

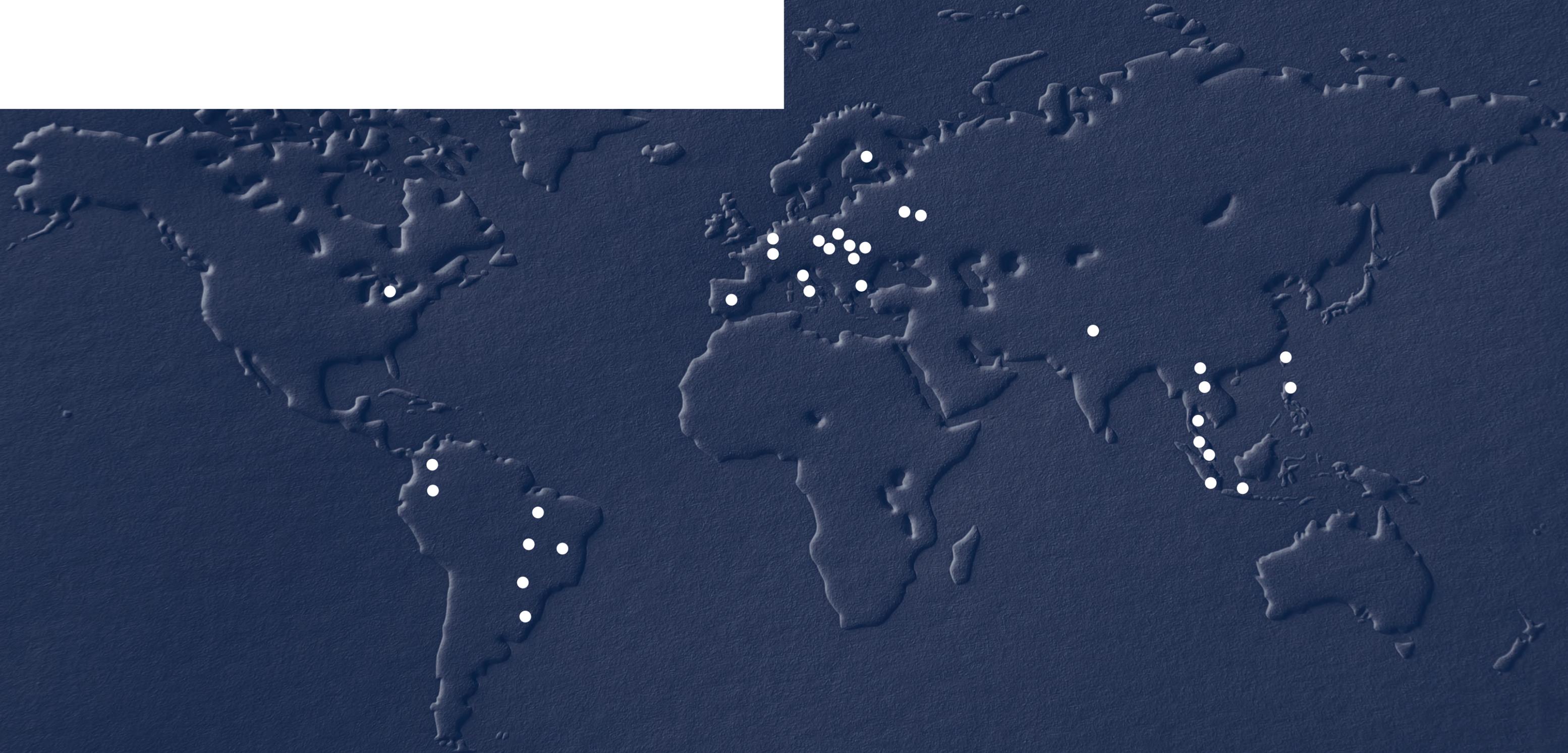


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President's Report
2018-2019





Dear Friends,

As an Augustinian, a professor and president of Villanova, many of my favorite moments have been those I have spent with students. They are at the heart of all we do.

This past year, I got to know two of our graduating students particularly well. They were applicants for the Fulbright U.S. Student Grant Program, one of the most prestigious post-baccalaureate programs in the world. I joined many fellow faculty and staff members as mentors for our Fulbright applicants, guiding and encouraging them as they polished their applications and navigated the complex process.

The students I mentored are now both Fulbright English Teaching Assistants, two of a remarkable and record-setting 33 Villanovans earning Fulbright U.S. Student Grants this year.

As I reflect on a year of so many exciting developments at Villanova, the story of this year's Fulbright recipients stands out to me not only because of the historic significance for the University and the prestige of the program, but also because it says so much about what matters to us as a community. Our students are drawn to that program because its goals of global partnership and intercultural engagement reflect our Augustinian Catholic mission.

The success of all of our graduates is a testament to their hard work, keen intellect and drive to create meaningful change as they move on to Fulbright grants and other post-baccalaureate awards, to graduate programs, to professional careers or to volunteer service. Our graduates are prepared for wherever life may take them because they have been mentored by our faculty and staff, who care deeply about the intellectual, personal and spiritual growth of each individual.

On the following pages, you'll meet Villanovans who make a difference every day in the lives of our students, and whose work has also been enriched by the personal connections they've made with students. Some were mentors to Fulbright recipients this year, and others have been named Fulbright Scholars themselves. All are examples of our teacher-scholar model, which is a hallmark of a Villanova education.

You will also read in this report about many other significant achievements from this past year at Villanova as we continue to strengthen our academic enterprise, expand access to a Villanova education, and transform our living and learning spaces on campus. Notably, we launched our new strategic plan to guide our next 10 years. We have made these great strides together, in pursuit of the common good—and an even greater Villanova.

The relationships built within our campus community continue to expand in an ever-widening circle around the world—in different settings, different areas of study and different languages. These experiences, however, are all rooted in the values we share: *Veritas, Unitas, Caritas*—Truth, Unity, Love.

Sincerely,

The Rev. Peter M. Donohue, OSA, PhD, '75
President

For more than a decade, Villanova has been among the Fulbright U.S. Student Grant program's top-producing universities nationwide.

“Villanova's mission places a strong emphasis on academic excellence, serving the greater good and using our talents to ignite change in our communities and beyond. This commitment has translated into hundreds of Villanovans becoming Fulbright recipients over the years.”

—The Rev. Peter M. Donohue, OSA, PhD, '75, President

A Shared Mission to Ignite Change

A record-breaking 33 Villanovans—from undergraduate, graduate, law and doctoral programs—earned Fulbright U.S. Student Grants for 2019-2020, part of a select group chosen for the State Department's premier international exchange program. Nationwide, 20 percent of applicants win these grants; this year, 35 percent of Villanova's applicants were successful.

Why are Villanovans so well-suited for the Fulbright program? We believe there is a synergy between the University's Augustinian Catholic mission and the purpose of a Fulbright. Villanovans are called to ignite change around the world, and Fulbright recipients are chosen for their academic merit and leadership potential to study, research, teach English and engage with communities in more than 160 countries across the globe. The crossover is powerful.

In just the past five years, more than 100 Villanova graduates have received Fulbright U.S. Student Grants to be academic and cultural ambassadors in dozens of countries. Many Villanova faculty have also been selected—based on their academic achievements and leadership in their fields—for Fulbright grants to teach and conduct research abroad.

The very promise that Villanova makes to all of our students aligns closely with the Fulbright mission. We promise students an educational experience that emphasizes mentorship and encompasses academic excellence, strong community, personal attention, service to others and a foundation for lifelong success.

Even the process leading up to their selection as Fulbright grantees reinforces this commitment. Dedicated staff members in Villanova's Center for Research and Fellowships offer invaluable guidance; faculty who are teachers, mentors and research partners help prepare each student for this rigorous program; and administrators and staff engage with students to polish their essays and guide them through the complex application process.

Villanovans have also received critical community support as they've earned other prestigious scholarships and fellowships, including Rhodes, Truman, Marshall, Goldwater, Mitchell, Gates-Cambridge and Knight-Hennessy.

These experiences of pursuing Fulbright grants and other national scholarship programs reflect the core of our promise to all Villanova students—that an entire community will stand behind them, in finding their passion and following any path they choose.

A CROSS-CONTINENTAL COMPARISON

Although most of her time in the field is spent in Florida studying the protective value of mangroves for coastlines, Dr. Chapman is next heading East—far East: to China, in fact. There, she'll be collaborating with Chinese scientists to study their coastal wetlands and make some cross-continental comparisons. Unlike the US, where most mangroves are protected, in many parts of Asia, big tracts are being lost at a rapid rate due to shrimp farming.



A Biology professor helps grow a new generation of scientists

Samantha Chapman, PhD, associate professor, Biology

Florida may be known for its tropical beauty and abundant sunshine—but Samantha Chapman's outdoor laboratory in the Sunshine State can be a chilly, muddy experience.

Donning waterproof boots and extra layers, Dr. Chapman and her student research collaborators trudge through remote, swampy marshes along Florida's east coast to study three species of tropical wetland trees classified as mangroves. "I'm an ecosystem ecologist, which means I study how plants and animals interact with the world around them," explains Dr. Chapman, a founding professor of the University's new Center for Biodiversity and Ecosystem Stewardship. "We look at how global changes are affecting coastal ecosystems, like mangroves and marshes, through sea-level rise and warming temperatures."

As part of their research, they are investigating how mangrove trees will respond to a changing climate and help shield US coastlines against rising seas. The data they collect in Florida has global implications for mangrove restoration efforts around the world, particularly in Asia, where Dr. Chapman has expanded her team's studies in order to make cross-continental comparisons between coastal wetlands in the East and West.

Villanova students are playing a significant part in broadening international research efforts.

From Florida to the Philippines and other coastal areas across the globe, Dr. Chapman is inspiring her students to develop strategies for safeguarding mangroves, which are vital natural storm barricades. Dr. Chapman considers mentoring to be one of the most meaningful parts of being a professor. "Being able to take students' ideas about science and advance them to the next level is rewarding," she says. "It's a big component of my job, helping them find the right place at the right time to ask the questions and gather the data they need to advance their own research."

For Elizabeth "Libby" O'Brien '19, that right place is in the Philippines, where she received a Fulbright grant to continue her thesis work analyzing mangrove ecology and environmental ethics. She currently is working with a team of researchers trying to understand how to best recover these types of ecosystems. "The Philippines is really a hotbed for mangrove restoration efforts," says Dr. Chapman, who guided Libby in the application process after working closely with her—on campus and in the field—since her first year at Villanova. "In many ways, the work that she's doing is the next step in a lot of the research that I do. It's gratifying to see my students get to work on something they are truly passionate about and grow into their careers."

“Dr. Chapman transcends students' expectations of an adviser. Her unwavering confidence in me inspired my own sense of security and ownership over my Fulbright proposal. She fostered my personal growth and remains one of my strongest support systems while I am abroad in the Philippines.”



—Elizabeth “Libby” O'Brien '19

ONE CLASS, TWO DISCIPLINES

A hallmark of the Global Interdisciplinary Studies program, team-taught classes allow students to explore a topic with guidance from faculty in two different disciplines. For example, in their course on the African Diaspora, Dr. Keita looks at the historical events and context of this movement of peoples, and Chiji Akoma, PhD, associate professor of English, director of Africana Studies and chair of GIS, looks at the literature and works of art produced by the diaspora.



This globally minded professor travels with students on an intellectual journey that bridges many disciplines and cultures

Maghan Keita, PhD, professor of History and Global Interdisciplinary Studies

The world is full of big, complex problems related to poverty, economics, political systems and health care that need to be addressed by creative problem-solvers. Villanova's Global Interdisciplinary Studies Department is preparing students to fill that role by encouraging them to look at the world and its issues from a variety of perspectives, to collaborate and apply critical thinking to develop solutions, and to travel to experience other cultures.

"When we talk about global studies, it is not simply a matter of looking at various geographic locations," explains Maghan Keita, the founding director of the Institute of Global Interdisciplinary Studies, now known as the GIS Department. "It also involves developing a comprehensive perspective, thinking in a global sense."

It's just the type of perspective and work that countries are looking for Fulbright grantees to do: to promote international good will through cultural partnership and the exchange of knowledge. So it's no wonder that such a high percentage of students from the GIS program have received the award. This past year alone, eight of the 16 GIS graduates were Fulbright recipients or semifinalists.

"They achieve Fulbright awards in order to serve a broader community, but they also give

witness to the community of service they develop in GIS and at Villanova," Dr. Keita says. "We always emphasize that we are a community of scholars and we acquire knowledge in order to share it with others, which is part of our Augustinian ethos."

That ethos is deeply woven into the DNA of the GIS program. Its goal is to provide students with a skill set that will foster critical and analytical thinking and problem-solving, preparing them to be responsible global citizens and leaders and to thrive in careers that span many disciplines and continents—including public service, international business and law, global health and nonprofit advocacy.

"Our students have the potential for doing the most serious kinds of intellectual work, and we help them to develop and rise to that occasion," Dr. Keita says. This mutual pursuit of knowledge has had a personal impact on him as well, as he's arrived at new places and new perspectives in his research and in his roles as a teacher, mentor and scholar.

"Teaching and working with students is always a rich experience," Dr. Keita says. "I walk in every day knowing that someone is going to say something that's going to inspire me, and it's kept me coming back for 32 years."

“After my first class with Dr. Keita freshman year, I discovered what a powerful impact an engaging professor can have. He became a source of unwavering



moral support, motivating, inspiring and challenging me over the next several years.”

—Jamilah Jones '19

GOING GREEN AT VILLANOVA

Dr. Wadzuk's research team calls Villanova's campus their laboratory—and their newest learning space is The Commons residential complex, highlighted below, which opened in August. Built to LEED-certified standards, the buildings feature a highly innovative stormwater design that Dr. Wadzuk and her team will monitor to determine how it's working and meeting municipal requirements.



An Engineering professor engages her students to take a hands-on approach to stormwater management

Bridget Wadzuk, PhD, '00,
professor of Civil and Environmental Engineering

Making meaningful connections with students is a vital part of the job for Bridget Wadzuk—and it's not limited to those enrolled in her courses. When Bridget Gile '19 first expressed an interest in the professor's area of expertise, Dr. Wadzuk met with the curious freshman to explain her work and research in water resources. That conversation marked the beginning of a fruitful mentorship and the first of many deep and impactful discussions between Dr. Wadzuk and Bridget.

Bridget's initial curiosity grew as she worked alongside Dr. Wadzuk and became a regular fixture in the Villanova Center for Resilient Water Systems. Dr. Wadzuk's enthusiasm for water resources sustainability is palpable—and contagious—as is her commitment to working with students, guiding them to seek answers to problems that will impact both the local and global community. "What I like about the work is there's such a real application," says Dr. Wadzuk. "We've been dedicated to looking at innovative stormwater solutions. We have large rainfall events and a lot of flooding—how can we mitigate those in the best way possible? How do we understand, respect and use the

environment in an appropriate way? Our group is on the leading edge of this."

In the lab, Dr. Wadzuk and Bridget examined the hydrologic and hydraulic processes of stormwater green infrastructure, and by Bridget's junior year they were collaborating closely on a project looking at water flow behavior through the campus's constructed wetland. "Because I knew what her interests were and the nature of her curiosity, we came together to build a research project in her junior year that fit within the spoke of where she was looking longer term," Dr. Wadzuk says. From there, she supported Bridget in winning a Fulbright grant to the Netherlands, which she ultimately declined in order to pursue a fully funded PhD in Civil and Environmental Engineering at Stanford University as a Knight-Hennessy Scholar.

While excited for the scientific advancements she and her research partners are making at Villanova, it's inspiring the next generation of civil engineers that truly makes Dr. Wadzuk feel like a success. "When I can offer advice, perspective, support, encouragement—whatever it is to the student—that is why I do my job."

“Both in class and in our research meetings, Dr. Wadzuk challenged me to think about my engineering projects in the context of the communities they serve.



This perspective shaped a social-minded research approach that was a strong fit with Villanova's and Fulbright's goals of community engagement and cultural exchange.”

—Bridget Gile '19

This legal scholar's Fulbright to teach in Croatia developed stronger bonds between our countries

Tuan Samahon, JD, professor of Law

Tuan Samahon follows judicial confirmation hearings with the same level of enthusiasm some people save for the Super Bowl. That's because the process demonstrates the system of checks and balances between the branches of the US government—a hallmark of American democracy and one of the Villanova Law professor's chief interests, personally and professionally.

In spring 2017, Professor Samahon received a Fulbright grant to spend a semester at the University of Zagreb in Croatia teaching about this system of checks and balances. "It's a particularly interesting place to go because it's the newest member of the European Union," he says. "One of the big commitments Croatia undertook by joining the EU in 2013 was to increase governmental transparency because they had a long tradition of secretive decision-making, and I was interested in taking a look at that up close."

Transparency is a topic that comes up frequently in separation of powers, a subset of Professor Samahon's area of specialty: writing and teaching about federal courts and constitutional law. "It's key to the proper operation of a constitutional system that seeks to hold officers in other branches of government politically accountable," Professor Samahon explains.

His faculty host at the University of Zagreb, Anamarija Musa, PhD, was Croatia's inaugural

Commissioner of Information, a role that protects and promotes the constitutionally guaranteed right of access to information.

"Legal culture is more than just the institutions and the laws, but how people implement them on the ground," Professor Samahon says. "A culture of transparency is necessary, and that has to develop over time." Commissioner Musa invited Professor Samahon to guest lecture for her staff at the Office for the Commissioner of Information about how that culture developed through the American Freedom of Information Act.

Later, the US State Department reciprocated and invited Commissioner Musa to participate in an international visiting leadership program in the US, where she met her government counterparts and provided a comparative European perspective for a symposium at Villanova on 50 years of the Freedom of Information Act in operation.

This year, Commissioner Musa returned to the States as a Fulbright Scholar herself, conducting research at George Washington University in Washington, D.C., and she and Professor Samahon continue to collaborate. "It's very much a mutual exchange," Professor Samahon says. "To me, the value of the Fulbright program is citizen-to-citizen diplomacy and how it enables recipients to build connections between countries on an individual level."

SEPARATION OF POWERS IN ACTION

In addition to studying and teaching about separation of powers, Professor Samahon actively fights for them to be upheld in court. He has filed briefs in the US Supreme Court in his area of study and served as legal counsel in a number of cases related to the Freedom of Information Act, which is strongly tied to separation of powers.



“Professor Samahon encourages students to see an issue from multiple sides. In his classes, he assigns each side of the room a position to argue for, which challenged us to think more critically. This approach is inspiring.”



—Sarah Baranik de Alarcón '19 JD

How this nurse scientist advances environmental health internationally and with her students

Ruth McDermott-Levy '96 MSN, '08 PhD, RN, associate professor and director, Center for Global and Public Health

Ruth McDermott-Levy discovered her niche in nursing even before her career officially began. Her curiosity about the relationship between environmental factors and patient wellness developed in the early 1980s as an undergrad at Wilkes University in Wilkes-Barre, Pa., where she encountered coal miners with black lung disease.

“Ever since I was a student, I have been interested in the influence of the environment on people’s health,” Dr. McDermott-Levy says. “Studying the impact of climate change allows me to look at that on a global scale.”

As an associate professor and director of the M. Louise Fitzpatrick College of Nursing’s Center for Global and Public Health, Dr. McDermott-Levy explores with her own students this relationship between human health and the health of the planet. She works closely with them, looking at the impact of climate change on their health, the health of their communities and global health.

Receiving the Fulbright-Saastamoinen Foundation Health and Environmental Sciences Award this past year gave her the perfect opportunity to explore these issues in the field. In collaboration with the University of Eastern Finland and the Finnish Nurses Association,

Dr. McDermott-Levy conducted multiphase research to measure the health consequences of climate change in Finland, where the temperature is rising faster than anywhere else in the world.

“We asked nurses to describe the impact of the environment on their patients. This supported the research, but also helped them see connections with climate change and nursing,” Dr. McDermott-Levy says. She didn’t waste any time in exploring new ways her international experience can inspire Nursing students to take action on these issues.

Upon her return to the University, she co-authored a paper with leading climate scientist Michael E. Mann, PhD, on the health risks of climate change in older adults. Now she’s busy developing an e-learning course, “Global Perspectives for Climate and Health,” to enable nursing, medical and public health students from Finland, India and Nigeria, as well as from Villanova, to learn together in an online platform.

“Fulbright does not end when you leave; for me, the in-country experience was just the beginning,” Dr. McDermott-Levy says. “Fulbright is about diplomacy, and my relationship with colleagues in Finland will continue as we collaborate on environmental health projects.”

“Dr. McDermott-Levy’s global vision and commitment to public health continually shaped and expanded my evolving perception of my role as a nurse and advocate. Her commitment to practical mentorship helped me to develop foundational skills and insights that I have relied on throughout my professional career and during my own Fulbright grant in Lesotho.”



—Patrick Smith '16, RN

MAKING A GLOBAL IMPACT

Dr. McDermott-Levy joined her PhD student Sister Jackline Mayaka, FSJ, '15, '17 MSN, RN, at the United Nations for the third annual International Nurses Day in May. It was a momentous day for both, as Dr. McDermott-Levy spoke about her recent Fulbright research on the health impact of climate change in Finland and Sister Jackline received the Inspiring Nurse Award for her global impact.



This Engineering professor discovered a passion for humanitarian robotics and deepened it through Fulbright

Garrett Clayton, PhD, associate professor of Mechanical Engineering

Saying “yes” to an unexpected opportunity can open new doors—it did for Garrett Clayton. When he agreed to fill in as a last-minute replacement on a Villanova Engineering Service Learning trip to Cambodia in 2013, he had no idea it was the start of a new journey in his research and his career.

“It was kind of a fluke thing,” Dr. Clayton says. The plane ride to Phnom Penh resulted in a chance encounter with a technician who worked at Golden West Humanitarian Foundation, a world leader in research and development for humanitarian mine action. In a country where more than 1.1 million acres are contaminated with explosive remnants of war, the nonprofit was looking for ways to develop robotic solutions to help technicians with their disposal.

“It was right at the time in my career where I was making a transition in my research and expanding my work in robotics,” Dr. Clayton says. “I knew this project would push me out of my professional comfort zone, so I said ‘yes.’ And since then, it has opened up this whole new world for me.”

Dr. Clayton has traveled to Cambodia eight times in the last six years—but a four-month trip in April 2018 took his work in humanitarian robotics to a new level. Funded by a Fulbright grant, this trip enabled him to continue his research and to teach at the Institute of Technology of Cambodia in Phnom Penh.

The experience gave him new perspective on real-world problems. In the classroom, he is able to help students understand practical applications of engineering that can have a significant social impact. It has also allowed him to tap into a new network and develop a different level of collaboration on the ground. “This was an amazing opportunity for me to become part of the community of Cambodian engineers working on similar problems,” he says.

“Fulbright is really about community engagement, cultural exchange and learning, and that mission fits really well into what Villanova espouses and values,” Dr. Clayton says. “That’s what I like about it—it’s not just service; it’s about sharing. It’s a two-way street, and it fits perfectly with our ethos of learning in community.”

A HIGH-TECH, LOW-COST SOLUTION

Commercially available robots used in explosive ordnance disposal cost about \$50,000 to \$100,000, which has kept these lifesaving devices financially out of reach for many countries, including Cambodia. With funding from the National Science Foundation and the US State Department, more than 75 Villanova Engineering students and four faculty members have worked with Golden West to develop a robot that costs less than \$8,000.



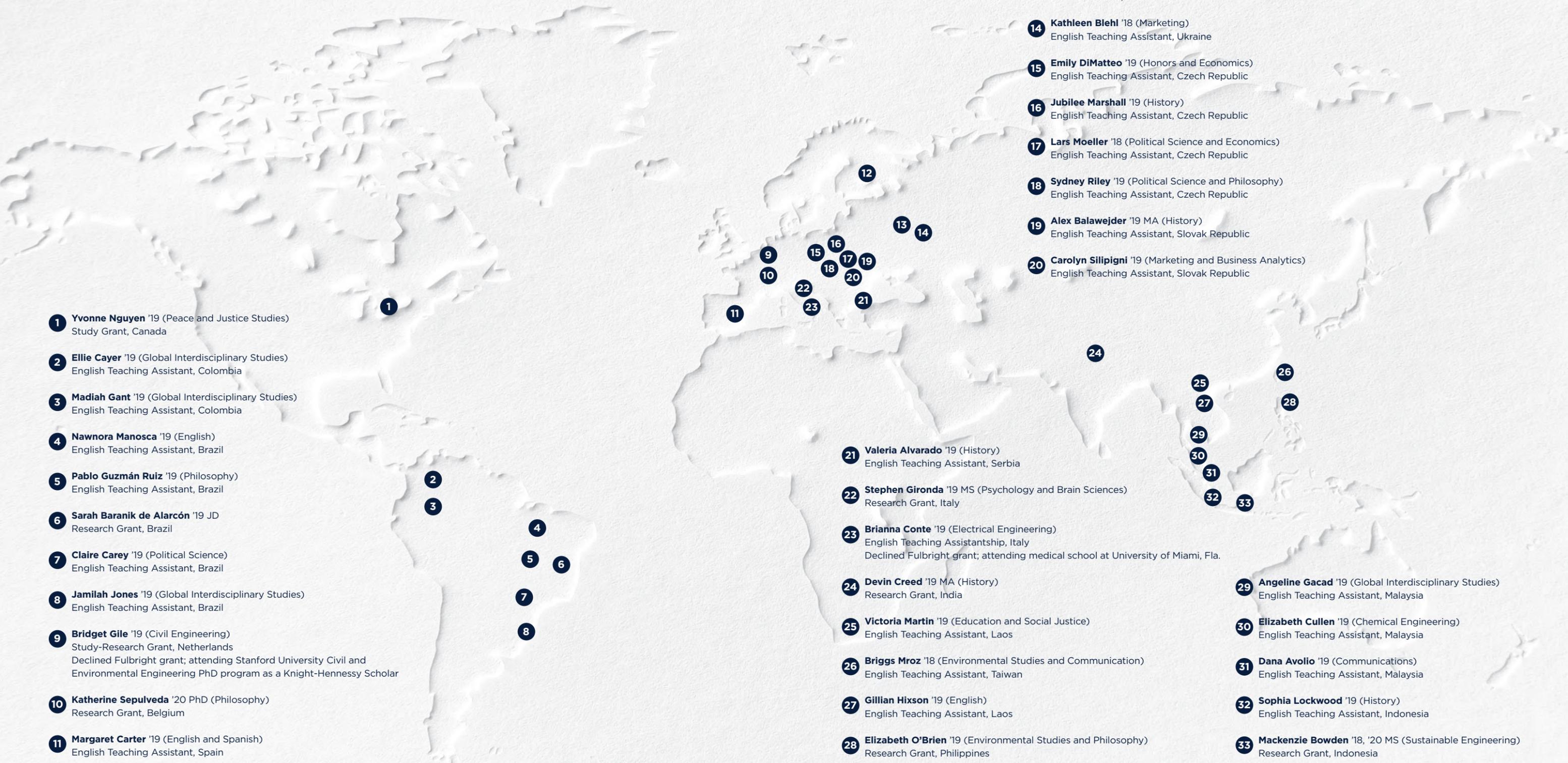
“I’ve gotten to travel all over the world working with Dr. Clayton. From the foot of the Alps in France to the floodplains of Cambodia to our lab in Tolentine Hall, every interaction with Dr. Clayton has helped shape my life in some way.”



—Michael Benson ’15, PhD student, Villanova Engineering

Villanova's 2019-2020 Fulbright U.S. Student Grant Recipients

Our 33 Fulbright recipients—the largest single-year number of Fulbright grants in the University's history—are teaching, studying and researching around the globe.



- 1 Yvonne Nguyen '19** (Peace and Justice Studies) Study Grant, Canada
- 2 Ellie Cayer '19** (Global Interdisciplinary Studies) English Teaching Assistant, Colombia
- 3 Madiah Gant '19** (Global Interdisciplinary Studies) English Teaching Assistant, Colombia
- 4 Nawnora Manosca '19** (English) English Teaching Assistant, Brazil
- 5 Pablo Guzmán Ruiz '19** (Philosophy) English Teaching Assistant, Brazil
- 6 Sarah Baranik de Alarcón '19** JD Research Grant, Brazil
- 7 Claire Carey '19** (Political Science) English Teaching Assistant, Brazil
- 8 Jamilah Jones '19** (Global Interdisciplinary Studies) English Teaching Assistant, Brazil
- 9 Bridget Gile '19** (Civil Engineering) Study-Research Grant, Netherlands
Declined Fulbright grant; attending Stanford University Civil and Environmental Engineering PhD program as a Knight-Hennessy Scholar
- 10 Katherine Sepulveda '20** PhD (Philosophy) Research Grant, Belgium
- 11 Margaret Carter '19** (English and Spanish) English Teaching Assistant, Spain

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- 21 Valeria Alvarado '19** (History) English Teaching Assistant, Serbia
- 22 Stephen Gironda '19** MS (Psychology and Brain Sciences) Research Grant, Italy
- 23 Brianna Conte '19** (Electrical Engineering) English Teaching Assistantship, Italy
Declined Fulbright grant; attending medical school at University of Miami, Fla.
- 24 Devin Creed '19** MA (History) Research Grant, India
- 25 Victoria Martin '19** (Education and Social Justice) English Teaching Assistant, Laos
- 26 Briggs Mroz '18** (Environmental Studies and Communication) English Teaching Assistant, Taiwan
- 27 Gillian Hixson '19** (English) English Teaching Assistant, Laos
- 28 Elizabeth O'Brien '19** (Environmental Studies and Philosophy) Research Grant, Philippines

- 12 Mary Spillane '18** (Mechanical Engineering) Study-Research Grant, Finland
Declined Fulbright grant; working as mechanical design engineer at L3Harris Technologies
- 13 Lucy Minicozzi-Wheeland '19** (Global Interdisciplinary Studies) Research Grant, Ukraine
- 14 Kathleen Blehl '18** (Marketing) English Teaching Assistant, Ukraine
- 15 Emily DiMatteo '19** (Honors and Economics) English Teaching Assistant, Czech Republic
- 16 Jubilee Marshall '19** (History) English Teaching Assistant, Czech Republic
- 17 Lars Moeller '18** (Political Science and Economics) English Teaching Assistant, Czech Republic
- 18 Sydney Riley '19** (Political Science and Philosophy) English Teaching Assistant, Czech Republic
- 19 Alex Balawejder '19** MA (History) English Teaching Assistant, Slovak Republic
- 20 Carolyn Silipigni '19** (Marketing and Business Analytics) English Teaching Assistant, Slovak Republic

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- 29 Angeline Gacad '19** (Global Interdisciplinary Studies) English Teaching Assistant, Malaysia
- 30 Elizabeth Cullen '19** (Chemical Engineering) English Teaching Assistant, Malaysia
- 31 Dana Avolio '19** (Communications) English Teaching Assistant, Malaysia
- 32 Sophia Lockwood '19** (History) English Teaching Assistant, Indonesia
- 33 Mackenzie Bowden '18, '20** MS (Sustainable Engineering) Research Grant, Indonesia

Mentoring at Villanova: Investing in the Journey

The Villanova experience is rooted in the collaborative pursuit of knowledge, in which professors and students are true partners in learning. This environment allows for the opportunity to engage in a wide range of academic endeavors, from groundbreaking research and thought leadership to experiential learning and interdisciplinary projects. With such collaboration among faculty and students, we are invested in each individual's journey, in preparation for both successful careers—and rewarding lives.

Villanovans are on journeys as varied and unique as they are. Our students—undergraduates, graduates and adult learners alike—use their Villanova education to set out onto myriad paths, choosing in very personal ways what igniting change means to them. Our faculty are teachers, scholars and mentors who pursue knowledge and new discoveries, with their students at the center of their work.

Throughout, there is a common thread: We are a community of learners, together on a journey of learning and discovery. The lasting bonds that often form among the members of our community can lead to lifelong mentoring relationships. Lives are enriched and inspired by the experience of learning from each other. Mentoring cultivates new perspectives, and new growth. Seeking truth, together, for the common good—these ideals are at the core of a Villanova education.



Meet two Villanovans whose lives and work have been shaped by mentorship experiences at Villanova.

Susan Leighton '16

Director of Academic Programs, CPS

In the College of Professional Studies, Villanova's newest college, Susan Leighton oversees student academic support and advising as part of the team that is carrying out the college's mission to serve adult learners. CPS students are pursuing an education at Villanova that broadens their perspectives, challenges them to think in new ways and creates new opportunities. Every day, Leighton regularly meets with adult students who are highly ambitious, intellectually curious and enthusiastically engaged in their communities. CPS students remind Leighton of her own academic and professional journey, and of the hard work, determination and mentorship that brought her to this point.

Leighton's experiences at Villanova—as both a staff member and a student—have been shaped by the personal attention she's received along the way. As she was promoted numerous times to roles in the Fitzpatrick College of Nursing and the Provost's Office, all while advancing her bachelor's degree studies, professors, colleagues and supervisors provided guidance and support.

A lifelong learner whose story is defined by mentorship, Leighton draws on these experiences to develop strong bonds with the students she now advises and inspires.

“I always knew that when I was in a position to help others, I wanted to be a mentor and a positive example, just like others were for me,” says Leighton, who is now also pursuing her MBA from the Villanova School of Business. “Our students know that I came through CPS, so I fully understand their experience and I'm here to help them navigate their paths and find their purpose.”



Jeremy Kees, PhD

The Richard J. and Barbara Naclerio Endowed Chair in Business and professor of Marketing, Villanova School of Business; Faculty Athletics Representative, Villanova Athletics

Jeremy Kees' career trajectory can be traced to formative experiences when he was a student-athlete at Belmont

University in Tennessee. As a player on the men's basketball team and a standout student, he was mentored by coaches and professors whose lessons continue to shape his life, and his approach now with his own students.

“I don't take my relationships with students for granted, because I hope to give back to them what people in my life have given to me,” Dr. Kees says.

Dr. Kees' personal connection to mentorship is a perfect fit with Villanova's culture, and he applies this philosophy in his dual roles as a Marketing professor in the Villanova School of Business and as the Faculty Athletics Representative for Villanova Athletics.

Since coming to Villanova 13 years ago, he had envisioned helping Villanova students discover a passion for the quantitative side of marketing. His vision became a reality when he founded the Center for Marketing and Consumer Insights in 2014. Kees and his team partner with VSB students to conduct more than 50 research projects per year. Students utilize the insights from the research to inform strategy recommendations for corporate clients and even pilot test their own entrepreneurial ventures. “It is a joy to help students develop the skills and confidence that help them land great jobs,” Kees says.

Much in the same way, Dr. Kees devotes countless hours to supporting student-athletes' academic success, as well as their overall well-being, often traveling with the teams and finding ways to check in with student-athletes about their studies, sports and life.

“The best part of my job is the relationships I have with my students and the ability to shape them in some small way, to inspire them, to be there for them,” he says.



Our Vision for the Next Decade

Villanova University's Strategic Plan
2020-2030



Rooted in our Augustinian Catholic values.

Restless in our desire to ignite change.

We look to the future ...

“Together, we will make this vision for the future a reality. We are the faces of this community. We are the heart and mind of this strategic plan.”

—The Rev. Peter M. Donohue, OSA, PhD, '75, University President

A truly great academic institution must always seek to evolve and advance. This 10-year strategic plan—driven by our shared vision for Villanova—will continue to propel our University forward to a new level of success. A platform from which we, as an institution, can reach higher in serving our students, community and world.

Developed through an open and community-based process, the plan has been guided and strengthened by the active participation of more than 5,000 faculty, staff, students, alumni, parents and friends. It will guide the University forward into our next era by building upon our strengths and enhancing the Villanova experience for the entire community.

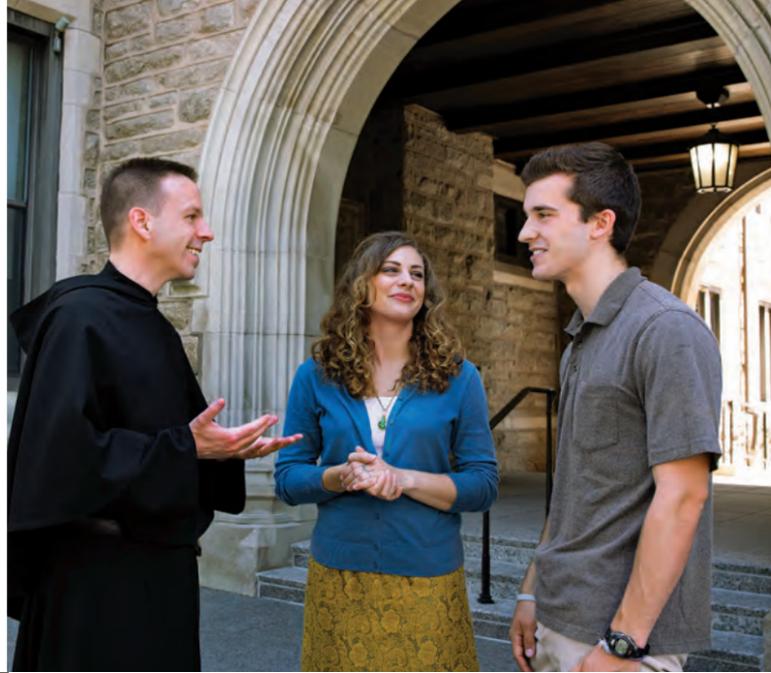
As we soar, we never lose sight of the Augustinian values and traditions upon which Villanova was built.

We remain deeply rooted in the traditions and history that forged this community, and ever restless to become an even greater Villanova.



ROOTED.

Villanova's Augustinian Catholic intellectual tradition is the cornerstone of a transformative academic experience dedicated to the continuous development of the whole person. These values inform every aspect of the Villanova experience, serving as the guidepost for a community of learners who are driven to think critically, solve problems, act compassionately and succeed while serving others.



Our new Strategic Plan sets forth an exciting path for the next chapter in the University's history. It is a plan that honors our past and our Augustinian Catholic values; embraces our present and Villanova's distinctive experience and exceptional value; and charts our future, which we will realize with focus, drive and determination.



RESTLESS.

Augustine's restless, searching heart echoes on campus and within Villanovans. Unrivaled in higher education, Villanova's academic experience supports students as they search for truth through knowledge and discover their unique paths. It is an intellectual and holistic journey that positively impacts character formation and readies Villanovans for lifelong success both personally and professionally.



STRENGTHENING OUR FOUNDATION

As we begin this journey together—and propel Villanova to new heights—it is essential that we also focus on our foundation, the platform from which we seek to achieve our goals and allow our aspirations to flourish. It is ultimately the strength of our foundation that will provide the necessary support for our new strategic plan and ensure the continuation of Villanova's upward momentum.



2018-2019 Athletics Highlights



Wildcats Rise Up

The state of the Nova Nation is strong, as Villanova student-athletes consistently continue to rank among the best in the nation for their combination of academic and athletic prowess. Not only have the University's athletic teams come out top finishers on the field, court and track, but Villanova student-athletes score impressive marks in the classroom.

In fact, a new record was achieved with their spring semester GPA of 3.346, which marked the 32nd straight semester in which the overall GPA was above 3.0—and the ninth consecutive semester with a 3.2 or higher.

Our student-athletes also beat the national average in Graduation Success Rate with 12 teams—including men and women's basketball—recording perfect 100 GSR scores.



The Finn for the Win

Officially opening its doors to the public Oct. 5, 2018, the newly renovated Finneran Pavilion scored a slam dunk with fans as a venue that both pays tribute to Villanova's storied hoops history, while also providing a world-class game-day experience.

With a seating capacity of 6,501, The Finn, named for the late **William B. Finneran '63**, a longtime University supporter who donated a \$22.6 million leadership gift to support the renovations, sold out for every Men's Basketball game throughout its inaugural season.

17 Villanova teams

were recognized for having a multiyear

Academic Progress Rate score

that ranked in the top 10 percent

of their sport nationwide

402 honorees

were named to the Athletic Director's

Honor Roll for the spring 2019 semester

4.0 GPA

21 student-athletes, representing

11 different teams, had a

perfect semester GPA in spring 2019



Financial Summary 2018-2019

Over the past few years at Villanova, we have engaged in a community-wide planning process that has led to a visionary new strategic plan that will guide our University's next 10 years. As a community, we have committed to continuing to strengthen our Augustinian Catholic mission by advancing our academic enterprise, enhancing the Villanova experience for all students and creating truly transformative experiences that last a lifetime.

We are on a path to achieving these ambitious goals because of our solid financial foundation, which will be further strengthened through our new strategic plan. Villanova has always and will continue to make sound, smart investments of resources into programs and initiatives that support our mission in every aspect.

Last year, our commitment to our mission and to the broader community was affirmed with the publication of Villanova's Economic and Social Impact report, which demonstrates the University's significant contributions to and impact on Radnor Township, Delaware County and the Commonwealth of Pennsylvania. Villanova is a driving force in our neighborhood and well beyond, with approximately \$900 million in statewide economic impact supporting 6,120 jobs with \$461 million in earnings. Combined with the University's connections to the local business community, its tradition of volunteer outreach in the community, and its warm welcome to neighbors for cultural, arts and athletic activities on campus, this report shows Villanova to be a significant economic and social engine.

Villanova's strong reputation for prudent stewardship of its resources has allowed the University to take on large-scale capital projects, attract high-caliber students, faculty and staff, and provide the financial aid that opens access to a Villanova education. The credit rating agency Standard & Poor's, citing these factors, has upgraded the University's bond rating to AA-. The upgrade signals to investors that Villanova's bonds are a high-quality investment. Moody's, another independent assessor of institutions' credit worthiness, also has reaffirmed Villanova's A1 rating and upgraded its outlook from stable to positive.

This year's achievements are a testament to the value of the University's stable, responsible and sustainable fiscal practices, and allow us to look ahead to an even brighter future.

Highlights from Fiscal 2019 include the following:

- Total assets increased by \$57.4 million to a record high of \$1.78 billion.
- Land, buildings and equipment value grew by \$129.1 million to \$711.2 million, as a result of ongoing campus development projects, including The Commons residential complex, Finneran Pavilion and the Performing Arts Center.
- The University's operating income of \$42.2 million resulted in an 8.7 percent margin.

More detail about the University's financial statements and rating reports can be found at villanova.edu/finance/office.

Sincerely,



Kenneth G. Valosky '82
Executive Vice President

BALANCE SHEETS

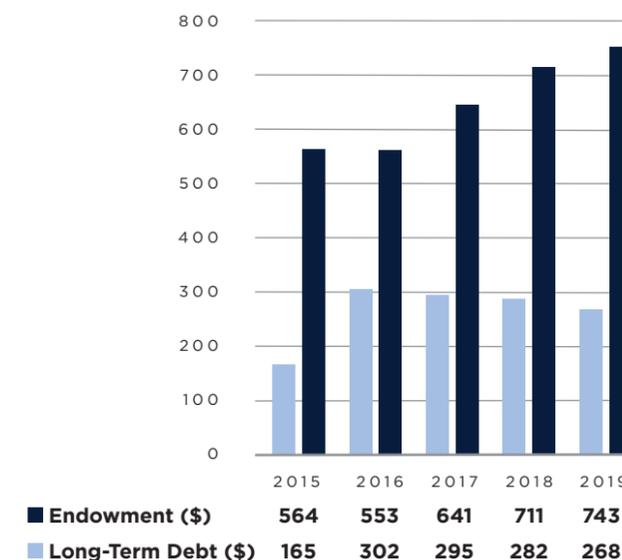
(\$ in thousands)

as of May 31

	2019	2018	2017
Assets			
Cash and Short-Term Investments	\$ 121,275	\$ 196,956	\$ 178,061
Long-Term Investments at Market	821,226	763,762	697,265
Accounts Receivable, net	103,796	126,990	119,619
Other Assets	6,736	5,840	4,491
Assets Whose Use Is Limited	2,085	31,991	95,565
Student Loans Receivable, net	9,101	10,325	10,497
Land, Buildings and Equipment, net	711,241	582,161	460,932
TOTAL ASSETS	\$1,775,460	\$1,718,025	\$1,566,430
Liabilities			
Accounts Payable and Accrued Expenses	\$ 81,664	\$ 76,108	\$ 66,993
Deposits and Deferred Revenue	31,116	32,932	23,829
Long-Term Obligations	268,124	281,614	294,532
Other Liabilities	24,794	23,100	31,318
TOTAL LIABILITIES	405,698	413,754	416,672
NET ASSETS	1,369,762	1,304,271	1,149,758
TOTAL LIABILITIES AND NET ASSETS	\$1,775,460	\$1,718,025	\$1,566,430

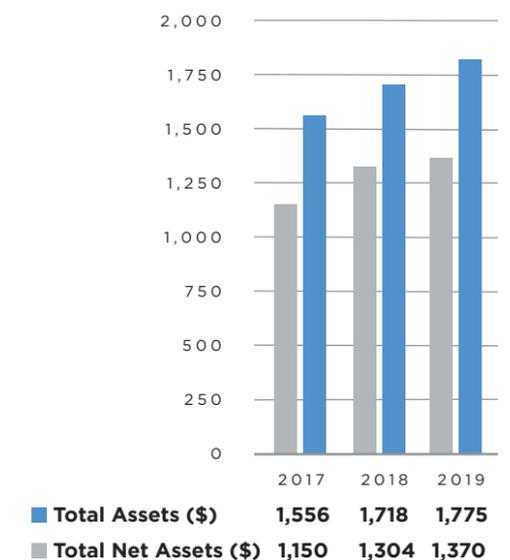
ENDOWMENT vs. LONG-TERM DEBT

(\$ in millions)



NET ASSETS

(\$ in millions)



UNRESTRICTED REVENUES AND EXPENSES

(\$ in thousands)

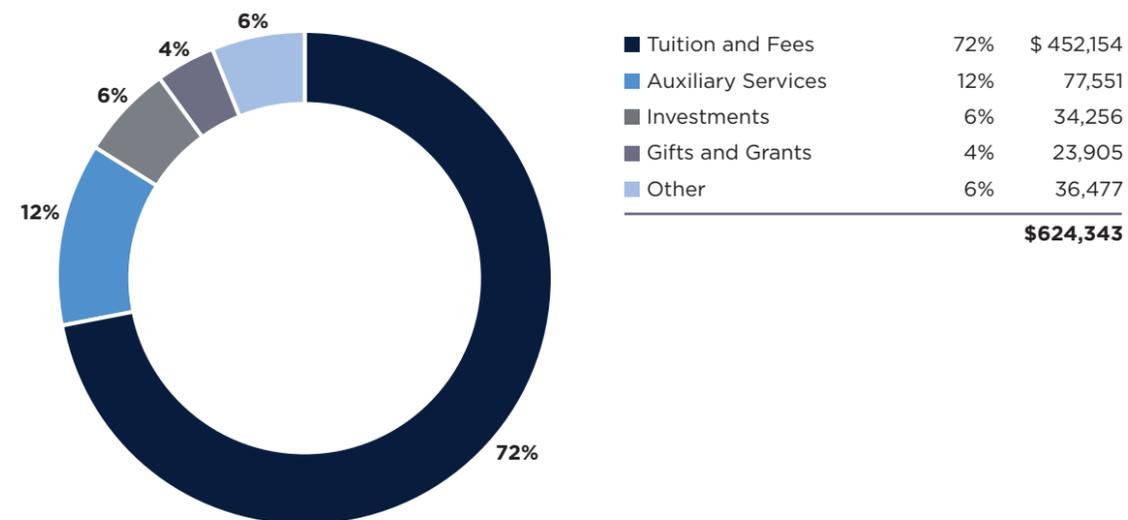
as of May 31

	2019	2018	2017
Operating Revenues			
Student-Related Revenue:			
Student Tuition and Fees	\$452,154	\$ 433,729	\$ 411,566
Sales and Services of Auxiliary Enterprises	77,551	73,272	69,360
	\$529,705	\$507,001	\$480,926
Gifts	14,641	20,771	15,666
Private Grants	1,961	2,053	2,463
Government Grants	7,303	6,444	6,932
Endowment Resources	12,829	12,666	13,025
Investment Income	5,026	3,873	2,283
Other Sources	31,113	24,814	19,584
Net Assets Released from Restrictions	21,765	21,254	21,344
TOTAL OPERATING REVENUES	\$ 624,343	\$ 598,876	\$ 562,223

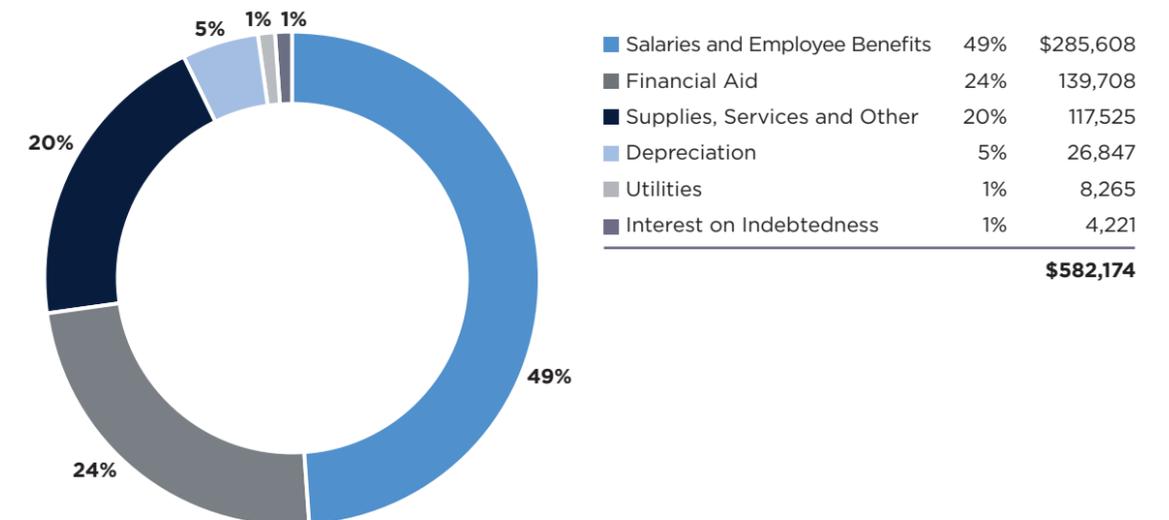
as of May 31

	2019	2018	2017
Operating Expenses			
Salaries and Employee Benefits	\$285,608	\$271,239	\$255,972
Financial Aid	139,708	133,454	124,456
Supplies, Services and Other	117,525	116,078	103,092
Depreciation	26,847	23,004	21,020
Interest on Indebtedness	4,221	6,205	5,489
Utilities	8,265	7,099	6,934
TOTAL OPERATING EXPENSES	\$582,174	\$557,079	\$516,963
AMOUNTS RESERVED FOR CAPITAL EXPENDITURES, DEBT PRINCIPAL PAYMENTS AND STRATEGIC INITIATIVES	\$42,169	\$41,797	\$45,260

SOURCES OF OPERATING REVENUE 2019



DISTRIBUTION OF EXPENSES 2019



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