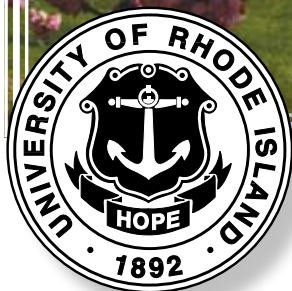
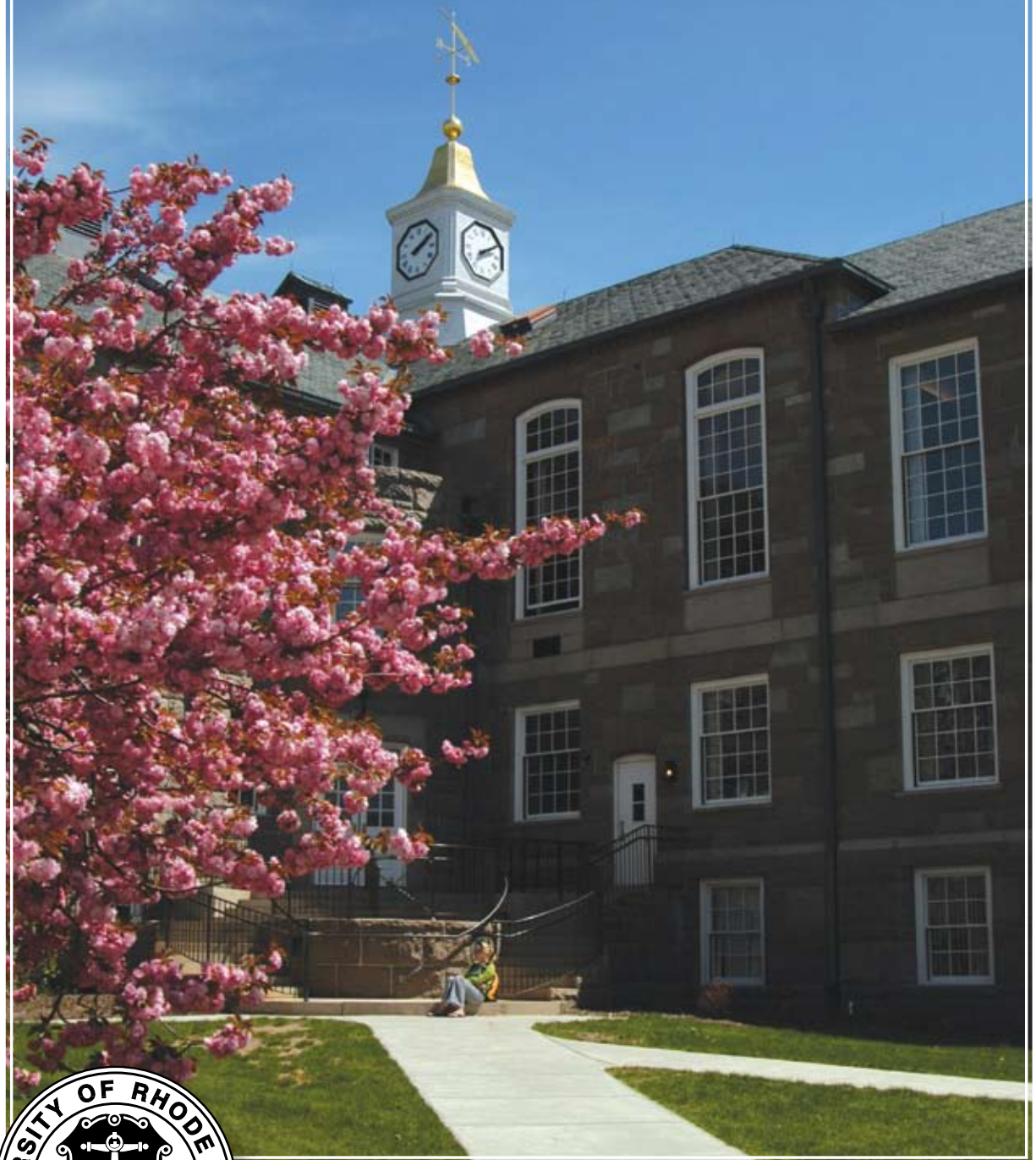


UNIVERSITY OF RHODE ISLAND INSTITUTIONAL SELF-STUDY



Submitted to:
New England Association of Schools and Colleges, Inc.
Commission on Institutions of Higher Education
September 2007

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Institutional Characteristics

Date: August 27, 2007

1. Corporate name of institution: The University of Rhode Island
2. Address (city, state, zip code): Kingston, RI 02881
 Phone: (401) 874-2444 URL of institutional webpage: www.uri.edu
3. Date institution was chartered or authorized: 1892
4. Date institution enrolled first students in degree programs: 1892
5. Date institution awarded first degrees: 1894

6. Type of control: (check)

- | | |
|---|--|
| <p>Public</p> <p><input checked="" type="checkbox"/> State</p> <p><input type="checkbox"/> City</p> <p><input type="checkbox"/> Other
(Specify)</p> | <p>Private</p> <p><input type="checkbox"/> Independent, not-for-profit</p> <p><input type="checkbox"/> Religious Group
(Name of Church)</p> <p><input type="checkbox"/> Proprietary</p> <p><input type="checkbox"/> Other:
(Specify)</p> |
|---|--|

7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Board of Governors for Higher Education

Certificate, Bachelor, Master, Professional Doctorate, PhD

(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.) General Laws of the State of Rhode Island, 16-32-10

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

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

- | | |
|--|--|
| <p><input type="checkbox"/> Less than one year of work</p> <p><input type="checkbox"/> At least one but less than two years</p> <p><input type="checkbox"/> Diploma or certificate programs of at least two but less than four years</p> | <p><input checked="" type="checkbox"/> First professional degree</p> <p><input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree</p> <p><input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)</p> |
|--|--|

- Associate degree granting program of at least two years
- Four or five-year baccalaureate degree granting program
- A doctor of philosophy or equivalent degree
- Other
Specify

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

- Occupational training at the crafts/clerical level (certificate or diploma)
- Occupational training at the technical or semi-professional level (degree)
- Two-year programs designed for full transfer to a baccalaureate degree
- Liberal arts and general
- Teacher preparatory
- Professional
- Other

10. The calendar system at the institution is:

- Semester
- Quarter
- Trimester
- Other

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

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

12. Student population:

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

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

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

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

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

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

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

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

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

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

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

N/A

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

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

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

Organizational charts immediately follow in the next section.

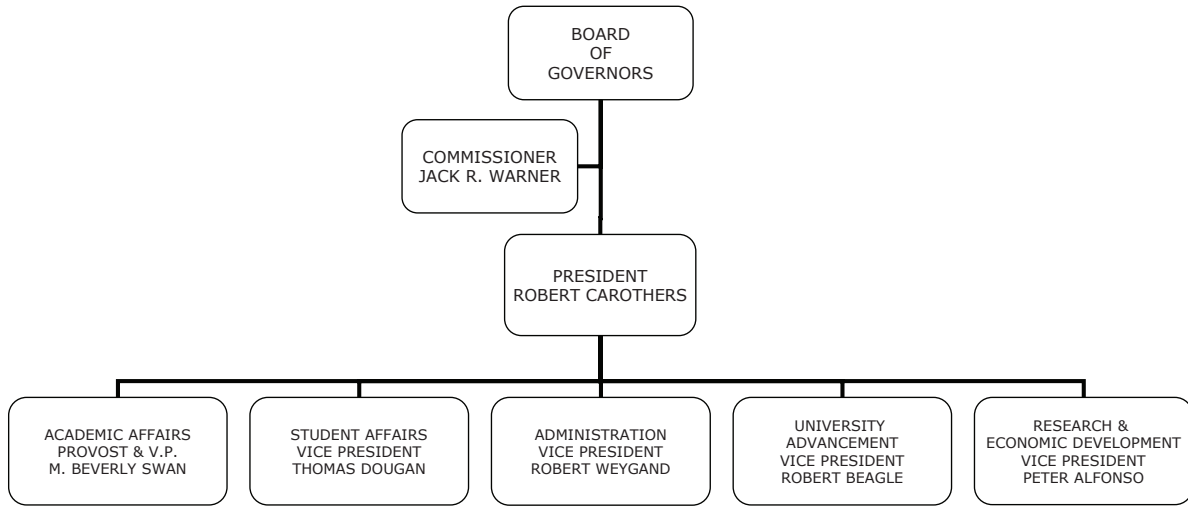
19. Record briefly the central elements in the history of the institution:

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

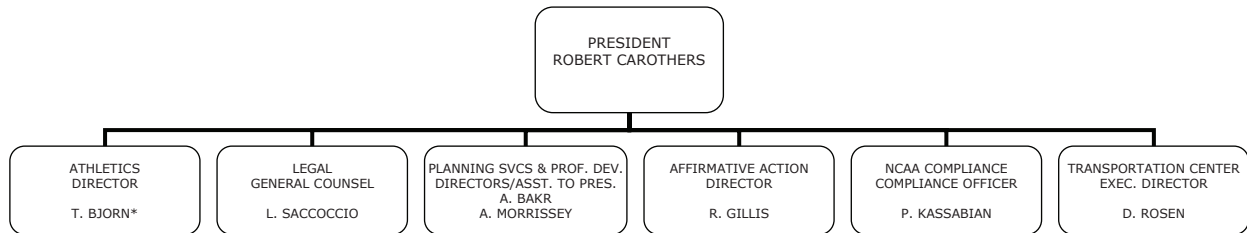
The Morrill Act of 1862 provided for the sale of public lands. Income from these sales was to be used to create at least one college in each state with the principal purpose of teaching agriculture and mechanic arts. From this grant of land comes the term "land grant," which applied to the national system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

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

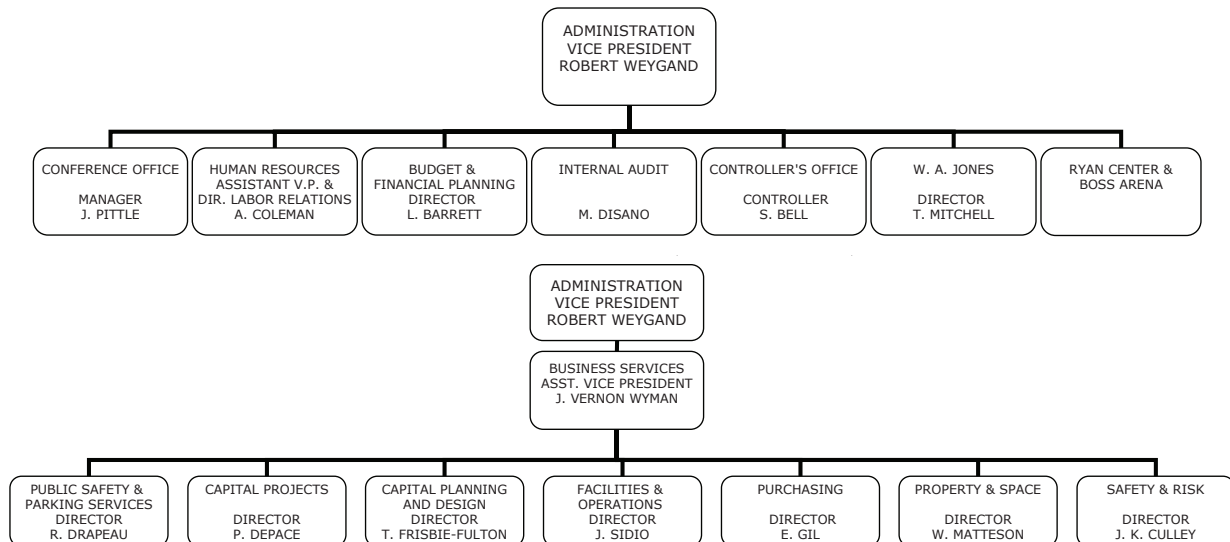
FY08 Allocation – Organizational Chart



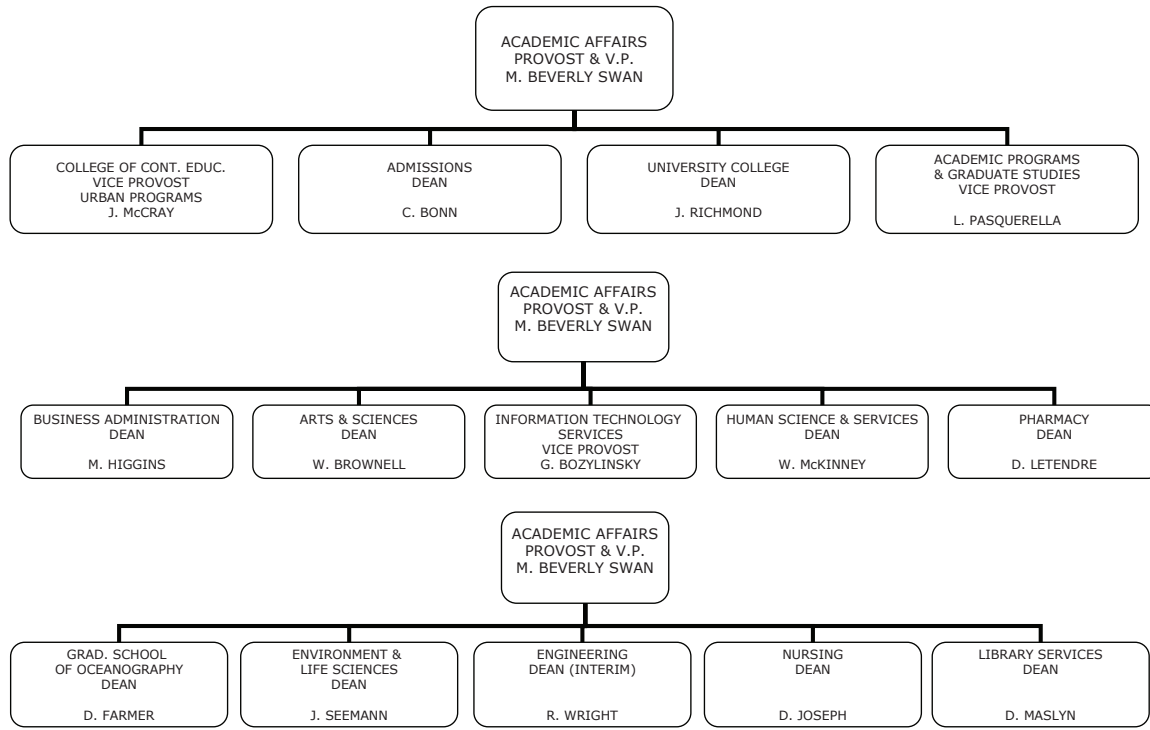
President's Office



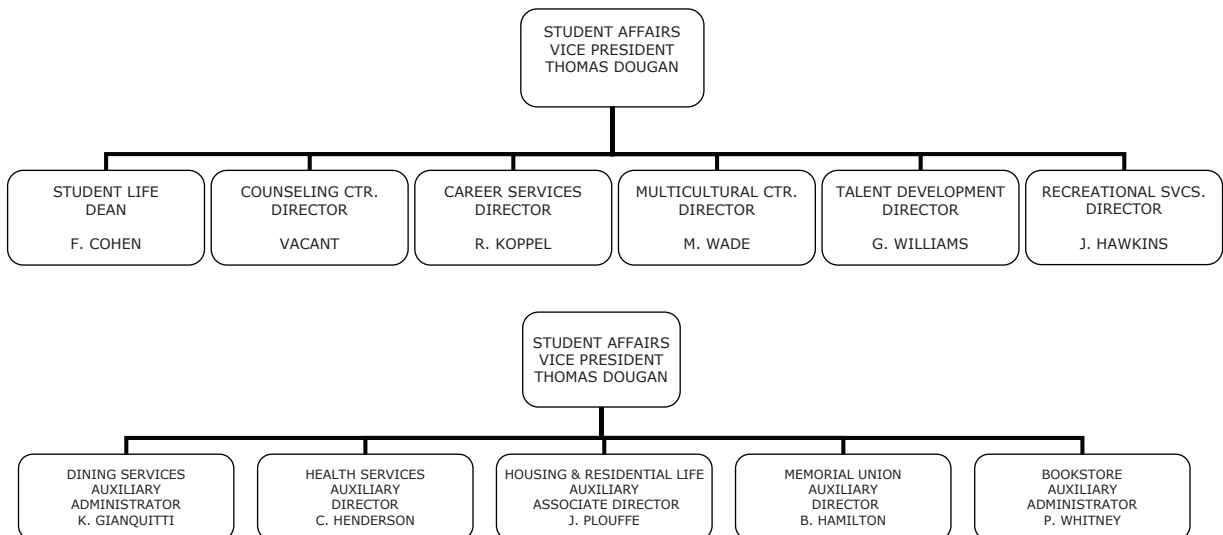
Administration



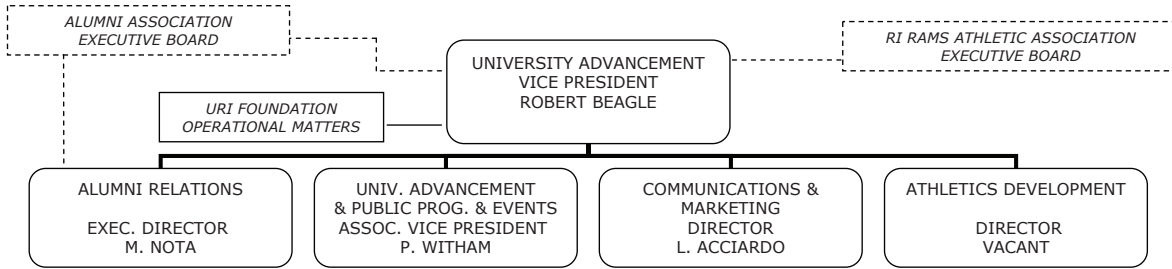
Academic Affairs



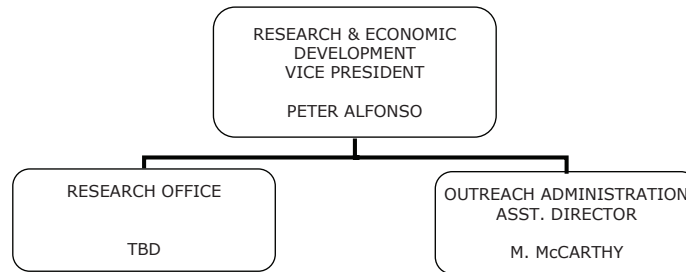
Student Affairs



University Advancement



Research & Economic Development



Preface

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

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

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

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

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

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

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

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

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

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

Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Robert L. Carothers, President

September 2007