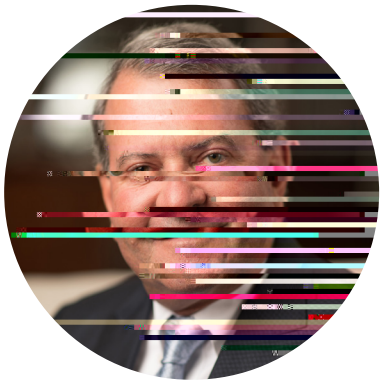

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T is e is desi ed i a ec ie s mma, a d e a sc eca d a assesses eff s g ac ss e, e a eas f g i, Ac i P a , si da a e 2020 academic ea . F g g i esc eca d, e emai i e ides a f e da a se a d o a s s am e dis a e a ed f eff s. T is c m e e si e ese a i g f e i, da a i e i s bes add ess e eeds f c mm n, a g d i e mea i f c a es i s a e ies a d i e e i s a e ma, eed im eme . G i f a d, I i f a d a a a fa bica i f sc eca d be ese ed a d s a ed af e fa ce s s da e.

Da a b, i se f ca dic a e s a e ies b a e i i s a eas sc i i/ef e a d de s a d e s ies a d e ci c ms a ces bef e e a e ac i . We m s emembe a d a ecia e g a a da a is s, e e g e f e RWU c mm i, , a d e ese s e meas e f e a e a i n, i i a d be i . T e e a e e g a d s ies f e e ie ce be i d eac da a i i ese c a s a d l e e e_ec a e e.

Mea i f c a e a es ime a d eff f m s a . E i, d es a e e i g a d ce ai, ' a e n i diffe e ia, a ca i g es ces a d s c a e. T is e n i be a a ca ac n a d a meas e f c mmi me c a e.

D . Ame Lambe s a ed s is da a _j e bef e e a s i i f RWU. A d I a es ecia, a Je D g sea a d Me L, c i l s i n a Resea c f ei dedica i a d c i e s e e di is e ef ma a e s a e i n e c mm i,.

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2020 Roger Williams University Diversity Scorecard

Summary Highlights

Determinations of progress and current status were made in concert with consultant, Michelle Miller, based on the detailed data for each metric. Where metrics revealed a mixed picture, we leaned towards an "action-

2020 Roger Williams University Diversity Scorecard

Table of Contents:

Data Map

Part 1. Student Access, Success and Equity (SASE)

Part 2. Employee Access, Success and Equity (EASE)

Part 3. Campus Climate and Intergroup Relations (CCIR)

Part 4. Education, Scholarship and Service (ESS)

Part 5. Infrastructure and Leadership (IL)

Appendix

2020 Roger Williams University Diversity Scorecard

Part 1. Student Access, Success and Equity

Key Performance Indicators:

Student Enrollment

First Year Retention

GPA Equity

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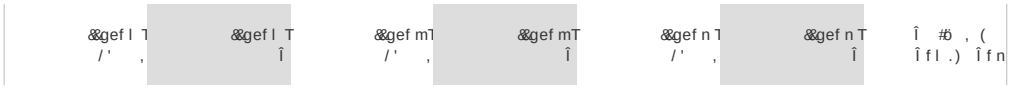
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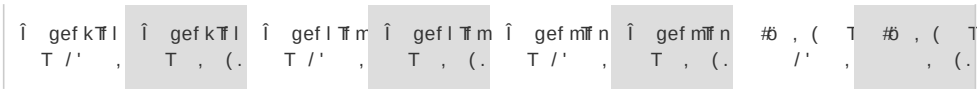

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3. Campus Climate and Intergroup Relations

Key Performance Indicator: Employee Climate Survey - Results from 2016

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+/# & , .' (.	All citizenships/statuses	248	2.4	45	2.9	-2.8	0.006
	All countries/nations	247	2.4	43	2.9	-3.0	0.003
	All ethnicities/races	247	2.4	45	3.1	-3.6	0.001
	All political beliefs	249	2.5	46	3.0	-3.1	0.002
	All Religions	247	2.3	45	2.9	-3.4	0.001
	All sexes	236	2.4	44	2.8	-2.1	0.040
	All sexual orientations	247	2.3	45	2.8	-2.5	0.013
	All socioeconomic	248	2.4	46	3.2	-4.2	
	Learning Disability	247	2.3	45	2.7	-2.3	0.020
	Non-native English speakers	247	2.5	45	2.9	-2.5	0.011
	Physical challenge/disability	248	2.4	45	2.8	-2.3	0.025
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)&## --/**),.	All citizenships/statuses	248	2.1	45	2.5	-2.3	0.021
	All countries/nations	245	2.0	44	2.5	-2.3	0.024
	All ethnicities/races	247	2.1	45	2.6	-2.2	0.029
	Non-native English speakers	249	2.2	44	2.6	-2.3	0.020
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3. Campus Climate and Intergroup Relations

Key Performance Indicator: Employee Climate Survey - Results from 2016

Strongly Agree = 1 and Strongly Disagree = 5, but items on this page are negatively worded, so a high average score is desireable.

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(# **),./(##-	Ethnic/racial background	174	4.4	32	3.9	2.2	0.037
(# /**),.	Ethnic/racial background	129	4.4	23	3.7	2.3	0.033
! .#0 ' * .	Learning Disability	140	4.4	24	4.1	2.3	0.021
	Political beliefs	189	4.2	32	3.6	2.3	0.025
(1 &)' Î.. (.#)(	Ethnic/racial background	156	4.2	37	3.6	2.7	0.010
	Religious/spiritual beliefs	161	4.3	32	3.8	2.2	0.034
#(--)." ,-p/(1 (. .. (.#)(	Physical challenge/disability	207	3.9	38	3.4	2.3	0.027
	Religious/spiritual beliefs	206	3.9	38	3.1	3.1	0.003
	Socioeconomic background	209	3.8	37	3.1	2.7	0.011

The data in the table above includes only those items where there were statistically significant di erences between Employees of Color and White Employees. Refer to the appendix for a full list of all questions and full text of each question.

Source: 2016 Employee Climate Survey
O ce of Institutional Research in Collaboration with Diversity Equity and Inclusion

Part 4. Education, Scholarship and Service

Key Performance Indicators:

Curricular Audit
Early & Summative Assessment of Intercultural Fluency
Student Climate Survey
Employee Climate Survey

Supplemental Measures:

None

4. Education, Scholarship and Service

Key Performance Indicator: Student Climate Survey--National Survey of Student Engagement

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No Statistical Difference

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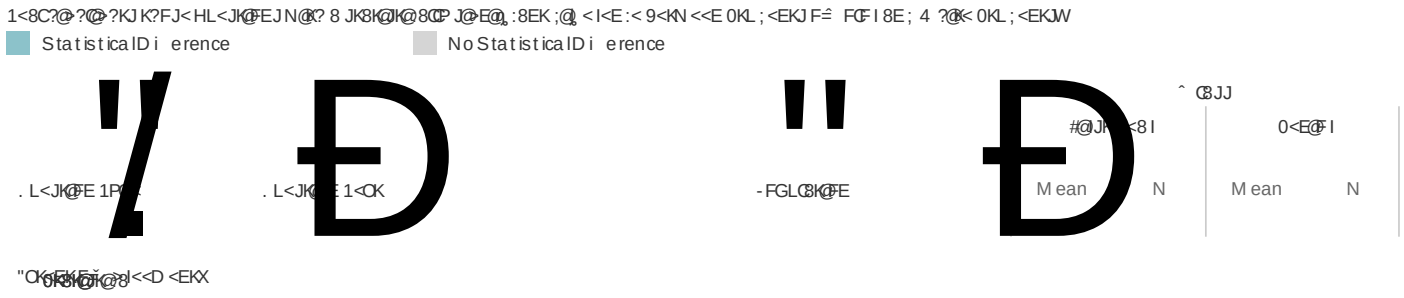
. L<JK@FE 1PG<	. L<JK@FE 1<OK	-FGLC8K@FE	Mean	N	Mean	N
%FN D L:? ;F<JPFLI :FLIJ<N FIBK@EJK@8LK@FE <DG?8J@Q< FI ?FN F=K<E ?8M< PFLWWX §qGF@EKJ:8G<	Coursework: Developing the skills necessary to work effectively with people from various backgrounds	Students of Color				
		White Students				
		All Respondents				
	Coursework: Discussing issues of equity or privilege	Students of Color				
		White Students				
		All Respondents				
	Coursework: Exploring your own background through projects, assignments, or programs	Students of Color				
		White Students				
		All Respondents				
	Coursework: Learning about other cultures	Students of Color				
		White Students				
		All Respondents				
	Coursework: Recognizing your own cultural norms and biases	Students of Color				
		White Students				
		All Respondents				
	Coursework: Sharing your own perspectives and experiences	Students of Color				
		White Students				
		All Respondents				
	Emphasis: Attending events that address important social, economic, or political issues	Students of Color				
		White Students				
		All Respondents				
	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Students of Color				
		White Students				
		All Respondents				
	Institutional Contribution to: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	Students of Color				
		White Students				
		All Respondents				
	Institutional Emphasis: Helping students develop the skills to confront discrimination and harassment	Students of Color				
		White Students				
		All Respondents				
	Institutional Emphasis: Providing students with the resources needed for success in a multicultural world	Students of Color				
		White Students				
		All Respondents				
	Tried to better understand someone else's views by imagining how an issue looks from their perspective	Students of Color				

4. Education, Scholarship and Service

Key Performance Indicator: Student Climate Survey--National Survey of Student Engagement



4. Education, Scholarship and Service

Key Performance Indicator:

Full-Time Faculty are more likely to report attending diversity-related programs on campus and say that there should be more diversity-related programs whereas Part-Time Faculty are more likely to say they discuss diversity-related topics in their courses.
White Faculty are more likely to say they address learning disabilities and physical disabilities in their classes than Faculty of Color.

4 .Educa t ion ,Scho la rsh ip and Se rv ice

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4 .Educa t ion ,Scho la rsh ip and Se rv ice

Key Pe r fo rm ance Ind ica to r :

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Part5. InfrastructureandLeadershi

Key Performance Indicators:

Budget/Spending Analysis

Facilities Audit

Board & Senior Leadership Demographics

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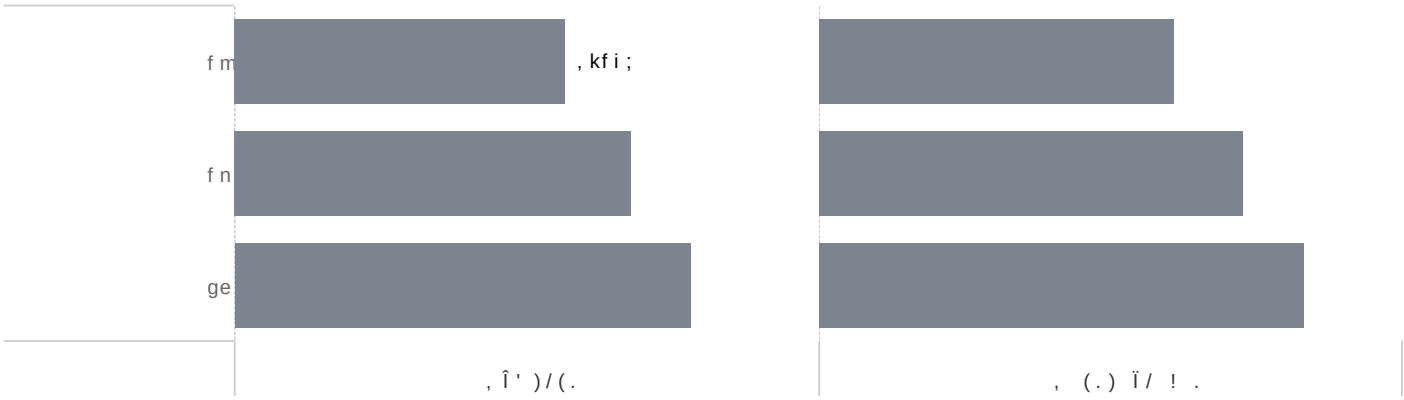

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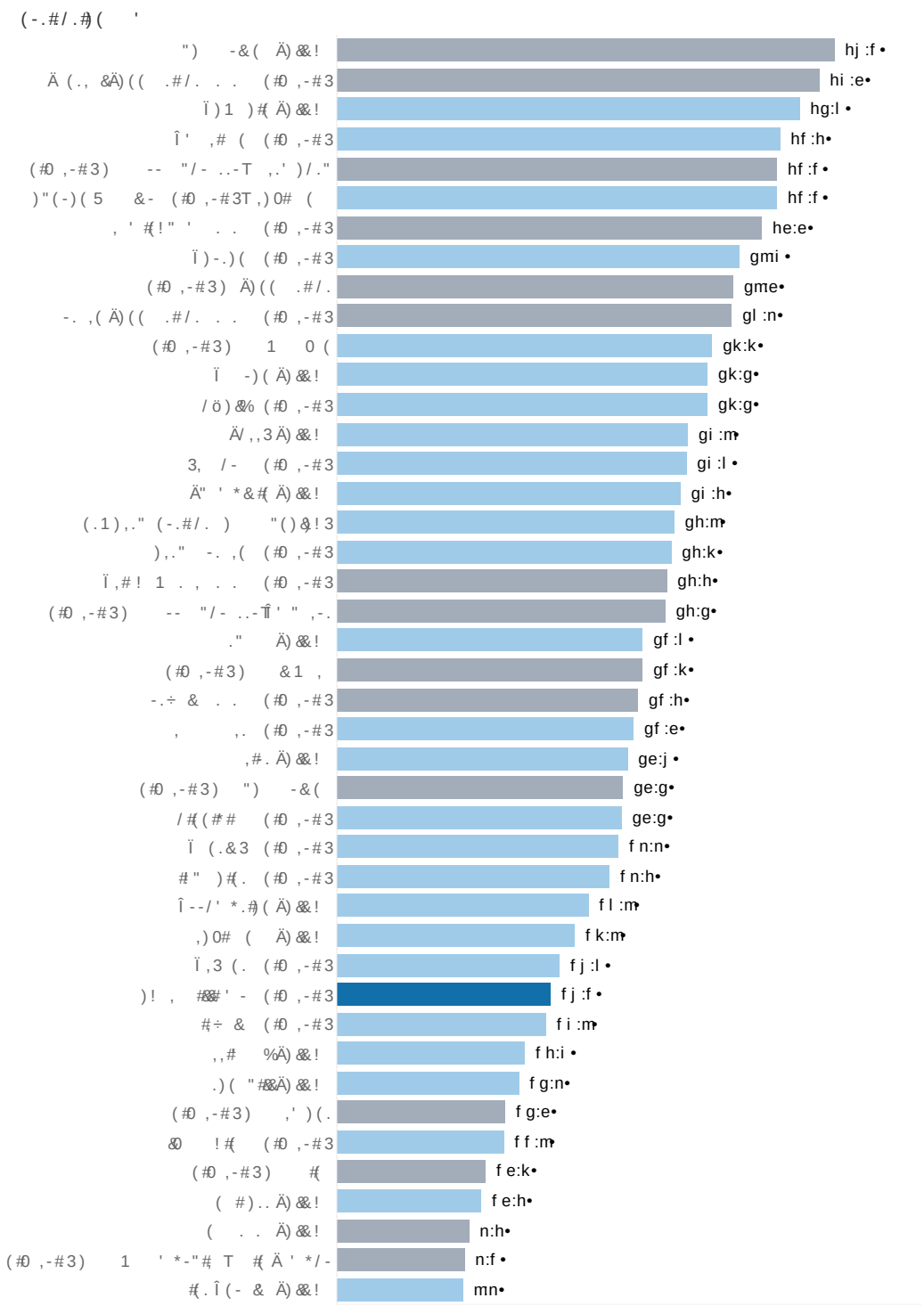

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2020 Roger Williams University Diversity Scorec

2020 Roger Williams University Diversity Scorec

Question Text	Scorecard Short Text	EAP Focus Are
Unwelcome attention has been drawn to me on campus because of my...	Unwelcome Attention	CCIR
Sex		
Gender identity/ expression		
Home country/nation		

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employ
Survey, Student Withdrawal Survey, IPEDS
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

2020 Roger Williams University Diversity Scorec

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employ
Survey, Student Withdrawal Survey, IPEDS

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Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employe
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