strategic | → | Finance | | In progress |

INITIATIVES:

- Key Initiative for 2019-20: Further reduce the number of injuries and days lost amongst University employees; placing additional focus the amount due to slips, trips, and falls.
- Key initiative 2020: increase emergency training compliance rate amongst faculty and staff.
- Finish the remaining classroom locks needing updates throughout Campus.
- Roll out the Altertus desktop panic button, which will allow 2 ways to contact public safety from ones work computer undetected and rapidly.

ENROLLMENT MANAGEMENT & MARKETING

OVERVIEW

The fall 2019 cycle resulted in a 7% increase in undergraduate, full-time headcount, and a 6.5% increase in graduate headcount compared with the previous year. In an increasingly competitive environment, with demographic shifts, cost-sensitivity for families, our ability to improve our undergraduate yield by over 1% is a point of pride in this cycle.

As we look ahead to our fall 2020 efforts, our goal will be to continue the momentum of increasing enrollment headcount, average net tuition revenue per student, racial and ethnic diversity, as well as geographic diversity, expanding our domestic regional efforts and deepening international efforts. The environment ahead remains just as competitive, therefore the success of our efforts will rely on intentional adjustments to our aid model, strategic messaging, relationship-building and partnership and collaboration of our colleagues across all campus departments.

2018-2019 DIVISION-WIDE ACCOMPLISHMENTS

Successful implementation of an enhanced in-house strategic aid model. A collaborative, highly refined approach to our aid model contributed to the significant improvement in undergraduate yield. Using a combination of data analysis of historical enrollment performance, as well as future projections, we developed an internal aid model that better recruited higher ability students, as well as supporting low-income students. Our aid model, combined with our new pricing strategy (adding a different tuition for SECCM), resulted in more competitive offers and more financial access. We see this in the highest enrollment of Pell recipients ever in the enrolled class at 23.3% (compared with 20.4% last year and 17.3% two years ago). And, we also realized a 77% increase in enrollment of top merit award earners, representing the largest, most academically talented student population in recent years.

Realization of efficiencies, automation, and enhanced customer service with completed Slate CRM integration. Our completion of the first phase of each CRM module resulted in significant reduction (and, in some cases, complete

elimination) of manual processes. This allowed us to redeploy some staff members to other, more impactful functions across the division. The successful implementation of the technology also resulted in faster completion of applications, which allowed for faster turnaround time for admission decisions. Lastly, the sharing of admission and financial aid data between systems allowed counselors to assist families in a more holistic manner.

2019-2020 DIVISION IMPERATIVES

Our work in the year ahead across the EMM division will be framed by the following guiding concepts:

Reinforcing the value of an RWU education, and of a college degree. As we enter into the new model of annual tuition increases, it will be important to articulate the value, and the institutional investments that are designed to continually enhance the quality of the student experience.

Diversification of the enrolling student body. We have made significant strides in the past two cycles increasing the percentage of enrolling students of color from 12% to 17%. We must continue to implement collaborative, campus-wide initiatives that encourage more enrollment. Additionally, due to the demographic changes in New England and our commitment to being a global university, we must dedicate resources to improving our geographic diversity as well.



ENROLLMENT MANAGEMENT & MARKETING

UNDERGRADUATE ADMISSIONS

Our 2018-2019 total application volume came in lower than the previous two years. Therefore, we were faced with admitting fewer students, but enrolling a larger class than the previous year. This put pressure on improving yield during a year when we moved away from the tuition freeze and guarantee commitments of Affordable Excellence programs. Ultimately, with continued enhancements to our communication sequence and messaging, successful campaigns to increase the number of Accepted Students Day attendees, expanded regional events, continued improvements to our customer service approach, and a more targeted aid model we were able to achieve a 1% improvement in yield on first-year admitted students.

2019-2020 INITIATIVES

- Increase recruitment and enrollment of students outside our primary markets. Our focus is on building our brand recognition and reputation in secondary and tertiary domestic markets as well as internationally. The work of the Market Expansion Task Force, that included campus-wide representation, will be implemented in this cycle. While it will take a few admission cycles to establish these initiatives, we hope to see incremental gains in fall 2020 efforts.
- Improve the transfer experience. We believe there is potential to increase transfer enrollment. Last cycle, we revised the transfer aid model, which resulted in an over 2% improvement in transfer student yield compared with the previous year. Now, we will turn our attention externally to building intentional articulation agreements with key schools in the region, as well as internal processes and service improvements that will create more attractive and transparent experiences and policies. This work will be coordinated by the admission office, but will involve a cross-campus, collaborative implementation effort.
- Expand community outreach. Our Speakers Bureau initiative is starting to gain traction with presentation and workshop requests from various schools across the northeast. Additionally, we aim to use this resource specifically to reach students in under-resourced communities and to partner in a complimentary way with the school counselors and community-based organizations that are also serving these student populations.
- Further enhance the quality, applicant conversion, and yield of campus visitors. We have successfully increased both the number of campus visitors and the yield of this population year-over-year. But as we begin to reach capacity for attendance at some of our larger events, our focus turns more urgently to the continued enhancement of all daily visit experiences and follow-up in order to realize increased enrollment from students who have visited campus. More specifically, we have a diversity and inclusion goal to increase the number, conversion, and yield of campus visits by students of color.

2018-2019 METRICS



2.25 Million

Emails/texts sent since
January 1



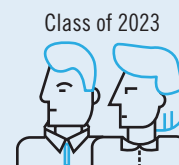
8,349

Campus Visitors
(2019 Cycle)



9,202

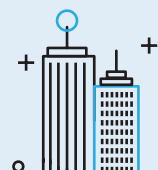
Total Applications
(FR & TR Applications)



Class of 2023

17%

Students of Color



1,423

Recruitment Visits
in the 2019 cycle

ENROLLMENT MANAGEMENT & MARKETING

FINANCIAL AID

This year the Enrollment Management Team developed a new Financial Aid model internally. The model increased both merit awards and institutional grant funds. It is based on parents' income and financial need. The outcome is below:

Fall 2019 Financial Aid Recipients - as of September 30, 2019

NEW STUDENTS

- **1,158** new students receive RWU funding
- **98%** of new students receive RWU funding
- **1,183** new students receive Aid (any type)
- **100%** of new students receive Aid (any type)
- **\$18,737** Average RWU funding
- **49.39%** Discount Rate for Freshmen
- **48.68%** Discount Rate for Transfer

RETURNING STUDENTS

- **2,637** returning students receive RWU funding
- **95%** of returning students receive RWU funding
- **2,739** returning students receive Aid (any type)
- **98%** of returning students receive Aid (any type)
- **\$14,710** Average RWU funding

ETRIEVE WORK-STUDY STUDENT EMPLOYMENT AUTHORIZATION (WSEA)

This year, the Offices of Finance, Financial Aid, Human Resources, Information Technology, and Payroll developed an electronic process for completing student work-study employment authorizations via Etrieve. This new system eliminates the paper packets and results in quicker documentation of required information. We held multiple training sessions where supervisors learned how to use the new streamlined process. We also created an Etrieve "Tips-and-Tricks" newsletter via email. These communications touch upon common questions and troubleshooting as supervisors become familiar with the new system. Through Etrieve, the work-study process now operates with full transparency. Supervisors, Financial Aid, Human Resources, and Payroll staff all have access to see where a student is in the authorization process. As such, this provides improved customer service to students eager to begin work.

We also updated the Student Employment webpage to include non-work-study job opportunities. We are continuously encouraging student retention by building a new vision and supportive culture around Student Employment. Lastly, we added a video series to the student employment webpage. These videos give students assistance in completing employment forms such as a W-4 and Direct Deposit.

As of the first student pay cycle in September, we had 808 completed WSEAs compared to 518 last year. With an increase of 290 packets, 255 of this increase (88% of the increase) can be attributed to the Etrieve process alone. The balance of the increase was due to several communications sent to supervisors encouraging them to complete the WSEAs before summer break.

IMPLEMENTATION OF SLATE

This year the Admission Office implemented Slate as their new software system, which included changes as to how Financial Aid receives admission data. Financial Aid, in conjunction with Admission Operations, developed an electronic process of uploading data from Slate to PowerFAIDS, the financial aid software system. Slate was programmed so students and families would submit appeals electronically. In addition, both the Admission and the Financial Aid Counselors viewed each appeal for merit- and need-consideration at the same time. Financial Aid created electronic award letters that were uploaded into the Slate portal, allowing students continued electronic access to their aid package. This is the first time that new students had access to an electronic award letter. Financial Aid also transmitted financial data into Slate that gave the Admission counselors insight to the students' financial information helping them better counsel students and provide better communications and customer service.

NET PARTNER SYSTEM

In the upcoming year, we will be implementing Net Partner. This web-based, secure financial aid portal allows students to check the status of their financial aid application, review their financial aid eligibility, and accept or decline their awards. Net Partner is interactive, allowing the financial aid staff to create and post financial aid applications online, request all required documents, and updates on their status, as well as important messages. Net Partner will allow us to continue the electronic processes that were initiated with Slate.

ENROLLMENT MANAGEMENT & MARKETING

OFFICE OF GRADUATE ADMISSION

Overall, new graduate enrollment numbers continue to be strong as the new cohort is the largest since fall 2012. Growing enrollments across newer programs like Business Administration, along with strong numbers in Architecture and Criminal Justice, helped push graduate enrollments higher. The new graduate student fee has been formally implemented this semester and the Graduate Student Association will be launched this term. Strategic recruitment efforts this fall will work to expand programs with strong opportunity for growth (Architecture and Forensic Psychology programs) and grow diversity across graduate programs.

2018-2019 ACCOMPLISHMENTS

- Fall applications finished up 16.4% with notable growth across Architecture (+22%) and Criminal Justice (+63.6%).
- Final new enrollments finished up 6.5%.
 - **Architecture** had a large graduating senior class, yielding a 15% increase in new enrollments over fall 2018.
 - The **Criminal Justice program**, inclusive of the 4+1, is up 75% over last year's starting cohort, 21 students vs. 12 in fall 2018.

2019-2020 INITIATIVES

- Further enhance systems and automation. The Office of Graduate Admission will be implementing a new CRM: Technolutions Slate.
- Develop a graduate strategic enrollment plan that supports the University's broader planning efforts

- Improve the cultural and racial diversity of enrolling graduate students. The Graduate Admission team has added a series of diversity-oriented recruitment events. These include participation in events at HBCU's and National Diversity Fairs, as well as improved faculty review rubrics to support diverse candidates.
- Continue to enhance the graduate student on-campus experience. The new graduate student fee was assessed for the first time in fall 2019, providing a budget for the new Graduate Student Association and adding funding for program-specific activities. The fee creates equity across all graduate programs, and allows all graduate students to opt in to use the Campus Recreation Center and Health Services.

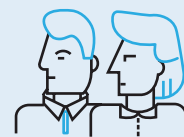
2018-2019 METRICS



377 Number of graduate applications for fall 2019



147 New graduate student enrollment for fall 2019



17% Percentage of students of color in the enrolling class

ENROLLMENT MANAGEMENT & MARKETING

MARKETING

In the 2018-2019 year, the marketing team leveraged a number of channels and mediums to tell RWU stories to a variety of audiences. The initiatives were plentiful, including content development for news articles, student profiles, and social media, as well as video promotion, digital campaigns, print publications, and website landing pages.

2018-2019

WEBSITE ANALYTICS

rwu.edu:

- Over 2 million sessions; over 4 million unique pageviews
- 774,000 users to the site; average session duration 2 minutes, 52 seconds
- Social ad campaigns and google paid search were the top two paid traffic drivers

law.rwu.edu:

- Over 230,000 sessions; over 425,000 unique pageviews
- 100,000 users to the site; average session duration 2 minutes, 19 seconds
- Social ad campaigns and google paid search were the top two paid traffic drivers

TEAM ACCOMPLISHMENTS

- 35 issues of This Week at Roger e-newsletter, linking to stories and events on rwu.edu
 - Average open rate 47%; more than doubled since optimizing the email format this year
 - Starting in April, recipients now also include all alumni
- Over 19 million impressions across all MyRWU social channels
 - 80,000+ engagements via Instagram
 - 412,000+ engagements via Facebook
 - 127,900 video views on Facebook

- Supported a successful President search and announcement of appointment via press release, segmented email communications, social posts, video message, and web landing pages.
- Created a robust, customized by school, 'outcomes' focused campaign including website written content, stats, alumni profiles, and Dean's videos along with printed brochures for undergraduate yield phase.
- Collateral and digital campaign support for all admission events, including new graphics for outside doors of Rec Center for Accepted Students Days.
- Established snapchat advertising as viable channel for driving awareness.
- Continued support and promotion of Civic Scholars in partnership with Institutional Advancement.
- Content creation, design work, and online development to support successful Day of Giving.
- Revamped Law School viewbook, including new on location photo shoots to highlight alumni working in their chosen fields and causes.
- Supported the design and launch of the Law School magazine, celebrating the 25th anniversary of the School.
- Development of a new visual identify for University College, execution of RIPTA bus and radio ads launching the new campaign, updating of messaging in digital campaigns, and successful transition of SCS.RWU.edu to become part of RWU.edu.
- Continued implementation of the new Athletics branding and roll-out on campus.

ENROLLMENT MANAGEMENT & MARKETING


2019-2020 KEY INITIATIVES

- Support strategic action planning with focus on opportunities/impact on the development of institutional brand positioning.
- Successfully launch campaign celebrating 50 years in Bristol with development of website, commemorative publication and support of related alumni and donor events.
- Complete analytics dashboards for sharing digital campaign results with campus partners, including key traffic drivers and conversion data in a clear, concise and visually appealing format.
- Revamp undergraduate major program fact sheets to highlight unique program differentiators in a compelling format with copy targeted to prospective students.
- Gain learning from launch of first UG market expansion campaigns to inform strategy and recommendation for investment for spring/fall 2020 recruitment.
- Work closely with UC enrollment to meet their needs for collateral, signage and supporting content (news, and student/faculty profiles).
- Create consistent and easily editable program templates for CWPD use and develop appropriate promotion for professional development opportunities for local companies/organizations.
- Support the creative services needs of the University High School launch, including visual identity, website, and printed pieces.
- Implementation of Smartsheet, a new project management software for campus partners to request, track, approve, and archive marketing projects.
- Continue to develop website enhancements that better highlight program differentiation and uniqueness, including a portfolio image module, digital catalog integration, flexibility of content presentation, and investigation of multi-lingual functionality.
- Complete transition to Smug Mug for storing, accessing and sharing photography.
- In collaboration with Institutional Advancement, support and promote Spring events including Community Engagement Celebration, Day of Giving, and Inauguration.
- Support the Office of the President, including communication needs for the Law School Dean, Provost, and Associate Provost searches and announcements.
- Gain exposure to unique program activities and research with geographically related media outside of our local region.

2018-2019 METRICS

150
NEWS STORIES


2 Million+
WEB SESSIONS
ON RWU.EDU


40+ DIGITAL CAMPAIGNS DRIVING
25,216,090 IMPRESSIONS


350+
DESIGN FILES

125+
VIDEO CLIPS



30+
WEB EDITORS TRAINED
SINCE JANUARY 2019



STUDENT LIFE

MISSION

With a focus on students' holistic development, Student Life partners with students, staff, and faculty to cultivate thriving and diverse communities. We provide support, mentorship, educational initiatives, and opportunities for identity exploration and leadership development to foster students' academic success, well-being, and capacity to become life-long learners who contribute to an equitable society.

NEW LEARNING MODEL

During the spring 2019 semester, Student Life identified four central learning goals with learning outcomes and assessment rubrics designed to achieve the division's evolving educational priority. ***As a result of their experiences at RWU, students will meaningfully contribute to thriving and diverse communities.*** This year, departments will integrate this approach into educational programming, student leader training, and operational plans.

Goal 1: Students will gain increased Self-Awareness

The ability for students to understand themselves, their social group identities, their core identities, and how their behaviors impact others. The development of their emotional intelligence, strategies for self-care, and a better understanding of themselves will support students' overall well-being, their ability to be effective community members, and provides the foundation for them to achieve a purposeful and fulfilling life.

Learning Outcomes:

- Accurately describe themselves to others.
- Identify emotions.
- Describe ways to foster their own well-being.
- Discuss the impact of their behaviors on others.

Goal 2: Students will develop and maintain Healthy Relationships

Relationships play a critical role in our overall well-being. Understanding the components of respectful, supportive and mutually satisfying relationships serves as the foundation for building meaningful connections. Developing communication skills that include conflict resolution, effective listening, compassion, and empathy will help students successfully navigate relationships with others.

Learning Outcomes:

- Identify components of a healthy relationship.
- Demonstrate empathy and compassion.
- Resolve conflict in a healthy manner.
- Establish mutually respectful relationships.

Goal 3: Students will develop Cultural Humility

Cultural humility is a process of self-reflection and discovery to build authentic relationships with people different from ourselves and serves as a basis for building a more equitable society. Developing cultural humility requires a life-long commitment to understanding one's own assumptions, biases, and values; a willingness to admit mistakes; a desire to understand historical and current inequalities; and aspiring to develop partnerships with people and organizations who advocate for remedying inequity.

Learning Outcomes:

- Articulate their identities.
- Identify learned biases about themselves and other cultural groups.
- Describe systemic privilege and oppression.
- Effectively communicate across difference.

Goal 4: Students will commit to foster thriving Communities through Engagement

People who live in a thriving community feel cared for, acknowledged, and committed to giving back to their community and the people within it. We encourage students to make connections, foster a sense of shared purpose, work toward equity in community, and celebrate successes. A thriving community generates a sense of meaningful engagement and commitment to the greater good.

Learning Outcomes:

- Actively seeks meaningful campus engagement.
- Fosters a sense of belonging for self and others.
- Engages in dialogue toward positive change.
- Works toward greater justice and equity in thriving communities.

STUDENT LIFE

ATHLETICS, INTRAMURALS AND RECREATION

The mission of the Department of Athletics, Intramurals and Recreation is to provide the Roger Williams University community a collaborative and competitive athletic and recreational environment. Through a variety of athletic avenues (varsity athletics, intramurals, recreation, club sports and wellness), the department teaches life-lessons and personal growth through teamwork, perseverance and commitment, which instills a sense of pride in themselves and in the RWU experience.

GOALS

- Promote **PERSONAL GROWTH** through the learned values of responsibility, accountability, professionalism, commitment, discipline, and global awareness
- Encourage **COMPETITIVENESS** within the team and individual
- Embrace and **CELEBRATE INDIVIDUAL DIFFERENCES** and commonalities
- **PROVIDE A RICH EXPERIENCE** to instill pride in Roger Williams University, leading to a life-long engagement

VISION

Provide a rich experience that empowers student-athletes to reach their full potential.

2018-2019 ACCOMPLISHMENTS

- Won the Commonwealth Coast All-Sports Trophy for men
- Equestrian team qualified for Nationals as a team for the first time ever
- 65 All-Conference Selections
- 113 Academic All-Conference Selections
- 3 All-Americans
- 2 Academic All-Americans
- Athletics raised \$45,000 on the Annual Day of Giving
- Student-Athletes completed 4,380 hours of Community Service
- Hired our first full-time Field Hockey Coach
- Completed the Department vision, goals and pillars for the future. Key areas include Personal Growth, Competitiveness, providing a Rich Experience, and Celebrating Differences

2018-2019 METRICS

24 Varsity sports
(509 student-athletes on varsity teams)

6 Recognized Club sports
(185 participants on club teams)

1,122 Participants in intramurals
(636 unique participants)





STUDENT LIFE

COUNSELING CENTER

The mission of the Counseling Center states that “we strive to enhance the psychological well-being of students by providing an affirming, confidential, equitable, and safe environment encouraging self-exploration, reflection, and resiliency. With a commitment to a developmental approach enhanced by a social justice lens, we aim to facilitate individual empowerment and growth through meaningful, healthy relationships and community collaboration.”

2018-2019 ACCOMPLISHMENTS

- For FY 2019, the number of initial appointments (620; up 13% from FY 2018) generated a Center all-time record. The total number of individual treatment sessions (3893; up 1%) also increased compared to the previous fiscal year. For the single category of ongoing individual therapy, the Center’s total was 41% higher than the national norm for institutions of a similar student population size.
- While the number of crisis appointments (160) decreased by 22% in the past year, the total is still 70% higher than similar-sized institutions. The number of psychiatric hospitalizations (36) set a record high for the past decade. The university’s number of hospitalizations is 127% higher than the national norm for similar-sized institutions. Level of risk remains a concern with 10% of clients reporting a past suicide attempt and 28% reporting having considered suicide – consistent with national averages.
- Clients were able to make appointments in a timely fashion as a waitlist was successfully avoided for the 3rd consecutive fiscal year.
- The most frequently reported initial concerns for clients remained anxiety/stress, depression, and family/relationship concerns, in that rank order.
- Internal survey data indicated that the vast majority of clients were highly satisfied with Center services they received, the service providers, the support staff, and the office environment.
- The number of outreach programs from staff increased by 6% and 5 live screenings [Alcohol Use, Anxiety, Depression (twice), and Eating] were administered, the most in the Center’s history.
- The staff maintained collaborative relationships with a number of departments, most notably Athletics; Health Services; School of Law, Student Accessibility Services; Health and Wellness Education; Intercultural Center; Residence Life; Student and Family Assistance, Title IX; and Student Life through frequent consultations, Students of Concern meetings, and emergency on-call situations.
- New initiatives were the debut of the All-y for Mental Health Award, expansion of group treatment, implementation of the Global Scholars Program, co-planning and oversight of Northeast College Counseling Directors Conference, and establishment of the Transgender Care Team.
- Goals for the Center over the next year will involve maintaining and enhancing group treatment offerings; onboarding 7 new personnel, mostly trainees; providing administrative and programmatic assistance to the Northeast College Counseling Directors Conference; investigating the possibility of the University partnering with a telephone crisis intervention service; designing a Post-Doctoral Fellow performance evaluation format; and further revisions of the Policies and Procedures Manual including the Center’s involuntary hospitalization procedure.

CURRENT COUNSELING CENTER STAFF

- 1 Director/Psychologist
- 1 Assistant Director/Psychologist
- 2 Staff Psychologists
- 1 Social Worker
- 1 Consulting Psychiatrist (part-time)
- 1 Post-Doctorate Fellow
- 6 Psychology Interns (part-time)
- 1 Secretary

STUDENT LIFE

DINING SERVICES

We believe campus dining serves a much larger purpose than simply sustenance. Our cafés are gathering places. Breaking bread together helps to create a sense of community and a feeling of kinship. We are a culture driven to create food that is alive with flavor and nutrition, prepared from scratch using authentic ingredients. We do this in a sustainable and socially responsible manner for the well-being of our guests, communities, and the environment.

2018-2019 ACCOMPLISHMENTS

Residential Dining

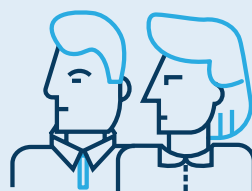
- Began Swipe-it-Forward, allowing students to donate meal plan meals to students in-need
- Was accepted as partners on two proposals for the Kendall Foundation 'Food Vision' award
- Served about 300 meals to US Coast Guard members and their families during the government shutdown of January, 2019
- Ranked #20 in the top 20 Dining Halls in the country by BestColleges - <https://www.bestcolleges.com/features/best-college-dining-halls/>

Retail Dining

- Increased our reusable options including mugs, infuser water bottles, to-go containers, straws, and bags
- Included nutrition labeling to all house-packaged items
- Added credit card machines to most retail cafés

2019-2020 INITIATIVES

- Implement OnTrack—a food waste tracking software targeting the “why” we’re wasting food and how to reduce waste
- Continuing to move more plant-forward—focusing on making plants the center of the plate and expanding Terra, our Upper Commons vegan station
- Increase our farm-to-fork percentage by 1% (to 26% of total food purchases) - that will account for \$50,000 in additional local purchases
- Reduce our red meat menu items by 5%



768,779

meals served at
Upper Commons

66,030

meals served at
Baypoint



Of \$4.8 million spent
on food, **\$1.1 million**
was spent on local
ingredients

(ingredients from within
150 miles of campus)

- Our retail cafés served 480,843 customers bringing in \$2.6 million in sales
- Our catering department served 100,000 customers and saw \$1.9 million in revenue—\$922,000 of that was brought in by off-campus clients

STUDENT LIFE

DEPARTMENT OF RESIDENCE LIFE AND HOUSING

The Department of Residence Life and Housing fosters a safe and inclusive residential community for students to enhance their interpersonal skills. Through a holistic approach to student development, staff engage, support, and challenge students to be contributing scholars in the world around them. The staff strive to equip students with the knowledge, abilities and resources to become their true selves while creating a meaningful and memorable residential experience.

2018-2019 ACCOMPLISHMENTS

- Successfully hired a new Assistant Director and Facilities Manager and a new Assistant Dean and Director
- Began adopting a curricular approach to learning in the residence halls based on Student Life Divisional learning outcomes
- Implemented The Housing Director (THD), a new housing database management system that improves the efficiency of housing processes and communication
- Continued creation of equity and inclusion educational efforts for staff and students (training, use of pronouns, development of year-round development initiative)
- Implementation of a Black Living Learning community (LLC) to better support Black students' experience
- Developed Commuter Assistant (CA) position, hired 3 students to serve as inaugural CAs for 2019-2020
- Assisted with the creation of new tuition, room and board pricing models
- Implemented numerous facilities enhancements (cleaning checklists, online management of checkouts, individual work-order follow-ups, high communication, and high service)

2019-2020 INITIATIVES

- Fully develop functionality and complete implementation of The Housing Director (THD)

- Launch the learning model / curricular approach for 2019-2020
 - Fully actualize the Residence Life and Housing Educational Plan
 - Develop facilitation guides for each engagement strategy
 - Actively work to seek feedback from all staff and make continuous adjustments to educational plan and facilitation guides throughout the year
 - Begin the ground work for the upper-class educational plan for 2020-2021
- Engage paraprofessional and professional staff in the year-long Equity and Inclusion Exploration Program
- Assess and find ways to enhance the Returning Student Housing Selection Process
- Continue improving student services and efficiencies by continuing to create more paperless processes
- Implement new Hospitality Software for Baypoint Conference Center
- Successfully implement and coordinate the Commuter Assistant program to better support our community students

2018-2019 METRICS

| | |
|----------|--------------------------------------------------------------------------------------|
| 1,152 | Students participated in spring 2019 Resident Assessment survey |
| 87% | of Students reported being Satisfied with Security and Safety in the residence halls |
| 79% | of Students reported having Respect for other Students |
| 79% | of Students reported being Satisfied with their RA |
| 1,861 | Returning Students participated in Housing Selection for 2019-2020 |
| 92 | Resident Assistants |
| 914 | Residence Hall Educational and Social Programs |
| 717 | Room Changes Processed |
| \$24,705 | Additional Revenue (commissions from optional residential student services) |



STUDENT LIFE

DEPARTMENT OF PUBLIC SAFETY

The Department of Public Safety strives to provide a safe and secure environment conducive to living and learning. Our efforts to maintain a safe and secure environment rely on our ability to develop collaborative relationships with the many communities that make up the University. We believe that through collaborating and problem-solving, we can continue to make RWU one of the safest Universities in the country. Public Safety Officers are first responders to campus emergencies and work closely with Bristol and Portsmouth Police and Fire Departments. Our Officers patrol the campus on foot, bike, and in marked vehicles. Components of this service include our Emergency Medical Technicians (EMT) who are licensed by the State of Rhode Island and respond to medical emergencies on campus. Among the 3 Shift Commanders and 18 Public Safety Officers, there are 8 holding EMT certification.

There are 15 freestanding Emergency phones across campus connected directly to Public Safety. In addition, all students have access to the RAVE Guardian phone application which is GPS enabled and identifies their location in the event of an emergency, fall, or safety concern.

2018-2019 ACCOMPLISHMENTS

- Provided Emergency Evacuation and Awareness training for all incoming freshmen.
- Provided Monthly Emergency response training for faculty and staff.
- Organized a campus wide Shelter in Place Drill every semester.
- Provided a joint NARCAN training with the School of Justice Studies and the HAWES.
- Provided CPR training across the campus.
- All Public Safety Officers participated in Implicit Bias Training as well as Handcuffing and Defensive Tactics Training.

- Upgraded the RAVE Emergency notification system to include Alertus panic button availability to all computers logged onto the RWU system.
- Purchased two new Toyota Hybrid Patrol vehicles in support of sustainable practices.
- Equipped two bikes for EMT use for campus events and visibility.

2019-2020 INITIATIVES

- Continued revision of our Security Directives Manual.
- Increase engagement with students through involvement with residence hall association events.
- Increase visibility through foot and bike patrols across campus.
- Collaborate with Student Life and the Bristol and Portsmouth Police Departments in awareness outreach with students to reduce off-campus housing complaints from neighborhood residents.

2018 METRICS

17,536 Total Calls

162 Medical Calls

11 Assists to Local Police and Fire

STUDENT LIFE

HEALTH EDUCATION

The Office of Health Education supports the Student Life Division mission and learning goals. Primary objectives include fostering the well-being of students through advocacy for policy and environmental change, delivery of education and awareness campaigns and personal coaching on a wide variety of health topics. Using a peer-education model, 10 student Health and Wellness Educators (HAWEs) are divided into 5-topic teams: Mental Health, General Health, Sex Education, Consent and Relationships, and Alcohol and Drugs. Reporting to the Director of Health Education, they also receive supervision from a Student Life professional from their related functional area. The HAWEs create data-driven learning goals and objectives each semester.

2018-2019 HIGHLIGHTS

- **Peer Body Project**

One of only 60 universities across the country selected to participate in a NIH grant-funded, collaborative study conducted by researchers at the Oregon Research Institute (ORI). The Peer Body Project is an evidence-based program for women to improve body satisfaction and prevent related problems like eating disorders. HAWEs were involved in a 2-day training conducted by Senior Research Scientist, Dr. Paul Rhode, from the ORI. The HAWEs worked in teams of 3's to deliver 4 sections of the program that consisted of two 2-hour sessions limited to 8 participants. A total of 27 RWU students identifying as women participated in the program with a completion rate of 88.8%.

- **Move to a 2-session AOD Conduct Referral**

Alcohol and Other Drug referrals became more in-line with BASICS (Brief Alcohol Screening in College Students) by switching to a 2-session model. The first session is a guided reflection on the incident and the second session is a review with the student and their online personal feedback inventory of their use of alcohol or marijuana. This led to an increase in student contact hours.

STUDENT CONTACT HOURS FOR AOD REFERRALS

| 2017-2018 | 2018-2019 |
|-----------|-----------|
| 43 | 70 |

- **Increased Prevention Programming**

By embracing the curriculum approach Health Education prevention programming increased. Evaluation of program effectiveness and learning became more normalized as a program element.

NUMBER OF HAWE PREVENTION HOURS

| 2017-2018 | 2018-2019 |
|-----------|-----------|
| 37 | 47 |

Departmental Goals for 2019-2020

1. Make alcohol screening consistent between all departments in the Division and train on new model Possibility of use and training on SBIRT –Screening and Intervening for Unhealthy Alcohol and Other Drug Use.
2. Create facilitator guides for a freshman sex education program and one for alcohol education program to be delivered to freshmen residence hall students by either RAs or HAWEs for use with the developing residence education curriculum

CAMPUS AND COMMUNITY COLLABORATIONS 2018-19

- Dept. Criminal Justice – Narcan Training
- Dept. of Public Health and Dept. of Psychology
- Health Services – Flu Shot and HIV testing
- Residence Life- workshops in residence halls
- Student Programs and Leadership-Spring Concert and Ufest, Clubs and Orgs Fair
- Bristol Health Equity Zone
- Portsmouth Prevention Coalition
- East Bay Coalition

STUDENT LIFE

HEALTH SERVICES

Health Services continues to support student health and well-being by providing high quality care for acute and chronic medical illnesses, injuries, as well as health promotion and clinical preventive services that include routine communicable disease screening, immunizations, and health behavior counseling.

2018-2019 ACCOMPLISHMENTS

- *Expanded emphasis on diversity and inclusion initiatives.* Established a nurse practitioner liaison to partner with the LGBTQ community to explore and identify health and wellness needs so we can better support the LGBTQ community. Nancy Hughes (NP) was awarded the Staff Ally of the Year and the Commitment to Inclusive Excellence Student Life Awards for the extensive work she has done promoting diversity and inclusion initiatives.
- *Spearheaded campus-wide opioid overdose prevention training.* In collaboration with the School of Justice Studies, Public Safety and the Health and Wellness Educators (HAWES), launched the first ever Opioid Overdose Prevention Training for the Bristol and Providence campus. RWU gained state-wide recognition for being the first RI University to offer this training campus-wide.
- *Availability of naloxone campus-wide.* Organized the purchase and placement of naloxone kits in all AED boxes throughout campus, making them readily available in the event of an overdose.
- *Discounted screening and treatment for sexually transmitted illnesses (STI).* Awarded a \$1500.00 grant from Saremi Health & Wellness Foundation to increase awareness, diagnosis, and treatment of STIs. The funds allowed us to offer discounted STI screening and treatment to students with financial hardships who would otherwise have declined screening.
- *Initiated Pre-exposure Prophylaxis (PrEP) treatment.* HIV risk among college age students is steadily increasing. In an effort to alleviate this risk, we now offer PrEP to students who engage in high-risk sexual behaviors. This is a game changing initiative for preventing HIV infection.

2019-2020 INITIATIVES

- Will offer monthly “Meet the Dietician” appointments for students to meet one-on-one with Bon Appetit’s Regional Dietician for nutrition advice regarding food allergies, weight management, or any dietary question or concern.
- Based on student feedback, the kiosks were relocated in the waiting room to optimize patient privacy during the check-in process.
- Partnered with Athletics to conduct weekly skin exams for wrestlers resulting in prompt diagnosis and treatment of communicable skin diseases and return to play sooner.

2018-2019 METRICS

4,615 **+** **953** **=** **5,568**
CLINIC PHONE TOTAL PATIENT
VISITS CONSULTATIONS ENCOUNTERS

TOP REASONS FOR VISITS

| | |
|-----------------------------------------|----|
| Colds, Flu, Upper Respiratory Infection | #1 |
| Urinary Tract Infections | #2 |
| GYN Problems | #3 |
| Infectious Mono | #4 |
| Head Concussion | #5 |
| Conjunctivitis | #6 |
| Gastroenteritis | #7 |
| Skin Rashes | #8 |

In a survey of 353 RWU students who utilized Health Services in the spring of 2019:



- 99%** Felt staff were helpful and friendly
- 98%** Were provided privacy & confidentiality during the visit
- 97%** Felt it was easy to schedule an appointment at a time convenient for them

STUDENT LIFE

OFFICE OF STUDENT & FAMILY ASSISTANCE

The 2018-19 academic year was characterized by a steady stream of student sessions in which students expressed a vast array of academic concerns and mental health needs. Building on the solid foundation and collegial relationships established last year, we were able to refer students and family members appropriately to RWU faculty, staff, & community resources and provide follow-up. A primary goal of Student and Family Assistance is to serve as a relationship and resource agent supporting students' academic success and overall well-being in collaboration with colleagues across the University. All outreach, effort, and communication efforts are intentional in support of student engagement, wellness, and retention.

2018-2019 ACCOMPLISHMENTS

- Coordinated Mental Health First Aid certification training for 155 faculty & staff members.
- Worked collaboratively with the Counseling Center staff in case manager role by advising referred students who required additional one-on-one meeting time, and students whose mental health issues suggested their consideration of a medical leave of absence.
- Regularly referred students to Butler Hospital's Partial Patient Program, resources within other Student Life offices, and the Center for Student Academic Success.
- Successfully modified the Medical Leave of Absence policy to allow for multiple leaves as needed by collaborating with Financial Aid, Registrar, Bursar, Housing, Dining, and CSAS.
- Collaborated with campus colleagues on the Alumni, Parent & Family Ambassador Program to develop a parent and family communication plan.
- Developed a working protocol and referral network for staff members within the Office of Student Life suite for needs assessment when meeting with student referrals/walk-ins.

2018-19 METRICS

| | |
|-----|-------------------------------------------------------------------------------------|
| 225 | Individual student & family meetings |
| 60 | Academic Skills Enhancement Program student meetings in spring 19 for four students |
| 44 | Medical Leaves of Absence processed: 23 in fall 2018, 21 in spring 2019 |
| 14 | Reinstatements processed and approved for students on Medical Leaves of Absence |
| 150 | Consultations with Center for Student Academic Success & Counseling Center |
| 264 | Students of Concern case consultations |
| 145 | RWU staff & faculty members certified (tuition-free) as Mental Health First Aiders |
| 155 | Faculty and staff participated in 8 hour Mental Health First Aid training |

2019-2020 INITIATIVES

- Provide regular access to Mental Health First Aid training to faculty, staff, and students.
- Provide collaborative leadership for completion of Campus Mental Health Strategic Plan.
- To explore student affairs models organized around student persistence & retention goals emphasizing proactive mental wellness programming.
- Convert Medical Leave of Absence processes and documents to secure Maxient database.



STUDENT LIFE

STUDENT CONDUCT AND CONFLICT RESOLUTION

The Office of Student Conduct and Conflict Resolution assists students to grow and learn from their actions through meaningful dialogue and creative educational opportunities that promote problem-solving and effective communication. Our processes facilitate and acknowledge students acting with honesty, integrity, and respect for themselves and others.

2018-2019 ACCOMPLISHMENTS

- The office’s philosophy continued in a more educational approach, significantly reducing monetary fines and issuing more creative sanctions in their place.
- Student Conduct members and others were trained in Restorative Justice processes, and a restorative approach was used to frame many student conversations, and offered to various situations as a way to address any harm experienced or caused.
- Through assessment data collected, students felt they were treated fairly, with respect, and as a result of their meeting, would be less likely to repeat the behavior in the future.

2019-2020 INITIATIVES

- Create proactive initiatives and communication strategies to increase utilization of conflict resolution techniques, Restorative Justice Conferences, and facilitated dialogue options.
- Assess student learning outcomes and sanctioning effectiveness throughout the year through more intentional survey distribution.
- To reduce recidivism related to alcohol and other drug violations, and assess what types of sanctions are most effective at changing student behavior.

2018-2019 METRICS

| | |
|----------------------------------------------------------|----------------------------|
| Total Incident Reports Submitted | 1186 |
| Student Conduct Cases | 738 |
| Number of unique student respondents | 670 |
| Percent of student population documented for a violation | 12.6% |
| Alcohol & Other Drug (AOD) Violations | 264 |
| AOD Recidivism | 14% (Alcohol) 5% (Drug) |
| Creative Educational Sanctions assigned | 274 |
| Suspensions/Dismissals | 3 |



STUDENT LIFE

STUDENT PROGRAMS, LEADERSHIP AND ORIENTATION

The Mission of the Department of Student Programs and Leadership is to engage the student body in meaningful and comprehensive co-curricular activities that foster individual and peer development through leadership and experiential opportunities. The Department was renamed in June to better signify the work and coordination of the Orientation program and new student programming. The Department is home to clubs, organizations, student yearbook, leadership programming, and large-scale programming, including Homecoming and Family Weekend and Weeks of Welcome. The Department engages a variety of student staff to enhance the college experience and provides relevant work experiences for after graduation employment.

2018-2019 ACCOMPLISHMENTS

- Supported student club and organization growth through additions of several new clubs, one organization and one club sport
- Hosted successful New Student and Family Orientation program for 1,123 students in June and 99 students in August
- Partnered with Enrollment Management to utilize Guidebook application for presenting information to incoming families
- Coordinated implementation of Hawklink engagement platform and CORQ Calendar event app for student group use



2019-2020 INITIATIVES

- Expand the use of the Hawklink student involvement platform to campus partners to use technology to reach the student body
- Continue to develop The Leadership Association (TLA) program for students' growth with staff mentoring.
- Investigate technology to assist in New Student and Fall Orientation programming for the student and family program

TITLE IX / VIOLENCE PREVENTION INITIATIVES

From July 1, 2018 through June 30, 2019, there were **103 situations** that were reported to the Title IX Office. This is a **14.5% increase** from the number of incidents reported during the 2017-2018 academic year. These situations range from low-level interpersonal/relationship conflicts to hearing level sexual misconduct cases. Noticeable trends include a high number of domestic/relationship violence cases, several resulting in conduct hearings.

2018-2019 VIOLENCE PREVENTION EFFORTS

- **2nd Annual National Vision Wall Program** – National initiative envisioning what a world without sexual assault and power-based personal violence would look like. The Vision Wall statements were included in the October Silent Witness vigil.
- **Annual Silent Witness Vigil in collaboration with Professor Nicoli's "STAND" Art Installation**
- **"Porn vs. Reality" Poster Series** – This poster series was a collaboration with the Health & Wellness Educators to raise awareness of health relationships and consent.
- **"Use Your Voice" Sexual Assault and Relationship Violence Prevention Songwriting Project** – Singer-songwriters, Chrisie Santoni and Craig Smith, guided participants through a 3-hour workshop to write and record an original violence prevention song (<https://www.thesongwritingproject.org/rwu27>)
- **"The Bleeding Edge" Documentary & Discussion**– Film screening followed by a community dialogue. Co-sponsored by the RWU Dept. of Public Health, the RWU School of Law Dean's Office, the Family Law Society, the Women's Collective, and the HAWEs.
- **"Violence Prevention is a Human Issue" Panel Discussion** – Co-sponsored with the Women's Collective, this program featured a panel of local experts including Lee Clasper-Torch (RICADV Men's Engagement Coordinator), Tricia Martland (RWU Professor of Legal Studies), Christian Andrade (Ten Men Cohort Member), Jessica Elumba (Chief of the Domestic Violence Unit, MA), and Ian Colomer (RICADV Policy Specialist and RWU Alum).

- **2nd Annual Sexual Assault Public Service Announcement Program** – This initiative was a collaborative effort with PRSSA, the Office of Institutional Advancement, funded by a donor. Ten student groups submitted PSAs related to sexual misconduct awareness and support resources.
- **Walk A Mile** –Annual violence prevention march, raising awareness of campus relationship violence & sexual assault.

2018-2019 INITIATIVES

- Worked with Vice President of Student Life and the Office of General Counsel to draft and submit a formal response on behalf of the University to the federal Title IX Notice of Proposed Ruling Making (NPRM) regulation changes.
- Clarify the policies related to Pregnant/Parenting Students and Lactation Spaces and increase web information.
- Continued to expand the use of Everfi resources with the launching of Sexual Assault Prevention courses for student athletes and Athletic staff, as well as the Diversity, Equity & Inclusion course for all new students. We plan to continue to expand course offerings throughout the 2019-2020 year for students, faculty and staff.

2019-2020 GOALS AND INITIATIVES

- **Goal #1:** Assist campus community in understanding and implementing new (anticipated) federal Title IX regulations.
- **Goal #2:** Prepare to launch comprehensive climate study.
- **Goal #3:** Apply to participate in the upcoming cohort of NASPA's "Culture of Respect" program, an ambitious two-year program that brings together institutions of higher education who are dedicated to ending campus sexual violence and guides them through a rigorous process of self-assessment and targeted organizational change.
- **Goal #4:** Explore opportunities to expand pool of staff trained as investigators for Title IX cases and also expand pool of staff trained as Green Dot bystander facilitators.



DIVERSITY, EQUITY AND INCLUSION

OVERVIEW

The Division of Diversity, Equity and Inclusion has focused on partnering with stakeholders across campus to build the infrastructure to embed equity into all our operations and support the thriving of minoritized students and employees. The last year has seen an advancing of Diversity, Equity and Inclusion efforts on campus, most notably with the work done to create the equity action plan; access and success initiatives; climate initiatives and faculty development.

We continue to use a four-dimensional framework to support a robust and holistic approach to the work. These four dimensions are: Student Access, Success and Equity; Employee Access, Success and Equity; Climate and Intergroup Relations, Education, Scholarship and Service and Leadership and Infrastructure.

STUDENT ACCESS, SUCCESS AND EQUITY

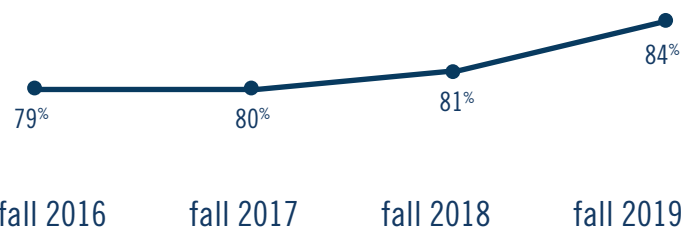
ACCOMPLISHMENTS

The 18/19 academic year saw the creation of 1st year mentoring and adjustment programs as well as identity based living and learning communities. These programs join the long-standing intercultural leadership ambassador program to expand support to students from a variety of under-represented backgrounds. The new programs include S.O.A.R. (Strive, Overcome, Achieve, Rise), a faculty Mentoring program for low income and first generation students; the Global Scholars program for International students and dual citizens and the Kinship Collective for Queer and Trans students. The Living Learning Communities are the diasporic Black Living Learning community and the Queer and Trans Living Learning Community. There was 100% retention across five of these six support programs that served 73 students. And the retention in the sixth program was 85%. Additionally, the average GPA for the students in all programs was equal to or greater than the GPA for average GPA of all 1st year students and ranged from 2.8-3.4. Notable in a field of achievement was the average GPA of the Black Living

Learning Community members which was a 3.2, compared to a 2.7 average GPA for their peers.

The leadership of, and partnership among, dedicated and invested DEI staff, CSAS staff, Student Life Staff, amazing faculty and staff mentors and the students themselves led to an impressive growth in retention over the last several years as evidenced below. Retention of students of color for the last cohort was 84%, less than 1% behind their white peers.

1st Year Retention for Students of Color in the Entering Cohort has increased 5% over the past four years



Source: Census Files
Office of Institutional Research
October 2019

LEADERSHIP AND INFRASTRUCTURE

ACCOMPLISHMENTS

In May, the Board of Trustees vetted the Equity Action plan which was co-created by the campus through a yearlong process that kicked off with the January 2018 Thriving RWU 2030 summit and included five taskforces working diligently to translate the outputs into actionable items and campus-wide input in April. The three-year plan is designed to create the conditions for transformation through a focus on critical mass, capacity building and culture change to support equity. In recognition of local and national historical and current events, the plan also intentionally foregrounds racial equity. The Equity Action plan is supported by an equity scorecard that will be released with baseline data to the campus in early spring, and an implementation plan that assigns responsibility up through Cabinet members and supports an all-hands-on-deck approach. Many efforts are already under way and many more will be starting in earnest in the spring.



DIVERSITY, EQUITY AND INCLUSION

Also in May, the Board of Trustees approved the establishment of a new Diversity, Equity and Inclusion Committee to drive the Institution’s aspirational goals in this area. This critical step was taken as a result of conversations that happened during the Presidential search process, as well as a recognition that the changes in the external landscape including demographic change, technological disruptions and changing business models required strategic navigation and leadership. The committee will focus on aligning mission, access and revenue goals, supporting the diversification of the leadership and governance of the university and building the capacity of leadership to support equity and inclusion.

UPCOMING ACTIVITIES

In response to a desire for greater professional development, clearer pathways to leadership, and diversification of leadership, the university’s inaugural leadership academy will begin in October with 26 high-potential and high- performing mid-and senior-level managers who will build capacity in three thematic areas: technical/business acumen; socio-emotional and navigational/understanding unwritten rules and processes. Content will be delivered by Institutional leaders, external experts and the Center for Workforce and Professional Development. Next year will see a relevant process designed for faculty after a permanent Provost is named.

Last fall, Roger Williams University became the only Rhode Island Institution that is part of the 24-member leading for change higher education consortium. The consortium aims to close achievement and opportunity gaps through data disaggregation and analysis and hopeful best practices. RWU will host the consortium summit in March. Our work with the consortium has helped us focus on complex stories and both data disaggregation and intersection to discover patterns and stories that would be missed if we focused only on single identity markers or overall data. For example, when we intersect first generation status, gender identity, race and Pell-eligible status, we develop a more nuanced picture than if we look at any of these markers in isolation. Similarly, when we disaggregate data, patterns emerge that will be invisible when reviewing meta data. An example of the power of disaggregation is presented to the right:

First Full Time Degree Seeking UGDP Students *Preliminary Data as of First Day of Class August 28, 2019*

First Time Students Living on Campus

| | Number on Campus | Total FT FT Degree Seeking UGDP Students | Percent |
|-------------------|------------------|------------------------------------------|---------|
| Overall | 1,029 | 1,126 | 91% |
| Hispanic Students | 76 | 104 | 73% |
| Black Students | 23 | 25 | 92% |
| Asian Students | 25 | 27 | 93% |
| Students From RI | 100 | 171 | 58% |

First Time Students From RI by Race

| | Number | Percent |
|----------|--------|---------|
| Of Color | 64 | 37% |
| White | 94 | 55% |
| Unknown | 13 | 8% |
| Total | 171 | 100% |

EMPLOYEE ACCESS, SUCCESS AND EQUITY

ACCOMPLISHMENTS

In the fall of 2017, we launched unconscious bias trainings for faculty search committees and expanded the training to staff in the spring. We also launched equity ambassadors, non-voting advocates embedded with search committees, to support an equitable hiring process from the job description stage to final selection. These efforts joined Human Resources ongoing outreach to support more diverse candidate pools and all prospective employees needing to respond to a diversity, equity and inclusion prompt as part

DIVERSITY, EQUITY AND INCLUSION

of their application process. The efforts are yielding positive results and to strengthen and sustain outcomes, this year will see more consistent messaging, the formalizing of the equity ambassador process and additional training for current and new ambassadors.

Additionally, Diversity, Equity and Inclusion is part of the performance review process for staff and rubrics and checklists have been created to assist managers in evaluating their employees and helping them set goals.

Applicant and Hire Data - FY 2016-17 to 2018-19

| | FY 2016-17 | | FY 2017-18 | | FY 2018-19 | |
|------------------------------------|--------------|---------|--------------|---------|--------------|---------|
| Employees of Color by Faculty Rank | % Applicants | % Hired | % Applicants | % Hired | % Applicants | % Hired |
| Adjunct Professor | 17.8% | 10.7% | 16.1% | 16.1% | 17.3% | 13.6% |
| Assistant Professor | 40.6% | 20.0% | 40.6% | 30.0% | 39.7% | 30.0% |

| | FY 2016-17 | | FY 2017-18 | | FY 2018-19 | |
|----------------------------------|--------------|---------|--------------|---------|--------------|---------|
| Employees of Color by Staff Rank | % Applicants | % Hired | % Applicants | % Hired | % Applicants | % Hired |
| Overall Staff Percentages | 18.1% | 20.9% | 18.4% | 39.5% | 20.4% | 28.5% |

Summary Table for all Hires

| | FY 2016-17 | FY 2017-18 | FY 2018-19 |
|---------|-------------------------------------------------------|-------------------------------------------------------|----------------------------------------------|
| Faculty | 15 of 132 hires were people of color (11.4% of hires) | 23 of 135 hires were people of color (17.0%) | 18 of 115 hires were people of color (15.7%) |
| Staff | 49/235 hires were people of color (20.9% of hires) | 83 of 210 hires were people of color (39.5% of hires) | 51 of 179 hires were people of color (28.5%) |

UPCOMING ACTIVITIES

Employees will have the opportunity to receive mediation training to assist them in having difficult conversations and to facilitate impact meetings between colleagues who do not want a formal investigation process but want a challenging situation recognized, acknowledged, or changed. The institution is also exploring ombudsperson models.



DIVERSITY, EQUITY AND INCLUSION

EDUCATION, SCHOLARSHIP AND SERVICE

ACCOMPLISHMENTS

1,354 total participants have participated in three tiered safe zone program based on national best practices since program was launched in August 2017 to support a safe and welcoming climate for Queer and Trans students and employees. Additionally, 72 employees have graduated from the 25-hour Intercultural U program or its 1st year 18 hour pilot. Participants have had to accrue between 13 and 18 hours to 'graduate'. The curriculum focuses on the personal, cultural and societal aspects of diversity. Participants become a community of champions and go on to have individual and collective impact. Staff from student life and the Intercultural Center also hosted conversation groups centered on white identity that aimed to provide a safe space for candid conversations about racism without placing burdens on people of color.

CLIMATE

ACCOMPLISHMENTS

THE WOMEN'S AFFINITY GROUP

The Women's Affinity Group and its three caucuses: the women's faculty caucus, and early/mid-career caucus, (now millennial caucus) has had a positive impact on the campus climate for women through their well-attended and received initiatives such as professional development, mentoring events and relationships, the Women@RWU conference and discussion opportunities such as book clubs. The overall women's affinity group is now led by a faculty and staff chair who, in partnership with the caucus leads, will deepen and extend the impact of the group.

CHOSEN NAME POLICY UPDATE

The chosen name policy has been updated to allow anyone with a desire to use a different name from their legal first name to do so by accessing the added functionality in Roger Central. This update is currently only available to employees on a limited basis due to the extensive amount of work that informational technology needs to do to identify and integrate

the more than 100 third party systems that interface with Colleague. IT has invested a significant amount of time and effort on this process for students and will continue to work on that, while expanding to employees. The final and most complex step of the chosen name process will be the single sign-on change.

A THORNY CHALLENGE AND A POWERFUL OPPORTUNITY

Inequitable impacts of seemingly neutral or benign practices and interactions, the need to bridge radically different perspectives, experiences, positionalities and worldviews and a challenging climate for minoritized community members continue to be pain points. Climate is an area of concern President Miaoulis heard in his listening sessions and has committed to addressing. The call to work on climate is a call to lean into the stories and pain of others and to stretch beyond our experiences and comfort to think and move towards the perspectives, world views, worldviews and needs of others, a process known as cultural cognitive and behavioral frame shifting. As our campus community and our world become increasingly diverse and complex, this agility will become a central and critical skill with wide-ranging applications that we will need to cultivate.

We have emphasized the idea that doing this work is about culture change and extends beyond necessary, but insufficient tactical items. What we seek to develop is an environment that can successfully engage with adaptive challenges such as Diversity, Equity and Inclusion. These challenges have no easy definition or solutions, require many stakeholders to engage with the challenge and require a change in paradigms, relationships and worldviews. Solving adaptive challenges requires a growth mindset: the understanding that learning, effort and persistence are required for successful change; the psychological safety to be able to take risks; and transformational learning opportunities. We are committed to cultivating these conditions and to authentically and humbly straddle the tension between the need to celebrate our progress and the need to lean into how far we still have to go.

INSTITUTIONAL ADVANCEMENT

OVERVIEW

The Office of Institutional Advancement is donor-centric and leverages the strength of its collaborations with internal partners to forge and build meaningful relationships with donors. The Division has sought out best-in-breed technology to streamline processes and provide the tools and systems to effectively support front line development officers, who benefit from the partnership of an experienced team of advancement specialists in alumni relations, research, prospect development, campaign management, marketing, multi-channel communications, social media, e-commerce and event planning.

FY19 ACCOMPLISHMENTS

In fiscal year 2019, Institutional Advancement raised \$3,638,408 million in new gifts and pledge payments. We continued to renew and increase leadership level giving and overall alumni giving. Our third annual Day of Giving on April 25th far exceeded our expectations and raised \$503,812.54 from nearly 1,200 donors. This is almost tripled the dollars and doubled the donors compared to last year. This groundswell of generosity helped to unlock a total of \$285,000 in challenge matches from a number of generous donors in support of Civic Scholars, the Blue & Gold Fund and the SECCM Labs Campaign.

To date, Institutional Advancement has successfully raised \$4.64 million for the SECCM Labs capital campaign and \$2.7 million toward our goal of \$3.3 million for the Campaign for Civic Scholars. In addition, FY19 represented the best fundraising year in the history of the Law School. Working with the leadership team at RWU Law, Advancement raised a total of \$519,922 to support scholarship, the PBC Endowment and other key priorities, including \$162,593 for the Law School Annual Fund.

DAY OF GIVING RESULTS

| | FY17 | | FY18 | | FY19 | | FY18 to FY19 Increase | |
|-------------------------|--------------------|------------|---------------------|------------|---------------------|-------------|-----------------------|-----------------------|
| | Dollars | Donors | Dollars | Donors | Dollars | Donors | Donor % Increase | Dollars % of Increase |
| Alumni/Students | \$10,491.00 | 54 | \$27,552.88 | 280 | \$162,606.00 | 389 | 39% | 490% |
| Employees | \$5,530.00 | 80 | \$7,083.00 | 94 | \$14,237.32 | 240 | 155% | 101% |
| Parents/Formers Parents | \$16,625.00 | 87 | \$89,706.11 | 89 | \$95,046.22 | 327 | 267% | 6% |
| Trustees/Friends | \$13,750.00 | 9 | \$40,512.00 | 26 | \$220,998.00 | 215 | 727% | 446% |
| Corps/Fdns | - | 0 | \$8,060.00 | 4 | \$10,925.00 | 7 | 75% | 36% |
| | \$46,396.00 | 230 | \$172,913.99 | 493 | \$503,812.54 | 1178 | 139% | 191% |

INSTITUTIONAL ADVANCEMENT

Despite the good momentum built in FY19, we are facing the same headwinds as many private universities. Challenges include increased competition for philanthropic dollars from donors at all levels by a proliferation of non-profits and social media platforms. The rising expectations of donors for a highly personalized and frictionless experience. The need to further engage and re-engage alumni in meaningful ways with the life of the university. And the exponentially increased demand for unrestricted and budget-relieving gifts which today's donors are often reluctant to give.

FY20 PRIORITIES

Success in fiscal year 2020 will be defined by achieving two imperatives: (1) meeting or exceeding the goal to raise \$1.67 million (\$1,500,000 for the University and \$170,000 for RWU Law) in current use, unrestricted dollars; and (2) completing the \$5.8 million fundraising campaign for the SECCM Labs capital project.

To achieve these ambitious goals, Advancement will need to hold the important gains of last year when we raised \$914,000 in unrestricted funds for the university, exceeding our goal of \$800,000 and increasing unrestricted fundraising year-over-year by 38%. Supporting this success was the good work of our colleagues on the Unrestricted Fundraising Task Force. We will continue the projects and initiatives launched by the Task Force subcommittees, and will again focus on stewardship—particularly of our generous RWU employees; deepening digital engagement; and creating momentum for Day of Giving.

CIVIC SCHOLARS

At Roger Williams University, we are committed to providing immersive learning opportunities for every student, putting their knowledge and skills to work solving real-world problems with community partners. Our Civic Scholars are our students who go beyond traditional classroom learning and deploy into local and global communities, working with community partners to address their specific needs and create meaningful change.

This approach to teaching and learning is resource-intensive, and requires significant faculty and administrative support and other infrastructure. If we aim to provide a Civic Scholars opportunity to every RWU student, we must identify the funding to do it. That is why we launched the Campaign for Civic Scholars.

In partnership with Marketing, Advancement is pursuing a more aggressive strategy to build awareness of Civic Scholars for internal and external audiences. The Campaign for Civic Scholars has raised \$2.70 million in both vital current use funds and resources for significant faculty and student development programs including nearly \$700,000 for the Hassenfeld Projects and other large grants from the Ernest E. Stempel Foundation, the McGraw Family Foundation, and the Feinstein Foundation. These grants are expanding opportunities for community engaged learning for students; building the capacity of faculty to deliver the pedagogy required by this innovative approach to teaching; and enabling us to undertake ambitious, cross-disciplinary projects that are transformative to the communities we serve. We aim to raise \$800,000 in FY20 for the Civic Scholars Campaign in both current use and additional programmatic dollars.



INSTITUTIONAL ADVANCEMENT

DAY OF GIVING: APRIL 23, 2020

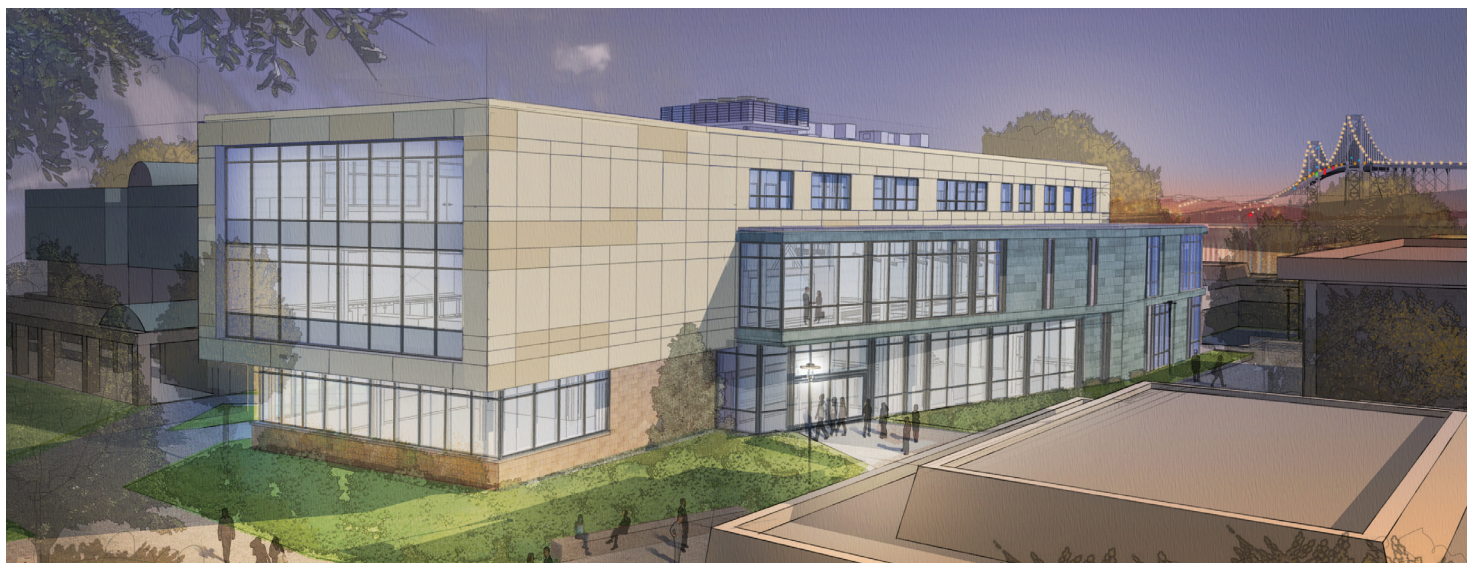
This year we will further engage the campus to ignite enthusiasm for Day of Giving 2020 in support of the Campaign for Civic Scholars. We plan to increase the major donor match to leverage substantially greater total dollars and donors. In addition, a Day of Giving committee comprised of faculty and staff, is charged with identifying opportunities to expand the outreach and impact of our message potentially tapping employees, and student and alumni ambassadors to help us achieve this important goal.

We will enhance last year's successful promotional campaign strategy using a multimedia approach, both in print and digital marketing, with increased social media engagement. The campaign will build to RWU's Community Engagement Celebration (Wednesday, April 22, 2020) which will take place at University College this year and focus on UC's partnerships and projects in addition to the range of community engaged work we have featured in the past. The CEC will precede the Day of Giving, and all of these events will be part of a weeklong celebration of RWU's 11th President, Yannis Miaoulis. President Miaoulis' Inauguration will take place on Friday, April 24th creating excitement for the Day of Giving and providing an opportunity to focus on the emerging priorities of the Strategic Action Plan.

SECCM LABS CAMPAIGN

The SECCM Labs building was designed in collaboration with faculty and staff at the School of Engineering, Computing and Construction Management as a hub of laboratories, project rooms and open spaces dedicated to hands-on, collaborative teaching and learning. Located in the heart of campus, this three-story building is an investment in the future of the University and SECCM itself—a rapidly expanding program with an aggressive growth trajectory. The SECCM Labs will give students the opportunity to test designs and apply new skills supported by state-of-the-art technology and tools and will solidify RWU's competitive position of excellence within the academy and the industry. The SECCM Labs Campaign Committee, co-chaired by Board Vice Chair Joe Brito, Jr. P'14 and Trustee Todd Rechler '93 comprises alumni, parents, employers and industry leaders. The committee has led what is the largest capital fundraising campaign in RWU's history with 142 donors contributing \$4.6 million in gifts, pledges and in-kind support.

Shawmut Design and Construction is our contractor partner for the project and a major employer of SECCM graduates. Shawmut has worked closely with Dean Potter and the faculty to create a true living/learning lab as key aspects of the project are integrated into the curriculum. The project is currently on-time and on budget with a completion date of November 30, 2019. A building dedication ceremony is planned for April 24, 2020 to coincide with Inauguration Week activities.



INSTITUTIONAL ADVANCEMENT

DIVERSITY EQUITY AND INCLUSION

Advancement is committed to supporting the goals of diversity, equity and inclusion from both the institutional lens as well as the aims of the Alumni of Color Coalition to whom we have committed our support. Initiatives will include development of raising further scholarship support for minoritized students across the Bristol and Providence campuses as well as RWU Law; opportunities for greater alumni of color engagement and student mentoring; and the development of programming that is specifically representative of the transformative work that impacts and enables our alumni of color, our minoritized students, and the rising generation of RWU students to succeed and thrive.

ALUMNI RELATIONS

Advancement is participating in the Council for Advancement and Support of Education (CASE) Alumni Engagement Metrics Survey. A new industry-wide framework has been introduced for measuring alumni engagement around four modes: philanthropic, volunteer, experiential, and communication. We are in the process of collecting data from campus partners to complete the CASE survey. In return, we will receive information to better inform us on possible initiatives, comparing metrics across peers, building capacity, and to assist with strategic planning. We're asking all faculty and staff with names of alumni volunteers to please contact the Office of Alumni Relations as soon as possible to be counted.

Following the spring release of a survey to all alumni, the team has been working to increase communications and engagement opportunities for our alumni base. We are designing a webinar series with faculty, staff and alumni as hosts speaking on topics (e.g. buying a house, managing personal finances, health & wellness, etc.) appealing to the larger alumni body. President Miaoulis' arrival allows for a series of receptions named "Presidential Road Shows" putting the University out on the road to meet alumni. In collaboration with the Admission office, a new hire in their division, in part, works with our mid-Atlantic alumni network building hubs for recruitment and engagement. Finally, another new effort to note is the focus on social media strategy in Advancement to increase impact on alumni social media outlets. The annual giving & alumni relations teams

are leaning into social and digital media using powerful stories and bold graphic elements. We have developed a set of key performance indicators that will more carefully track digital engagement to inform our approach moving forward.



SAVE THE DATE!



WEDNESDAY, APRIL 22ND
Community Engagement Celebration



THURSDAY, APRIL 23RD
RWU Day of Giving



FRIDAY, APRIL 24TH
Dedication of the new SECCM Labs Building,
11 a.m. to noon



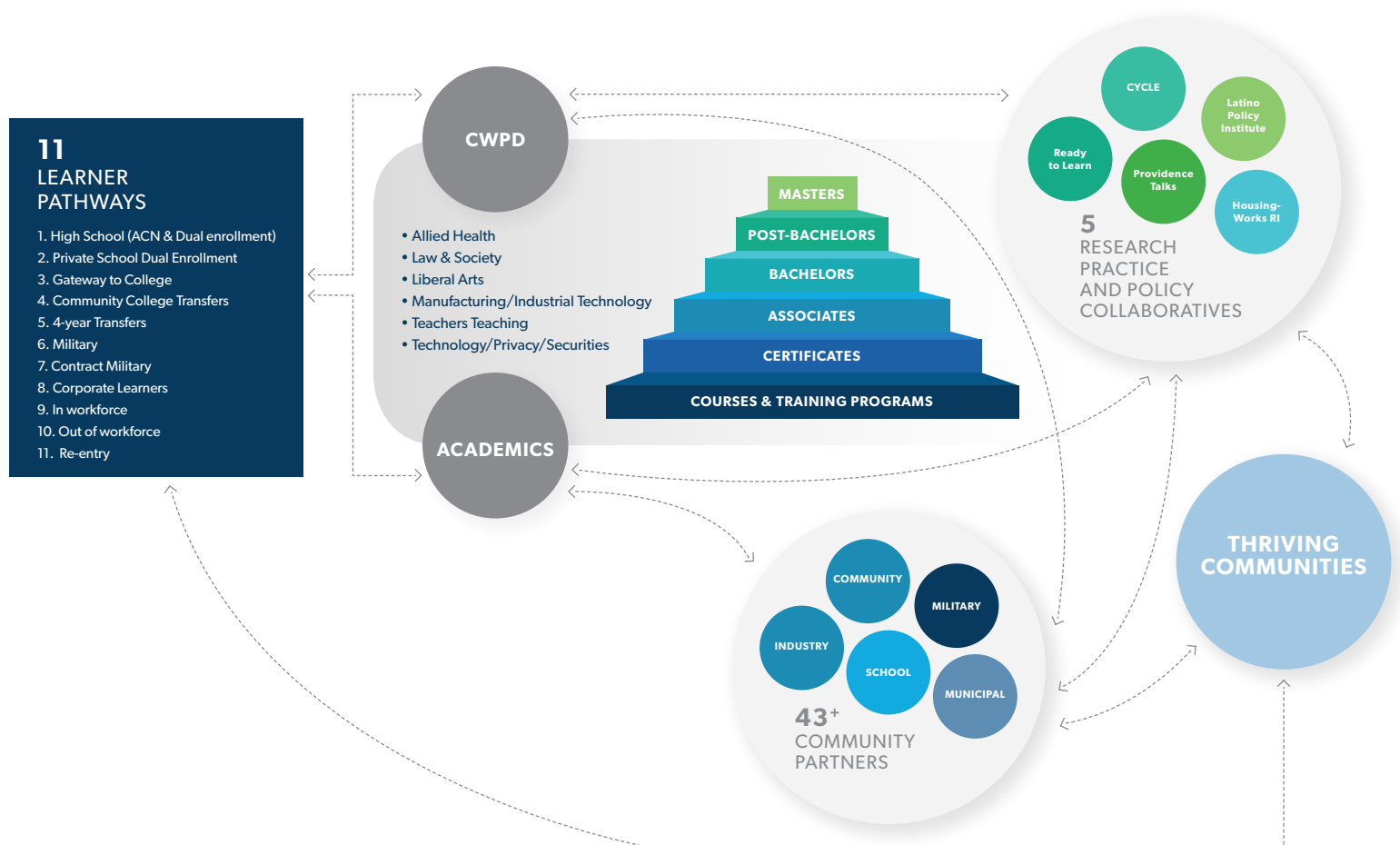
Friday, April 24th
Inauguration of RWU's 11th
President, Dr. Ioannis Miaoulis

UNIVERSITY COLLEGE

OVERVIEW

University College (UC) works to remove barriers and provides educational opportunities for all students. Our mission is to ensure all learners (14+), families, and communities are successfully supported with pathways, programs, and services that meet their educational and career needs, while aligning to industry/market demands. Students are not excluded from an educational opportunity for reasons of preparation, affordability, or time constraints. UC's focus is on providing educational pathways that meet the demands of traditional part-time and nontraditional full-time students, working professionals, and students who find that the traditional high school, college, and employment pipeline does not work. To that end, UC will continue to drive innovation, system change, collaborate, and monitor market forces and trends in order to meet the needs of families and communities today while building to meet those needs overtime. Through analysis and forecasting of those forces and trends, work to best serve students, families, partners, and stakeholders by creating new academic and delivery models that offer high quality, affordable, and relevant programs and opportunities.

UNIVERSITY COLLEGE ECOSYSTEM





UNIVERSITY COLLEGE

UC IN REVIEW

The first two and a half months of FY 20 has been auspicious. UC welcomed a new Director of Business Services, Glenn Harzewski-Burl, an AVP of Enrollment Management & Retention, Rob Hancock, Senior Accountant, Leside Torres, and an Assistant Director of the CWPDP, Mayerlin Caridad.

Over the last year, academic partnerships formed to increase pathways for students. Academics is continuing the transition to clusters, reinforcing academic quality and creating student supports that drive student engagement, learning and retention. The CWPDP has seen large gains, particularly in workforce development programs. Business Services (BS) has started many initiatives to gain efficiencies and build resiliency throughout all operations. The Research, Policy, and Practice Collaborative groups have made substantial impact in their respective areas. University High School was designed, supported by the Barr Foundation. The Charter application is making its way through the process. If the Charter is approved, it will be its own non-profit, overseen by an independent school committee, with a partnership agreement with RWU.

Notable, University College was selected by CVS as the recipient of the 2019 Growth & Development Champion of the Year Award. This award pays tribute to a leader, business partner, or diverse supplier, that through their constant drive to promote diversity and inclusion, exemplifies a strong commitment to CVS' mission of helping diverse suppliers advance and mature their business model.

2018 – 2019 UNIVERSITY COLLEGE ACCOMPLISHMENTS

This past year we served 2,654 students, including 889 students served in Academic Programs, and 1,765 receiving training through the Center for Workforce and Development (CWPDP) students. As part of our academic program enrollment, UC served 264 high school students through the Advance Coursework Network. Finally, we served another 129 students through UC dual enrollment partnerships.

The Rhode Island Department of Education (RIDE) approved the expansion of the competency based, non-credit ESL teacher (add on) certification from Providence to statewide. And, RIDE approved UC to offer the first competency-based, non-credit initial certification in Career and Technical Education.

This Spring UC welcomed the first female cohort of women who are incarcerated to engage in a training program. The women engaged in MOS training and learned career building skills.

While we continue to actively recruit new students to UC, retention efforts were front and center this past year. We utilized Civitas and put into place several retention efforts. Persistence rates are improving, with 84% of UC degree seeking students showing persistence.

CENTER FOR WORKFORCE AND PROFESSIONAL DEVELOPMENT

The CWPDP focuses on providing students with the professional and skills training needed to meet the demands of today's job market and provides employers with custom training and partnerships to develop the competencies of their employees. CWPDP provides individuals with the skills they need to advance. The CWPDP partners with community-based organizations, municipalities, businesses, professional associations, schools, and others to design customized professional development and career training that addresses specific business needs.

The CWPDP is comprised of three development & training areas:

- **Training for Workforce & Job Readiness** ensures that unemployed, under-employed and low-income individuals in Rhode Island who are seeking employment opportunities are successfully prepared to do so. CWPDP offers individualized career pathways for adult educators enabling participants to be well prepared for



UNIVERSITY COLLEGE

career success including soft skills, job readiness and content knowledge. Each student will be prepared to take advantage of local employment opportunities and/or strengthen and build their levels of expertise in the workplace.

- **Customized Training and Professional Development for Community & Corporate** Customized education and training increases employee skills and knowledge that aligns to the needs of the employer. Employees build confidence through a stronger understanding of the industry and the responsibilities, skills, and competencies of each job. The results are more productive employees who can better assist the goals of the organization. Professional development workshops provide both the company, and the individual employee, benefits that create an overall knowledgeable staff who can work confidently as an independent or on a team.
- **Professional Development & Education for Educators & Schools** consists of specialized learning and professional learning intended to help administrators, teachers, and other educators improve their knowledge, competence, skills, and effectiveness. The CWPDP also offers student education support services to school-age children including remediation learning and driver's education. When schools actively engage in community resources, they respond more effectively to the needs of students. They help children and youth develop healthy behaviors and promote healthy families.

CWPDP GRANTS AWARDED

- Emma Harris \$20,000
- John Clarke \$4,000
- Lumina Foundation \$10,000
- WIOA NRI Academy Partnership \$25,000

In FY19 the CWPDP nearly doubled in growth. The CWPDP offered the following programs across 44 partnerships and open market:

Career Pathway Programs:

- Legal Assistant and Business Office Technology
- Microsoft Office Specialist
- MOS RI-BEST model
- English Language Learning teaching certificate
- CTE certificate

EMS Programs:

- EMT Basic
- AEMT: Advanced EMT
- Cardiac to Paramedic Program
- Paramedic Program
- StoryPathing: workforce training component and Dunamis Pivot the Hustle
- Electrical Apprenticeship Program
- Generations Med Tech Program
- NEIEP: National Elevator Industry Educational Program (Apprenticeship program)
- PSAT/SAT test preparation classes for math remediation
- STEAM
- Drivers Education
- FUSE: blended learning training with Highlander Institute
- GEMS (Girls Empowering Mentoring Support)
- Riverside/Aquidneck programs
- Real Jobs (NRI/CCF): growth of 5 cohorts
- NEACTC (Town Clerks): professional development
- Commerce RI: professional development
- RIASBO: professional development
- CVS Health Executive Learning Series for Diverse Supplies



RESEARCH, POLICY, PRACTICE COLLABORATIVE CYCLE

PROJECTS

- Nellie Mae Education Foundation Amplifying Student Voice and Lead Community Partner Technical Assistance
- Youth Leadership Institute
- New England Youth Organizing Network (NEYON)

REPORT/BRIEFS

- CYCLE launched a blog on its website in January 2019. We have published 10 blogposts this year.
- CYCLE staff (Kristy Luk, Noah Schuettge, Keith Catone, and Catalina Perez) co-authored a book chapter, “Why couldn’t that have been me?’ Reflections on Confronting Adulthood in Education Organizing Spaces” for the forthcoming At our Best: Building youth adult partnerships in out-of-school time settings, edited by G. Brion-Meisels, J.T. Fei, & D.S. Vasudevan.

GRANTS

| Name | Amount | Purpose |
|---------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------|
| Nellie Mae Education Foundation | \$255,000 | Understanding Root Causes of Inequities Cross-District Learning Community – Year 2 (April 1, 2019 – January 31, 2020) |
| Central Falls School District | \$45,000 | Organizing Disposition for Family & Community Engagement (May – December 2019) |
| Cambridge Public Schools | \$36,000 | Youth Organizing & Leadership Development Technical Assistance (Contract May – December 2019) |
| The Bay & Paul Foundations | \$50,000 | Growing Youth Organizing in Vermont (July – December 2019) |
| Nellie Mae Education Foundation | \$15,000 | PPSD Takeover Rapid Response Grant (July start date, no end date) |

LATINO POLICY INSTITUTE

GRANTS AWARDED

- New LPI director has been actively meeting with previous funders and re-establishing relationships.

PROJECTS

- Director has been focusing on re-introducing LPI to community and other stakeholders.
- Staffing Changes Hired part- time Communications & Program coordinator –

Natalie Almeida – RWU '19 Journalism graduate

NOTABLE

- LPI is in the final stages of completing its 5 year strategic plan in – have revised mission, vision, values – and will be launching a new website and logo by the end of the year.



HOUSINGWORKS RI

GRANTS AWARDED

- United Way - \$75,000; fundraising for sponsorships for Factbook lunch is ongoing, but we have already exceeded our \$60,000 goal.

PROJECTS

- Factbook 2018
- RI Alliance for healthy homes – new staff member focused on adding new members to the alliance and organizing a forum on healthy homes with the FDIC in October

REPORT/BRIEFS

- HW staff developed a housing exhibit at the Providence campus; developed several infographics for West Broadway and Southside neighborhoods. Released a report on student homelessness in RI

NOTABLES

- Awarded a contract with East Providence to draft elements of their housing plan; we are exploring other opportunities to increase “fee-for-service” work.

READY TO LEARN

PROJECTS

- Professional development for early childhood educators who work in diverse learning environments including child care centers, Head Start Centers, and home-based programs
- Pre-K for 54 children

NOTABLE

- The Wellesley Center for Women at Wellesley College is the external evaluator for our US DOE Investing in Innovation grant. They are preparing their final evaluation report of our 5-year Family Engagement Project at Providence Public Schools. According to the draft report, “the intervention met high-quality standards for program implementation; reached goals in terms of recruitment, and recorded high levels of attendance across the various samples and implementation years. The positive impacts of Empowering Families on families and educators were evident across all years of the study and across the various analytic samples.”

GRANTS AWARDED

| Name | Amount | Purpose |
|-----------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RIDE | \$570,000 | Renewal of grants for three pre-k classrooms from RIDE. These classrooms are operated in the community – one is on the Providence campus of CCRI and two are located at Heritage Park YMCA in Pawtucket. |
| RI DHS | \$235,000 | Awarded July 1, The purpose of the grant is to provide professional development and technical assistance to child care centers that want to advance along the quality continuum as defined by BrightStars, RI's quality rating and improvement system for programs that serve young children ages birth – five. |
| RI DHS via the Educational Development Center | \$280,000 | This is a continuation of our work with the early childhood workforce, in particular family child care providers. |



UNIVERSITY COLLEGE

2019-2020 UNIVERSITY COLLEGE IMPERATIVES

As UC continues to grow enrollments, it faces market and competitive realities. UC is positioning itself to ensure it is leading the field by creating and successfully implementing new academic and business models that support innovation, quality, learning, and market needs. UC will:

- Develop partnerships with CBOs, industry, and others to restructure systems to support today's and tomorrow's educational needs and address forecasted challenges
- Expand Dual Enrollment partnerships through the state
- Develop hyper-flexible program opportunities
- Continue developing/honing UC's next strategic plan that builds from the strong foundation that has been established. The UC plan is in alignment with RWU strategic planning initiative, leverages UC distinguishers, and moves with market forecasts
- Reinvigorate UC enrollment & retention interest with established populations and better position ourselves to reach out to new markets

CENTER FOR WORKFORCE & PROFESSIONAL DEVELOPMENT (CWPDP):

- Provide all adults (including those with barriers to education and employment) access to quality lifelong education, training, and employment services
- Increase the number of adults that attend GED, ESL and remediation classes to continue their career pathway by transitioning into post-secondary education
- Increase grant funding opportunities for the CWPDP to offer better quality programs and service
- Enhance communication with partners and plan for more effective transitioning from the community partners to higher education
- Increase amount of employer partners for adult education and professional development opportunities
- Improve recruitment and retention for all CWPDP programs
- Expand CWPDP programs into other sectors of the state like Woonsocket and Westerly



SAVE THE DATE

COME MEET THE PEOPLE AND LEARN ABOUT ALL THE PROGRAMS OF UNIVERSITY COLLEGE



FRIDAY, NOVEMBER 15, 2019
UNIVERSITY COLLEGE SHOWCASE
9:30AM TO 12:00PM

SCHOOL OF LAW

OVERVIEW

For the second consecutive year applications to RWU Law increased. The increase helped us meet our revenue target for fall 2019 1L students at the same time that we improved the credentials of the incoming class. We retained what looks to be a record percentage of 1L students. Our bar pass rates for 2018 graduates decreased dramatically from 2017, by 16%, but the employment statistics for 2018 graduates were slightly better than for 2017 graduates and quite competitive among our peer schools. Finally, we had a third consecutive year with a balanced budget.

Competition for students remains keen, and the need to discount tuition is reducing our net tuition revenue per student. This year will be dedicated to investigating strategies for increasing that net tuition and considering programs that will reduce our reliance on tuition revenue from the J.D. program.

We continue to benefit from an increasingly well-established and distinctive brand, in part as reflected in our new mission and goals statement, and we will be telling the story about the value of an RWU Law education this year not just to prospective students, but to dean candidates and to our accrediting body, the American Bar Association, which is scheduled to inspect the law school in spring 2021.

ADMISSIONS

Applications increased for the second year in a row. The increase since 2017 is 12.8%, which mirrors the overall increase in New England of 12.2%. Our acceptance rate continued to decline, to 65%, and our yield increased to 27%. The 75th, median, and 25th percentile LSAT scores of the incoming class each increased by one point, the second consecutive year of LSAT-profile improvement. Twenty-six percent of the members of the incoming class identify as students of color and thirteen percent identify as members of the LGBTQ+ community.



Women Make Up **63.3%** of Full-Time Faculty

One of the highest percentages among all law school faculties in New England.

ACCOMPLISHMENTS AND CHALLENGES

- Our applications increased, our acceptance rate decreased, our yield increased, and the LSAT profile of the class improved, all in a year when we increased our tuition for incoming students by 5%. Even with a similar increase next year we would remain the most affordable private, ABA accredited law school in New England;
- In addition to offering aggressive tuition discounts, our competitor schools are now offering a greater percentage of guaranteed scholarships to incoming students. Guaranteeing scholarships will require us to increase our financial aid budget, putting increased pressure on our net tuition revenue;
- The size of the student body continues to increase, putting more pressure on our existing faculty and staff;
- The Director of Diversity and Outreach position was vacant for the last several months of the admissions cycle and for the beginning of the new academic year. We noticed the impact on students of color and first generation students, some of whom had more trouble matriculating and adjusting to life at the law school;
- This year we will be exploring how to reinvigorate our M.S.L. program and the possibility of launching programs for lawyers to continue their training and education, such as certificate and LL.M. programs.

RETENTION AND STUDENT LIFE

Our 1L to 2L attrition for the fall 2018 class was our lowest in recent memory, at 5.6%. Based on historical data that would be one of the best attrition rates among our peers in New England. Particularly notable is that only two students transferred, which would also be one of the lowest rates of transfer among our peers, an indication of relative student satisfaction with the RWU Law experience.

ACCOMPLISHMENTS AND CHALLENGES

- The law school's first Diversity and Inclusion Strategic Plan was completed and approved by the faculty, and the first report of the Steering Committee for that plan was presented to the law school board of directors as well as the faculty and senior staff;
- We are anxiously awaiting a new Director of Diversity and Outreach, and the job description has been reconfigured to make direct student support the first priority;
- The faculty adopted a new mission and goals statement, which was approved by the law school board of directors. That statement emphasizes some of the distinguishing characteristics of the law school - our commitment to promoting social justice, to teaching about the relationship between law and social inequality, and to creating an inclusive community that welcomes and celebrates people from diverse backgrounds and experiences, especially those historically underrepresented in the legal profession;
- We need to be better equipped to support students with acute financial needs;
- The faculty adopted a range of curricular changes intended to increase the likelihood of success of all students, with renewed attention to those experiencing academic difficulties;
- We need to improve communication to our students about the range of services available to them across campus.



SCHOOL OF LAW

BAR PASS AND GRADUATE EMPLOYMENT RATES

2018 was an historically bad year for bar pass rates nationwide. Our graduates did not avoid the national trend, and our pass rates for first-time takers in February and July 2018 were markedly lower than they were for 2017. Our graduates did not have the lowest pass rates of our competitors, but the faculty went to work reviewing virtually the entire academic program to identify areas where we could make changes to better prepare our students.

The ABA employment rate for our 2018 graduates (10 mos. after graduation) in full-time bar required or J.D. advantage positions increased by 3% over last year and now stands at 11% over 2016. It was our highest employment rate in the last seven years and behind two (and ahead of two) of our Massachusetts peer schools.

ACCOMPLISHMENTS AND CHALLENGES

- We must remain focused on preparing our students for the bar examination. We are in compliance with ABA standards for our graduates from 2015, 2016, and 2017, and most of our 2018 graduates who have not yet passed a bar examination have additional opportunities to pass that will count towards our 2018 compliance pass rate.
- We ranked 8th in the nation on the percentage of our 2018 graduates who worked in state judicial clerkships the year after graduation, ahead of all other schools in New England, and substantially ahead of many of our most direct competitors;
- In addition to the improving employment statistics, the anecdotal evidence of our graduates' success is piling up. Our alumni are now law firm partners, leaders in public interest law, leaders in politics and government lawyering, judges, and in-house lawyers, and they are doing all of that from coast-to-coast. A 2018 graduate became the first in our history to obtain a coveted Skadden Public Interest Fellowship, which are reserved for the most promising public interest graduates in the country. We can, with confidence, encourage prospective students to come to RWU Law, follow in their predecessors footsteps, and Change Their World.



6TH IN THE NATION

in % of 2018 graduates who worked in State Judicial Clerkships the year after graduation.



SCHOOL OF LAW

BUDGET

After three consecutive years of deficits, we have had three consecutive balanced budgets, and we are planning for a balanced budget in FY 2020. This turnaround is the product of deep cuts in expenses since 2012, a leveling, and then increase in revenues beginning in FY 2015 after three years of dramatically declining revenues.

ACCOMPLISHMENTS AND CHALLENGES

- Fundraising increased for the third consecutive year, and the total amount raised was the highest in the law school's history. We successfully completed a campaign to establish a \$500,000 endowment for the Pro Bono Collaborative, and we again hit our Annual Fund goal;
- Our second tuition increase since 2013 did not negatively impact admissions, but our average net tuition per student decreased, notwithstanding the tuition increase;
- We still have the lowest tuition and fees of any private ABA accredited school in the Northeast by at least 13%, and by approximately 25% with respect to most of our regional competitors;
- We are approaching an enrollment ceiling we cannot exceed without making additional investments in faculty, staff, and technology.



LOWEST TUITION AND FEES

Of Any ABA Accredited school in the Northeast

ACADEMIC AND CO-CURRICULAR PROGRAMS

The law school's Clinical Guarantee and public interest programs are increasingly becoming associated with the RWU Law "brand." Along with strong teaching, deep connections between the bench and bar, affordability, and the Bristol/Providence combination, we have a distinctive story to tell about why students should choose RWU Law and what makes the law school stand out among the mass of American law schools, which still look largely identical because of the conservative nature of law school faculty and the uniformity required by ABA regulation.

ACCOMPLISHMENTS AND CHALLENGES

- We are increasingly being recognized for our focus on experiential education and public interest law. This year, National Jurist magazine called us a top school for practical training and in the forefront of addressing "the justice gap." Last year the magazine named us one of the best law schools in the country for public interest law.
- The faculty are regularly quoted in the electronic and print media, and they regularly appear on radio and television outlets from the most local to the national and international;
- Princeton Review named the faculty at RWU Law second in New England in teaching quality;
- The content of the law school curriculum and the method of delivering instruction do not reflect the impact of technology on the practice of law and on pedagogical practices;
- The law school needs to develop best practices for assessing the program-wide learning outcomes for our students.