Rhode Island College

Strategic Plan — Vision 2020

Lesley Bogad, Feinstein School of Education and Human Development (co-chair)
Elisa Miller, Faculty of Arts and Sciences (co-chair)

Tish Brennan, James P. Adams Library
Claire Creamer, School of Nursing
Kevin Fitta, Capital Projects
Liz Garofalo, FSEHD, Professional Staff Association
Jenifer Giroux, Office of Professional Studies and Continuing Education
Antoinette Gomes, Unity Center
Praveena Gullapalli, Faculty of Arts and Sciences, AFT
Nic Hardisty, Graduate Student
Chris Hourigan, Institutional Research and Planning
Sue Pearlmutter, School of Social Work
Kyla Pecchia, Alumna
Ronald Pitt, Administration
Mary Riley, Council 94
Robert Santurri, Jr., Undergraduate Student
John Smith, Jr., Rhode Island Board of Education, Alumnus
Robert Smith, Jr., Undergraduate Student (alternate)
Lisa Smolski, Office of Research and Grants Administration
Preamble

Strategic planning is a systematic approach for developing institutional focus and alignment. At Rhode Island College, it represents an opportunity to strengthen our commitment to common goals and define institutional priorities every five years. A strategic plan guides both policy and practice at every turn. A plan provides large guiding principles so that stakeholders within and across divisions can then develop manageable action steps to realize these ideals in implementation.

In August of 2014, President Carriuolo convened a committee of nineteen members — representative of faculty, staff, administration, students, and alumni from the Rhode Island College community — to embark on the process of reviewing, revising, and reworking the college’s strategic plan. Throughout the fall, the committee read extensively about the process of strategic planning, reviewed research on current trends in higher education, met with key experts in the field of labor and enrollment, and examined a myriad of reports on the state of the college and Rhode Island. We met with the President and her cabinet to understand administrative priorities for 2015-2020 and solicited further ideas from the RIC community via open meetings and an active email address. Then, with questions, comments and concerns from all parties in mind, we began the process of drafting the goals and objectives you see here.

This plan — Vision 2020 — is also informed by several key issues that will shape the content and context of Rhode Island College over the next five years. First, the composition of our student body is rapidly changing and diversifying. Our students increasingly identify as racial and ethnic minorities, as LGBT, as veterans, as students with disabilities, as students of all ages with work and family commitments. For example, of those who self-identify, nearly 40% of the incoming freshman class of 2014 identified as racial and ethnic minorities. This fact must shape the policies and practices in every element of our institution.

Second, because of reductions in state allocations for higher education, we are an institution that relies on tuition as our financial lifeline. Rhode Island College faces economic challenges related to the demographic decrease in the number of high school seniors in the state of Rhode Island.
Thus, the issue of enrollment management is essential, especially with performance-based funding emerging as a reality in the higher education landscape. We must pay careful attention to how best to recruit, retain, and graduate a dynamic, diverse, and thriving student body. This effort is not only paramount to our financial livelihood, but it is also true to the Rhode Island College mission as a comprehensive institution that seeks to “foster intellectual curiosity and prepare an educated citizenry for responsible leadership.”

As the Association of American Colleges and Universities (AACU) recommends, academic excellence requires attention to “diversity and equity as fundamental goals of higher education and as resources for learning that are valuable for all students, vital to democracy and a democratic workforce and to the global position and wellbeing of the United States” (www.aacu.org). The goals and objectives in Vision 2020 attend to these principled concerns and respect the specific needs and realities of Rhode Island College and the region. Our hope and expectation are that the implementation of this plan will continue and strengthen Rhode Island College’s commitment to excellence for the public good.
GOALS:

These goals are not numbered to diminish the sense of hierarchy implied by such a model. Throughout the document, the goals are referred to by the initials indicated in parentheses. Some objectives may appear repetitive in addressing the same issue across different goals. This repetition is deliberate in order to emphasize the nuances of these critical priorities. Repetitions are noted throughout the document for ease of use.

DIVERSITY & INCLUSION (DI)
To establish an inclusive campus culture focused on student success that respects the contributions of all campus stakeholders and builds capacity for understanding the nature and importance of diversity in all its forms across all institutional processes.

CULTURE OF LEARNING (CL)
Foster an environment that supports intellectual curiosity, growth, and collaboration as a comprehensive and ongoing learning process that occurs in courses, research, experiential activities and internships, student organizations, and in interactions with the community.

COMMUNICATIONS (C)
Develop and achieve proactive, comprehensive, and collaborative communications to foster a culture of transparent and respectful interaction that advances Rhode Island College as a student-centered, diverse, supportive, and high-quality public institution among its internal and external communities.

FACILITIES (F)
Optimize and maintain a physical and technological environment that supports teaching, learning, research, and student life, and is welcoming, aesthetically pleasing, sustainable, accessible, and effective for a diverse community of users.

REVENUE & RESOURCES (RR)
Stabilize existing revenue and resources, develop and implement more cost-effective and efficient usage of revenue and resources, and create and sustain a larger and more diverse set of revenue streams.

IMPACT ON RHODE ISLAND (RI)
Contribute to the economic development and quality of life — intellectual, social, and cultural — in the greater Providence area, the state of Rhode Island, and the region.
DIVERSITY & INCLUSION (DI)

Goal:
To establish an inclusive campus culture focused on student success that respects the contributions of all campus stakeholders and builds capacity for understanding the nature and importance of diversity in all its forms across all institutional processes.

Rationale:
The formal and informal structures in place at Rhode Island College create the contexts within which students, faculty, and staff operate and through which they understand themselves and the institution. Creating an inclusive campus culture will mean altering these structures in fundamental ways. In the past several years, we have seen a dramatic shift in the demographics of our undergraduate student body, wherein almost 40% of the incoming freshman class of 2014 who self-identified race or ethnicity identified as members of minority groups. We are not serving the same students we were in 2010. Student success at RIC is predicated upon high-quality learning in tandem with effective delivery of services that provide all students with purposeful pathways through college and support student retention and graduation. This principle means acknowledging publicly and at all levels and in all areas of the institution that people have a diversity of backgrounds and needs. In order to reflect and support the changing demographics of our student body, we must intentionally infuse the principles of diversity and inclusion in infrastructure, institutional processes, and student experience. We must welcome personnel from a breadth of circumstances and backgrounds that inform and invigorate both teaching and learning. Inclusive excellence serves internal and external stakeholders, enriches the educational environment for the whole community, and sustains the high-quality education that is our mission.

Objectives:

Infrastructure
DI-1. Emphasize an institutional commitment to diversity and inclusion, and ensure — at all levels — the application of inclusive practices, policies, and procedures that promise the continuous development of a safe, supportive, sustainable educational community.

DI-2. Redefine the purpose of the Committee on Human Relations so that it is empowered to work directly with college executives to inform, foster, and maintain an environment that values the diverse talents and contributions of students, employees, and community partners.

- Establish a Bias Response Team.
● Develop metrics for monitoring the effectiveness of Diversity and Inclusion initiatives.

DI-3. Increase workforce diversity among professional staff, faculty, and administration to ensure that all Rhode Island College students can make comfortable connections, and know that their varied backgrounds and circumstances are understood and valued. [see also CL-7]

● Establish divisional goals for workforce diversity and share disaggregated data on an annual basis to show that new hires are advancing the diverse composition of our workforce.

DI-4. Provide consistent and appropriate faculty and staff development around cultural competency through Human Resources’ trainings, orientations, and consultations.

DI-5. Make support services more accessible to students with work, life, and family commitments by staggering staff schedules in fundamental offices such as Records, Bursar, Financial Aid, and academic departments, or some other cost effective strategies.

DI-6. Increase course availability during nights and weekends to accommodate the needs of working students, student-parents, and others who require differing schedules. [see also CL-4 and RR-16]

DI-7. Enhance the web presence to make information about RIC programs, procedures, and personnel accurate, sensitive, and easily accessible to all. [see also C-7]

DI-8. Develop strategies to assure that all computer hardware, services and resources across campus — in labs, student lounges, and other formal and informal learning spaces — and are consistently maintained and updated. [see also F-1]

**Institutional Processes**

DI-9. Foster an environment of transparency and trust by communicating clearly and openly the institutional commitment to issues of diversity and inclusion to all internal and external stakeholders. [see also C-1]

DI-10. Examine reported disparities in the application and transparency of college policies and procedures to foster equity and inclusion.

DI-11. Engage the entire campus community in discourse about the interdependence of student success, academic innovation, and civic engagement.

DI-12. Acknowledge and reward work that advances the institution’s inclusive campus culture.

DI-13. Reflect the identities and interests of students in the planning and execution of all college activities and events.

DI-14. Ensure that all communications to students from recruitment through matriculation are sensitive and appropriately reflect an inclusive campus culture.

DI-15. Augment and customize the transfer admissions and orientation experience in order specifically to make transfer students feel more welcome and supported in their academic careers.
DI-16. Actively promote and recruit to fill all vacant student seats on institutional committees to ensure student voice in decision making.
DI-17. Recognize and support the diversity of RIC alumni in order to foster stronger ties to the college.
DI-18. Explore the recruitment of international students from countries with established support communities within Rhode Island. [see also RR-14]

**Student Experience**
DI-19. Strengthen the college's commitment to provide access and continuous support from admission through graduation for students, using bridge and retention programs.
DI-20. Develop and communicate clear expectations for all administrative support offices as they interact with and assist students.
DI-21. Identify, enhance, and inform the campus community about existing support services for all students.
DI-22. Provide students with an effective mechanism for expressing any perceived biases and inequities in their campus experiences.
DI-23. Educate the campus community about LGBT issues and concerns, and foster a culture of inclusion, safety and success for LGBT students.
DI-24. Ensure that students, faculty, and staff have awareness of, and access to, Title IX resources on campus related to gender discrimination and/or sexual assault.
DI-25. Ensure that students who are English Language Learners have access to support resources on campus. Provide support and training to faculty and staff about best practices in teaching and serving ELL students. [see also CL-6]
DI-27. Expand graduate student involvement in campus life.
DI-28. Ensure consistent availability of healthy, thoughtful, and varied food options that meet the diverse dietary needs of the campus community both in dining centers and at events.
CULTURE OF LEARNING (CL)

Goal:
Foster an environment that supports intellectual curiosity, growth, and collaboration as a comprehensive and ongoing learning process that occurs in courses, research, experiential activities and internships, student organizations, and in interactions with the community.

Rationale:
As an institution, we have a responsibility to help our students develop the skills to meet the challenges of a rapidly changing society and economy. To be successful learners, citizens, workers, and leaders, Rhode Island College students will need to develop the habits of critical thinking, intellectual flexibility, cultural competency, and community engagement. Current educational best practices indicate that student success, retention, and graduation rates are correlated to student development and growth broadly conceived, encompassing more than only academic courses or grades. An excellent and meaningful learning environment, therefore, requires a commitment to enhancing diversity and inclusion in pedagogy, research, student life, and institutional practices. Rhode Island College will create a culture of learning that involves and supports its students, faculty, and staff in a dynamic and stimulating environment of learning, critical thinking, and inquiry.

Objectives:

Diversity:

CL-1. Support a critical curriculum that encourages and enables faculty and students to examine and appreciate diverse cultural and social perspectives in all academic disciplines.

CL-2. Provide regular and ongoing pedagogical and cultural training so that faculty can teach Rhode Island College’s diverse student population in an effective and respectful manner.

CL-3. Continue the development of new interdisciplinary programs that will attract and support students from the diversifying populations in the RIC student body and in the region.

CL-4. Explore ways that revised scheduling patterns — including evening, weekend, summer, and once a week courses — could help meet the needs of students in balancing educational, family, and employment needs. Investigate the impact of scheduling changes on faculty and staff. [see also DI-6 and RR-16]

CL-5. Address the needs of students with potential from disadvantaged educational backgrounds to ensure access and success.
CL-6. Address the needs of students who are English Language Learners to ensure access and success. Provide support and training to faculty and staff about best practices in teaching and serving ELL students. [see also DI-25]

CL-7. Investigate ways to increase the recruitment, retention, and satisfaction of a diverse faculty and staff. [see also DI-3]

Research:
CL-8. Promote, support, and sustain the new Center for Research and Creative Activity to encourage faculty/student collaboration.

CL-9. Sustain and enhance efforts to support faculty research with increased finances, space, time, recognition, and improved processes that will enhance the academic prestige of the college, generate grant monies, and stimulate innovative teaching and learning.

Student Development:
CL-10. Explore ways to encourage student participation in co-curricular activities, communicating the value of such activities as they are correlated to increased rates of student satisfaction, retention, and graduation.
  - Institutionalize the use of a co-curricular transcript that documents student participation in activities at Rhode Island College outside of the classroom setting.

CL-11. Promote opportunities for students to form new, and sustain existing, affinity groups including (but not limited to) those based on academic programs, activities and interests, classes, and/or identity.

CL-12. Increase the rates of students participating in domestic student exchange and international study-abroad programs.

CL-13. Expand internships and explore co-op opportunities for students to develop job and life skills.

Academics:
CL-14. Involve students and faculty members in discussions about the policies and practices of student retention and success with the goal of improving student outcomes at Rhode Island College. [see also C-10]

CL-15. Continue to support best practices in writing instruction in appropriate disciplinary courses and work to integrate Writing across Curriculum as a pedagogical strategy in the General Education program.

CL-16. Continue to support best practices in quantitative literacy in appropriate disciplinary courses, and investigate the value of establishing a quantitative initiative similar to the Writing Board.
CL-17. Provide faculty training in the best practices of online pedagogy to assure that online
and hybrid classes at Rhode Island College are rigorous, meaningful, and consistent
for students.

**Graduate Education:**

CL-18. Recognize and support graduate studies as integral to enhancing our academic
reputation, providing a rich learning environment for all, increasing financial
stability, and meeting the needs of our state and region.

- Develop support for graduate students to increase their satisfaction,
  success, retention, and graduation.
- Build graduate offerings by supporting and expanding existing graduate
  certificates and degrees offered.
- Investigate the need for, and possibility of, creating new graduate
  programs based on student interest and state and regional needs.
- Publicize the availability and value of RIC graduate programs to
  undergraduate students and in the broader region.

CL-19. Determine the efficacy of an Office of Graduate Study, with resources to support a
permanent dean and hire administrative support staff.

**Institutional Facilities and Processes:**

CL-20. Sustain an institutional commitment to physical spaces that foster learning and
academic pursuit, and encourage faculty and students to congregate, collaborate, and
engage in research. [see F-1 and F-5]

CL-21. Expand existing policies around remedial education to allow undergraduate students
to enroll in general education courses for credit from the beginning of their careers,
while receiving additional academic support at the same time, along the lines
suggested by Complete College America.

CL-22. Explore ways to manage staffing needs and resources more flexibly in order to
respond to the changing needs of the institution.

CL-23. Investigate ways to improve the retention and satisfaction of a faculty and staff body
of the highest caliber.

CL-24. Strengthen the existing system of academic advising to ensure students’ timely
progress to graduation. [see also RR-2]

- Provide regular and ongoing training for advisors in OASIS and in
departments and programs.
- Increase communication and coordination between departments and
  programs and OASIS to provide more effective and accurate academic
  advising to students.
- Encourage and support departments and programs to make expectations
  for their minors and majors clear and accessible for students.
CL-25. Raise second-year student retention rates to 80%, and six-year graduation rates to 50% by 2018.

Assessment:

CL-26. Continue to review the General Education curriculum regularly to ensure it reflects the college’s mission and goals, aligns with national expectations for knowledge, skills, and abilities, and meets the learning needs of our increasingly diverse student body.

CL-27. Continue to investigate the impact of the campus-wide trend toward four-credit classes, and assess its effectiveness in meeting student needs and increasing graduation rates.
COMMUNICATIONS (C)

Goal:
Develop and achieve proactive, comprehensive, and collaborative communications to foster a culture of transparent and respectful interaction that advances Rhode Island College as a student-centered, diverse, supportive, and high-quality public institution among its internal and external communities.

Rationale:
In order to project and embody the values of a more diverse and inclusive community, communications and interactions between and among all internal and external stakeholders must be clear, transparent, and respectful. Effective communications and interactions facilitate students’ academic progress with clear, consistent, and reliable information. Communication policies are also critical to promoting productive and supportive connections among the college’s administration, faculty, and staff. In addition, effective communication policies serve a vital role in the effort to enhance the visibility and awareness of Rhode Island College as a dynamic, diverse, and excellent public institution among external stakeholders and with the general public.

Objectives:

C-1. Educate all campus constituencies about how to develop communications and interactions that demonstrate our commitment to a welcoming and respectful environment. [see also DI-1]
   - Culturally competent communications and interactions will address the specific concerns of diverse populations of our community, such as transgender students changing their names/pronouns, or students with disabilities seeking accommodations in their courses.
   - Student-centered communications and interactions will ensure that students feel supported in negotiating the academic and administrative elements of their education.

C-2. Improve consistency and accuracy of official means of college communication to students, faculty, staff, and alumni. Ensure that all communications consider both appropriate context and the targeted audience.

C-3. Ensure that all signage, publications, and web content support an easily-recognized, visually-cohesive identity for the college, both on- and off-campus.

C-4. Continue to institute consistent, top-down messaging that makes key issues and decision-making transparent to the entire RIC community.
C-5. Create and enhance mechanisms that solicit and respond to feedback about campus concerns, ensuring clear and timely responses for information seekers and participants from different constituencies.

C-6. Create new easy-to-use, easy-to-update communication mechanisms and improve existing ones to encourage greater campus involvement, promote information sharing, and facilitate collaboration.

C-7. Improve the process of managing the college website to ensure that all web materials are timely, relevant, accurate, and aesthetically pleasing. [see also DI-7]

C-8. Increase information sharing and interconnection among departments and offices to facilitate cross-divisional coordination and discourage information siloing.

C-9. Review and consistently update the college’s media-based communication strategies to meet the needs of students in a digital environment.

C-10. Improve communications that educate students about student success programs and other resources that can reduce the time needed to complete a degree. [see also CL-14]

C-11. Enhance communications and relationships with alumni to recognize them as a valuable and critical resource for achieving our mission and vision.

C-12. Implement a coordinated strategy for disseminating information to internal and external stakeholders about campus programs, activities, and events, as well as our values, mission, and vision. [see also RR-4]

C-13. Use communications vehicles to educate ourselves about the RIC story of innovation and our history of achievement so that we may be better community ambassadors.

C-14. Strengthen the use of targeted media outlets to advertise RIC events and educational opportunities.

C-15. Improve communications about RIC’s contribution to the Rhode Island workforce and economy. [see also RI-1]
FACILITIES (F)

Goal:
Optimize and maintain a physical and technological environment that supports teaching, learning, research, and student life, and is welcoming, aesthetically pleasing, sustainable, accessible, and effective for a diverse community of users.

Rationale:
Improving and modernizing the physical and technological environment positions Rhode Island College as a leading competitive institution of higher education equipped to serve the needs of an increasingly diverse campus community. A modern, welcoming, aesthetically pleasing campus will improve recruitment and retention of students, faculty, and staff. Recent bond measures have funded major renovation plans for Gaige Hall and Craig Lee Hall, which, along with the new Nursing Education Center downtown, will provide up-to-date and effective classroom and gathering spaces that can enhance teaching and learning for all. Executing all facilities projects in an environmentally mindful manner and embracing the principles of sustainability will maintain the beauty of our natural surroundings, maintain a balance between inclusive human design and beauty, and increase our positive impact on the wider environment. Providing a safe and accessible environment for all aspects of campus life will ensure that Rhode Island College is compliant with its legal and ethical obligations and also embraces the spirit of inclusion.

Objectives:

F-1. Design and equip campus facilities — including classrooms, labs, student lounges, and other formal and informal learning spaces — with the most current technology and conveniences to facilitate excellent teaching and learning and meet diverse student and faculty needs. [see also DI-8 and CL-20]

F-2. Ensure a uniformly high aesthetic standard, including cleanliness and maintenance for the entire campus.

F-3. Enable more efficient, equitable, and appropriate access to campus facilities and offices (e.g. classrooms, bathrooms, swipe cards).

F-4. Create an efficient, equitable and appropriate system for the allocation of physical spaces on campus.

F-5. Continue to improve the number and types of social gathering spaces to better serve the needs of an increasingly diverse student population. [see also CL-20]

F-6. Review travel and parking reforms to ensure better, safer alternatives for movement of people around the campus.
F-7. Explore options for alternative transportation to and from the main campus and satellite locations, such as bicycle routes, increased shuttle services, or other means.

F-8. Continue to enhance safety and security measures to ensure faculty, staff, students and their families feel safe traveling in and around our campus. These measures could include continued improvements to outdoor lighting, pedestrian crosswalks, emergency management protocols.

F-9. Improve campus cohesion and navigation through clearer, more systemically designed signage for buildings, cars, and pedestrians.

F-10. Embrace and practice principles of sustainability such as increased recycling, energy efficiency, transportation efficiency, and the maintenance, protection and enhancement of green spaces in order to conserve resources and keep the campus buildings well preserved.

F-11. Expand the role of the James P. Adams Library as a teaching and learning resource; a source of expertise, academic content, and technological support for student research and faculty pedagogy; and a social learning space for members of both the RIC campus and the surrounding community.

F-12. Increase the number of multifunctional, technology-enhanced spaces for meetings, presentations, conferences, and special events that promote and advance academic goals such as experiential learning and civic engagement.

F-13. Improve residence halls to assist in recruiting and retaining a diverse student body.
REVENUE & RESOURCES (RR)

Goal:
Stabilize existing revenue and resources, develop and implement more cost-effective and efficient usage of revenue and resources, and create and sustain a larger and more diverse set of revenue streams.

Rationale:
A state and national focus on student retention and completion, the college’s rapidly changing student demographics, and difficult economic conditions in the state combine to provide both a challenge and an opportunity. In order to maximize our economic stability and growth, the entire campus community must come together around a shared commitment to student success. Individually and collectively, we must develop new modes of working with and thinking about resources in order to foster collaboration, transparency, data-driven decision-making, and creativity to fulfill the college’s mission, development, and long-term vitality.

Objectives:

**Stability**

RR-1. Improve student retention and success by incorporating high-impact, evidence-based practices such as faculty-mentored undergraduate research, flexible formats (including an increase in blended course offerings), and academic mapping.

RR-2. Inventory, develop, and implement best practices in student advising, including systems for academic support, academic planning, and college life skills. [see also CL-24]

RR-3. Develop and utilize common metrics and a data dictionary to holistically evaluate and align academic and student support programs, fill gaps, and eliminate redundancies.

RR-4. Promote the college as a forward-thinking, student-focused, effective, and efficient institution that deserves our state’s highest levels of funding and support. [see also C-12]

RR-5. Stabilize core revenue of state support and student tuition through improved government relations and targeted communications, including the participation of staff, alumni, students, faculty, and friends of the college.

**Cost Effective and Efficient Usage**

RR-6. Identify, evaluate, and map college partnerships — both internal and external — to leverage resources, eliminate redundancies, and support innovative, creative, and strategic student-centered programming.
RR-7. Increase external funding and philanthropy to generate revenue for developing and piloting new and expanded student access and success efforts, such as Learning for Life and the CF/RIC Innovation Lab. Those models showing positive outcomes for student success as supported by data and evaluation will be integrated into college operations.

RR-8. Improve the coordination of pre-award and grant accounting functions to provide a more streamlined, effective, and efficient system for seeking and supporting external grants.

RR-9. Review and assess the usage of indirect cost recovery funds to ensure that the college is obtaining maximum impact from those funds.

RR-10. Develop and implement transparent, educational, and collaborative mechanisms to communicate college financial issues (budget, grants, philanthropy, personnel) to support widespread understanding and effective use of resources.

RR-11. Ensure that resource investments and reductions will be informed by transparent, data-driven decision-making, with an explicit focus on student retention and success.

RR-12. Investigate and utilize the feasibility of outsourcing — wherever appropriate — academic and student services. The outcomes will be measured against common metrics identifying costs and benefits and alignment with our mission.

RR-13. Develop and implement system-wide higher education policies and procedures that provide clarity, consistency, and more efficient use of resources.

More Diverse Revenue Streams

RR-14. Expand student marketing and recruitment efforts to target key audiences — including graduate, adult, and international students — based on enrollment management planning. [see also DI-18]

RR-15. Continue and enhance support systems in place to increase the success and retention of key audiences — including graduate, adult, and international students — in order to meet targeted goals for student numbers and revenue.

RR-16. Analyze, simplify, and implement classroom scheduling patterns to improve student access and maximize classroom and other space utilization, such as the use of Fridays, weekends, and non-traditional terms in order to best recruit and retain students. [see also DI-6 and CL-4]

RR-17. Develop a system, structure, and program of education for adult students that strengthens and sustains the current undergraduate program for college completion for adult students who have partial credit.

RR-18. Increase philanthropic donations that align with our priority on student access and success.
IMPACT ON RHODE ISLAND (RI)

Goal:
Contribute to the economic development and quality of life — intellectual, social, and cultural — in the greater Providence area, the state of Rhode Island, and the region.

Rationale:
As Rhode Island’s public comprehensive institution, RIC has a unique responsibility to serve the public good and improve the quality of life for the state’s diverse citizenry. Our state faces serious economic challenges, and the college is well positioned to serve as a key partner in matters of economic growth. With innovative contributions to workforce development, community partnerships, and cultural and intellectual engagement, Rhode Island College will realize the responsibilities and duties of a public institution.

Objectives:

RI-1. Create and convey a clear and appropriate vision of the college’s role in the state’s and the region’s economy. [see also C-15]
RI-2. Develop a set of indicators to measure the college’s impact on the community and Rhode Island’s economy and track the college’s performance on these indicators.
RI-3. Institutionalize and document outreach efforts to build mutually beneficial strategic partnerships that meet the needs of the diverse internal and external constituencies.
RI-4. Create and support opportunities for faculty and students to apply research to local and regional issues for use by policymakers.
RI-6. Provide opportunities for the college and its constituencies to develop and exercise leadership in moving the state and region forward economically.
RI-7. Research and develop degree and non-degree certificate programs in high-demand areas to meet regional economic development needs.
RI-8. Maintain the college’s role as a premier cultural and social resource for the community.