

## Criterion One

*The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

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### **Roosevelt's Mission Statement and Strategic Plan Are Clear Statements of the University's Historic and Ongoing Commitments (core component 1a)**

**Roosevelt University** aspires to be a national leader in educating socially conscious citizens for active and dedicated lives as leaders in their professions and their communities.

The University's student-centered faculty and staff inspire academically qualified students from diverse backgrounds and all ages to benefit from rigorous higher education and professional development opportunities in the dynamic Chicago metropolitan environment.

Deeply rooted in practical scholarship and principles of social justice expressed as ethical awareness, leadership development, economic progress and civic engagement, Roosevelt University encourages community partnerships and prepares its diverse graduates for responsible citizenship in a global society.

Mission Statement, April 24, 2003

The founding of Roosevelt College in 1945 defined the institution as a mission-driven university from its very inception. The protest of President Edward J. Sparling and his faculty and students against proposed quotas on African-American and Jewish students clearly identified social justice as a major component of the newly founded Roosevelt College. The social justice mission was not limited to admission policies, however. Roosevelt College was a secular institution supported by individuals and groups aligned with social justice causes. Roosevelt University's advisory board included social leaders like Eleanor Roosevelt,

Secretary of Labor Frances Perkins, and Ralph Bunche; excellence in the humanities, arts, and sciences was exemplified by early advisory board members Marion Anderson, Pearl S. Buck, Agnes DeMille, Thomas Mann, and Albert Einstein.

Roosevelt was founded to provide an excellent education to all students regardless of race, ethnicity, or religion. In 1945, this was a visionary goal that made Roosevelt unique among institutions of higher learning in the United States. In this new millennium, however, nondiscriminatory admissions policies and a striving for excellence no longer are sufficient to define Roosevelt University as a unique place of study.

***Development of Mission Statement and Strategic Plan:*** After his appointment as president of Roosevelt University in 2002, Charles R. Middleton immediately initiated the development of a new strategic plan. The new strategic plan was to continue Roosevelt University's traditions of social justice and excellence while meeting the challenges of the 21<sup>st</sup> century. One of the goals of the strategic planning process, then, was to redefine the University's historical focus on social justice and to broaden its impact within the Roosevelt community.

The strategic planning process itself engaged all constituents of Roosevelt University--students, faculty, staff, alumni, and members of the broader community--in ongoing discussions throughout the 2002-2003 academic year. The Steering Committee's 33 members represented a wide range of Roosevelt employees--administrators, faculty, staff, representatives of all five colleges, students, and alumni. [www.roosevelt.edu/strategicplan/members.htm](http://www.roosevelt.edu/strategicplan/members.htm)

Participants in the development of the new Strategic Plan reached far beyond the Steering Committee. Several town meetings at both campuses, focus groups, and Internet-based discussion forums engaged hundreds of members of the broad Roosevelt University community actively in the development of the new Strategic Plan and its vision and mission statements. President Middleton's goal to encourage wide access to this process and to ensure commitment to the implementation of this Strategic Plan was, therefore, successful.

The Roosevelt University Board of Trustees unanimously adopted the new Strategic Plan on April 24, 2003. The mission and vision statements, adopted at the same meeting as part of the new Strategic Plan, clearly show Roosevelt's continuing emphasis on excellence and social justice (see Appendices).

***The Roosevelt University Strategic Plan:*** Since its adoption in 2003, the seven goals of the new Strategic Plan have served as the guiding framework for planning and budgetary decisions at the University. One of the great challenges to the University has been and may continue to be balancing the priorities articulated in the Strategic Plan with unforeseen opportunities that may arise from time to time. Most recently merger talks with National-Louis University in Summer 2004 and a promising property in Tinley Park in Spring 2005 have warranted a period of due diligence with concomitant

expenditures of time, resources, and institutional stress. In both of these instances, the investigations carried out by the administration resulted in decisions not to go forward with the proposed initiative.

### **Roosevelt University Strategic Plan 2003**

- Goal 1:** Focus on Student Success
- Goal 2:** Attain National Recognition for High Quality Academic Programs
- Goal 3:** Express the University's Historic Commitment to Social Justice through Academic Program Development and Civic Engagement
- Goal 4:** Embrace a Multi-Campus Environment within a Single University
- Goal 5:** Maintain the University's Commitment to Financial Sustainability
- Goal 6:** Create an Overall Image and Reputation of Distinguished Quality
- Goal 7:** Strengthen the University's Life-Long Commitment to its Alumni

**Goal 1: Focus on Student Success  
Objectives**

- 1.1 Foster a climate of intellectual expectation and achievement.**
- 1.2 Maintain a diverse student body, reflecting Roosevelt’s historic commitment to highly-motivated students regardless of their age, gender, sexual orientation, disability, socio-economic class, ethnicity or cultural background.**
- 1.3 Recruit and retain academically qualified students who will benefit from Roosevelt’s culture and its intellectually challenging environment.**
- 1.4 Develop a faculty, staff and alumni culture that embodies the belief that recruitment, retention and student success are everyone’s responsibility.**
- 1.5 Expand, in partnership with other educational institutions, alternative and effective developmental education opportunities for under-prepared students so their subsequent matriculation at Roosevelt can be successful.**
- 1.6 Provide professional development opportunities for faculty and staff to utilize the heterogeneity of the student body to enhance student success.**
- 1.7 Promote meaningful student-faculty interaction in and out of the classroom.**
- 1.8 Maintain and develop programs and partnerships that meet the co-curricular needs of both residential and commuter student populations.**
- 1.9 Strengthen academic support services including career services, advising, and online and print library and learning services.**
- 1.10 Offer more merit-based financial aid to targeted student cohorts.**
- 1.11 Continue to develop and improve procedures to assess the achievement of Roosevelt students and graduates.**

Much of the remainder of this Self-Study will exemplify the profound impact of the Strategic Plan on decisions and activities in all realms of University life and within the community, from academic programs to social outreach. This chapter will focus on the description of the major goals of the Strategic Plan, the implementation of which will come to life more vividly in subsequent sections of this report.

***Commitment to academic excellence:*** Without a commitment to student success, the promise of access to higher education would be hollow. Many generations of Roosevelt graduates have proven that Roosevelt University has always combined a commitment to social justice with a commitment to academic excellence. Harold Washington, first African-American mayor of Chicago, is just one of many outstanding examples of the success of Roosevelt University graduates.

The 2003 Strategic Plan addresses Roosevelt’s dedication to high academic standards for its students in its first goal, “Focus on Student Success.”

Focus on student success addresses two separate issues: the expectation of high academic achievement for students in an intellectually challenging learning environment; and the recruitment of academically qualified students while maintaining a diverse student body. In his visits to alumni groups all across the nation, President Middleton has been impressed by the appreciation these alumni have expressed, not just for the access to higher education Roosevelt University had provided to them, but for the academic excellence and high standards it maintained. Thus, student success and academic excellence are the major focal areas for Roosevelt University in the new Strategic Plan. The Strategic Plan further recognizes that admitting students who do not succeed is not consistent with the University’s social justice mission. Emphasis is on student retention and graduation. To promote the success of students who may not initially qualify for admission under the University’s new higher standards, the Strategic Plan recommends expansion, in partnership with other educational institutions, of alternative and effective developmental education opportunities for under-prepared students so that their subsequent matriculation at Roosevelt can be successful.

#### **RECRUITMENT AND RETENTION**

Like many other universities that have provided access to higher education to underserved students, Roosevelt University has struggled over the years with setting admission criteria. When the criteria are set too high, under-prepared students who might well succeed with sufficient levels of support may be excluded. When the criteria are too low, students who cannot complete a rigorous program of study may be admitted.

During the past few years, Roosevelt has approached the problem on both fronts—enforcing existing admission criteria and strengthening support programs for students who may initially struggle as they enter the University. As a result of these determined efforts, retention of new students has increased significantly. For example, in Fall of 2005, the retention rate of first-time, full-time freshmen (those

who entered the University in fall of 2004) was 70.2%; whereas, this rate had been only 52% three years earlier. At the same time, the Roosevelt's Scholars Program is attracting a growing number of undergraduate students. The honors program admits academically well-prepared students without regard to financial need and provides full financial support to students accepted into the program (see core component 3c). [http://intranet.roosevelt.edu/ir/fy%20retention\\_meth.htm](http://intranet.roosevelt.edu/ir/fy%20retention_meth.htm)

#### STUDENT SERVICES

In the 2003 Strategic Plan, the University commits itself to engage all members of the academic community--faculty, administrators, and staff--in the focus on student success. Within a stimulating intellectual environment and a culture of academic excellence, student success is everyone's responsibility. Many new initiatives have flowed from this commitment, including the introduction of the First-Year Experience course (see core component 3a) and the Academic Success Center that houses tutoring, disability services, and the Learning and Support Services Program. There are also many efforts to engage students outside of the classroom, both in meaningful intellectual interactions with faculty and through programs that meet the co-curricular needs of the students. Some of the annual events in which students are invited to take part include Asian Pacific American Heritage Month, National Coming Out Day, Black History Month, Hispanic Heritage Month, CommUNITY Week, International Day, Women's History Month, Arab American Heritage Month, and Sexual Responsibility Week. A complete listing may be found at on the Student Activities website.

[www.roosevelt.edu/osa/programs.htm](http://www.roosevelt.edu/osa/programs.htm)

#### ACADEMIC ACHIEVEMENT

Roosevelt University is fully committed to assess student achievement and to ensure that students who enroll at the University will be successful. Assessment of learning outcomes, both for students and for graduates, has become a major priority within the colleges and departments of the University (see core component 3a). <http://intranet.roosevelt.edu/assessment>

An ever-expanding initiative to enhance academic achievement is the University's increased collaboration with local community colleges; these initiatives focus on the academic success of our many transfer students (see core component 5c).

***Commitment to excellence of programs and faculty:*** Related to the focus on student success in Goal 1 of the 2003 Strategic Plan is Goal 2, "Attain National Recognition for High Quality Academic Programs." While the focus of the first goal is on students, the focus of Goal 2 is on maintaining excellence in faculty and programs. This goal relates to the recruitment, support, and evaluation of faculty and the development of a meaningful program review process that uses multiple sources of information for the purpose of strengthening individual programs.

The second goal is focused on the recruitment of "talented teachers, scholars, artists, and other professionals from diverse backgrounds...who can lead major programmatic improvement initiatives." It also addresses "faculty professional development in teaching, scholarship, and creative work" in both undergraduate

and graduate education. It assures effective leadership of graduate and professional degree programs; and, on the undergraduate level, an expansion of the Roosevelt Scholars program and a common set of curricular and extra-curricular experiences across the colleges. To assess continuous program improvement, it proposes implementation of a systematic program review process that fosters programs of distinction, rigor, and global reach, and enhances the pedagogy that contributes to successful student outcomes. This program review process was developed in 2004-2005 and implemented in Fall 2005.

<http://www.roosevelt.edu/provost/programReview/default.htm>

#### **COURSE LOAD REDUCTION**

Support for faculty scholarship and creativity has been solidly emphasized by the Roosevelt University administration through the reduction of the normal course load from seven to six courses in Fall 2004 (see core component 4a).

#### **INTEGRATION OF ADJUNCT FACULTY**

At the same time, adjunct faculty, who contribute in so many ways through their professional and academic expertise, have been better integrated into the University in the past five years. A half-day adjunct orientation has been mandatory for new adjuncts since Fall 2001. Adjuncts are also involved in the governance of the University, electing senators to the University Senate and representatives to individual college councils each Spring, and participating on major committees and task forces across the University.

**Goal 2: Attain National Recognition for High Quality Academic Programs  
Objectives**

- 2.1 Recruit and retain innovative, dedicated and talented teachers, scholars artists and other professionals from diverse backgrounds whose work gives them visibility beyond the classroom and who can lead major programmatic improvement initiatives.**
- 2.2 Support faculty professional development in teaching, scholarship, and creative work.**
- 2.3 Communicate performance expectations and accountability for job descriptions and provide uniform, constructive evaluation of faculty and staff.**
- 2.4 Implement a systematic program review process that both fosters programs of distinction, rigor, and global reach, and enhances the pedagogy that contributes to successful student outcomes.**
- 2.5 Assess the role and contribution of post-baccalaureate education in the University and assure effective leadership of graduate and professional degree programs.**
- 2.6 Expand the Honors Program to provide undergraduate honors sequences in all colleges.**
- 2.7 Develop a common set of undergraduate curricular and extra-curricular experiences across the colleges.**
- 2.8 Create, support, and promote Centers of Excellence within each college.**
- 2.9 Assure the continuous use of technology to enhance learning and scholarship.**

**GRADUATE DEAN**

A new graduate dean took over responsibility for graduate studies and sponsored research in Summer 2005. One of the new dean's major initiatives will be increasing support to the faculty in their quest for grants that promote their scholarly and creative agendas. The University has committed additional staff support to this office to emphasize the importance of this goal.

#### INSTRUCTIONAL TECHNOLOGY

In response to a new technology plan, developed to implement the overall 2003 Strategic Plan, the University has committed significant resources to instructional technology as well as technology that will improve faculty productivity (see core components 2b, 2d, 4c, and Institutional Snapshot).

<http://intranet.roosevelt.edu/technology/ITSP040825.pdf>

#### PROGRAM ASSESSMENT

A significant factor in program improvement is the assessment of current academic programs. In her first year at Roosevelt University in 2004-2005, Provost Pamela T. Reid asked all departments to complete an Academic Environmental Scan that provided large amounts of data to deans and senior administrators for decision making. Information and analyses from these scans also contributed to the writing of this Self-Study.

<http://intranet.roosevelt.edu/academicScans/default.htm>

In 2005-2006, a new Program Review process was instituted to expand and deepen the information now available on each program (see core component 3a). All programs will be reviewed in a six-year cycle, with the first reviews scheduled for 2005-2006. Review of an academic program comprises a self-study, with focus on student outcome data, a visit and report by external reviewers, and evaluation by an internal faculty review committee. The internal committee includes faculty from all colleges. The process not only provides feedback to individual departments, but is designed to create agreed-upon standards and a culture of excellence throughout the University. A full description of the Program Review process may be found on the provost's website.

<http://www.roosevelt.edu/provost/programReview/default.htm>

### **Roosevelt's Mission Documents Acknowledge the University's Obligation to Prepare Students for Lives of Engagement in a Global World with Appreciation for the Rich Diversity of the Human Community (core component 1b)**

The town meetings held as part of the strategic planning process reaffirmed the commitment of the entire Roosevelt University community to the social justice ideals of its founders. The results are clearly expressed in Goal 3 of the Strategic Plan. Roosevelt defines diversity along a number of strands: age, gender, race/ethnicity, geography, and immigration status (see core component 3c). The objectives that support Goal 3 focus on four major areas: social justice in the curriculum, community involvement, civic partnerships, and continued emphasis on access to underrepresented populations.

**Goal 3: Express the University's Historic Commitment to Social Justice through Academic Program Development and Civic Engagement Objectives**

- 3.1 Coordinate and implement curricular changes and graduation requirements to make social justice integral to the Roosevelt experience both in and out of the classroom.**
- 3.2 Recruit and retain a more diverse faculty, staff, and administration.**
- 3.3 Use existing and future institutes and centers to develop interdisciplinary scholarship and teaching focused on social justice.**
- 3.4 Improve linkages between University and the community connections of the faculty and staff.**
- 3.5 Strengthen outreach to and programs for distinctive ethnic and cultural communities.**
- 3.6 Become an economic, social, and cultural catalyst for Roosevelt's surrounding communities through academic and civic partnerships.**
- 3.7 Expand ladder learning opportunities, such as two-plus-two bachelor's degree completion programs at selected community colleges.**
- 3.8 Expand programming for RU Online.**
- 3.9 Revitalize existing or develop new advisory boards for programs and colleges.**

***Commitment to diversity of student body:*** The history and mission of Roosevelt University are inextricably linked to an unflinching commitment to diversity in its student body. The decision by Roosevelt's founders to refuse to implement quotas by race, religion, gender, and ethnicity was a bold stance in its day and, perhaps, the most dramatic manifestation of Roosevelt's historic commitment to diversity, but it is by no means the only one.

In the mid-1960s, when non-traditional students were not being served by local colleges and universities, Roosevelt became the leader in serving students 24 years of age and older. The most recent data reported by *US News and World Report* shows that Roosevelt has the third highest percentage of students over 25 in the Midwest and the highest in Illinois. Emphasis in the 2003 Strategic Plan, however, is on the recruitment and retention of traditional-aged students. While retention of new freshman has increased significantly, as cited above, retention of

full-time transfer students has remained essentially flat at around 75% since 2002. The University must take care, therefore, to remain attuned to programs and policies that address the needs of this important sector of the student body.

In the 1980s, when Chicago’s Latino/Hispanic population began to increase dramatically, Roosevelt expanded its commitment to student diversity by opening off-campus sites in two of Chicago’s predominantly Latino communities: Pilsen and Logan Square. For two decades, until 2002, these sites provided instruction for freshmen and sophomores who then completed their undergraduate degrees on Roosevelt’s downtown campus. In 2005, Roosevelt was invited to partner with the new Social Justice High School in the Little Village neighborhood, a largely Latino community. All of Roosevelt’s colleges and the Auditorium Theatre will contribute to linking the two institutions, with the College of Education taking the lead (see core component 5c).

The Schaumburg campus is also engaging the growing Latino and immigrant communities living in the northwest suburbs. In his 2005 State of the University address, President Middleton underscored the importance of Roosevelt’s commitment to these growing populations (see core component 5c).

Roosevelt continues its commitment to diversity by recruiting heavily in the Chicago public schools, where people of color make up more than 80% of the student body. Although Roosevelt University is no longer unique in the diversity of its student body, it was named the most diverse private university in the Midwest by *US News and World Report* in 2004. In 2005, this distinction was shared with one other private institution. Table 1 shows that the ethnic mix of students at Roosevelt has remained relatively constant since Fall 1995 with the biggest increase in “undeclared” students.

[http://intranet.roosevelt.edu/ir/Profile/PROFILE%202005\\_Sec2.xls](http://intranet.roosevelt.edu/ir/Profile/PROFILE%202005_Sec2.xls)

**Table 1**  
**Percent of Students by Ethnicity, Fall 2003-Fall 2005**

<b>Ethnicity</b>	<b>Fall 1995 (n=6,241)</b>	<b>Fall 2003 (n=7,524)</b>	<b>2004 (n=7,385)</b>	<b>2005 (n=7,234)</b>
<b>African-American</b>	<b>25%</b>	<b>22%</b>	<b>23%</b>	<b>23%</b>
<b>Asian/Pacific Islander</b>	<b>3.7%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>
<b>Hispanic</b>	<b>4.5%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>
<b>International</b>	<b>6.3%</b>	<b>5%</b>	<b>4%</b>	<b>3.7%</b>
<b>White</b>	<b>54.3%</b>	<b>48%</b>	<b>50%</b>	<b>50%</b>
<b>Undeclared</b>	<b>4.2%</b>	<b>13%</b>	<b>11%</b>	<b>11%</b>

Roosevelt has recently expanded its commitment to the diversity of its student body by working with students who live in some of Chicago's most impoverished communities--those residing in public housing. Through collaboration with one of Chicago's Housing Authority's properties, Wentworth Gardens, Roosevelt has established a series of mentoring and tutoring programs at the local elementary and secondary schools. In addition, Roosevelt has set aside two scholarships for high school graduates who reside in Wentworth Gardens (see core component 5c).

***Commitment to diversity of faculty and staff:*** For the last six years, Roosevelt University has initiated an aggressive effort to attract and retain a diverse faculty. Roosevelt has expanded the numbers and types of journals and newspapers in which it advertises faculty openings in an attempt to attract a diverse faculty. The deans of Roosevelt's five colleges have the authority to pursue faculty of color whenever and wherever they can be recruited. Deans and faculty have been urged to use their networks to identify promising minority PhD's and to encourage them to apply for open positions. All search committees include members who are women and minorities, and every effort is made to include women and minorities on the lists of finalists for positions on the faculty and in the senior administration. Deans and department chairs are also urged to search the Illinois Minority Graduate Incentive Program's website and the Committee on Institutional Cooperation's (CIC) Directory of Minority, PhD, MFA, and MLS Candidates and Recipients to proactively reach out to minority candidates for open positions.

<http://www.imgip.siu.edu>

[www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates](http://www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates)

The effort to attract more faculty of color has been moderately successful. Over the last five years, the number of faculty who self-identify as non-white has continued to rise. While there is still much work to be done to improve these numbers, there is no doubt of Roosevelt's commitment to attracting and retaining a diverse faculty. Each year, the president makes a report to the Board of Trustees on the University's progress toward diversifying the faculty.

Table 2 gives a comparison of demographic information for faculty and senior administrators from the 1996 Self-Study and the current year. Clearly, the most dramatic increase since 1996 has been in the number of women in senior administrative positions.

While there is some concern about Roosevelt's diversity of faculty, there is no concern regarding its diversity of staff. Roosevelt has historically had a diverse staff that mirrors the diversity of its student body.

***Gender equity:*** Historically, male and female faculty members were paid differently. Roosevelt has aggressively tackled this inequity to assure that not only are senior male and female teachers compensated fairly, but that the salaries of new faculty are fair.

In almost all areas, the University has achieved gender equity in faculty salaries. Actual salary figures are not given in the table below in order to protect the confidentiality of individuals. Comparisons in Table 3 are for differences greater than \$1,000.

**Table 2**  
**Demographic Information for Faculty and Senior Administrators**

	1995-1996		2005-2006		increase (decrease)	
	#	%	#	%	#	%
<b>Women with full-time faculty appointments</b>	<b>61</b>	<b>33</b>	<b>81</b>	<b>38.2</b>	<b>20</b>	<b>5.2</b>
<b>Women in senior administrative positions</b>	<b>2</b>	<b>12.5</b>	<b>11</b>	<b>52.4</b>	<b>9</b>	<b>39.9</b>
<b>African Americans with full-time faculty appointments</b>	<b>7</b>	<b>4</b>	<b>12</b>	<b>5.6</b>	<b>5</b>	<b>1.6</b>
<b>African Americans in senior administrative positions</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>14.2</b>	<b>2</b>	<b>8.2</b>
<b>Asians with full-time faculty appointments</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>2.8</b>	<b>(2)</b>	<b>(1.2)</b>
<b>Asians in senior administrative positions</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Latinos with full-time faculty appointments</b>	<b>none reported</b>		<b>4</b>	<b>1.8</b>	<b>-</b>	<b>-</b>
<b>Latinos in senior administrative positions</b>	<b>none reported</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

One factor that affects the average male and female salaries in the aggregate is that there are several areas in which there are no female full professors. When disaggregated, the data indicate that improvements are still in order within the College of Education, psychology, and the sciences. The previously existing pattern of disadvantage to female faculty, however, has been eliminated at the University.

*Commitment to diversity and social justice in the curriculum:*

**SOCIAL JUSTICE MAJOR AND MINOR**

As a result of Roosevelt's desire to incorporate social justice in the curriculum, the College of Arts and Sciences has developed courses and an undergraduate major and minor in social justice. The interdisciplinary major and minor allow students to explore social justice in a variety of ways. They may focus on diversity issues, minority issues, ethnic relations, women's rights, economic, or workplace issues. Students may also explore career and internship options in organizations whose missions involve social justice. The courses may be taken as part of the general education requirement for students in all colleges of the University.

**Table 3: Gender Equity for Faculty by College and Rank**

College and Rank	Average Salary	
	Male	Female
<b>Business Administration</b>		
Professor	less	greater
Associate Professor	less	greater
Assistant Professor	less	greater
<b>University College</b>		
Professor	n.a	none
Associate Professor	less	greater
Assistant Professor	less	greater
<b>Performing Arts</b>		
Professor	greater	less
Associate Professor	greater	less
Assistant Professor	less	greater
<b>A &amp; S - Communications</b>		
Associate Professor	less	greater
Assistant Professor	less	greater
<b>A &amp; S – Computer Science</b>		
Professor	n.a.	none
Associate Professor	n.a.	none
Assistant Professor	equal	equal
<b>A &amp; S – Liberal Studies</b>		
Professor	greater	less
Associate Professor	equal	equal
Assistant Professor	none	n.a.
<b>A &amp; S – Policy Studies</b>		
Professor	n.a.	none
Associate Professor	equal	equal
Assistant Professor	less	greater
<b>A &amp; S - Psychology</b>		
Professor	n.a.	none
Associate Professor	greater	less
Assistant Professor	greater	less
<b>A &amp; S – Science and Math</b>		
Professor	greater	less
Associate Professor	greater	less
Assistant Professor	greater	less
<b>Education</b>		
Professor	greater	less
Associate Professor	greater	less
Assistant Professor	greater	less
Instructor	equal	equal

#### **SOCIAL JUSTICE IN GENERAL EDUCATION**

The composition faculty introduced a new required course, Writing Social Justice in the Academy, in Spring 2003. The faculty had developed this course in response to assessment information indicating that some transfer students were not ready for college-level writing even after having taken two writing courses. Writing Social Justice in the Academy replaced a senior seminar course that assessment activities had revealed was not achieving its desired learning objectives. The new course, that comes earlier in a student's program of study, provides research and writing experience at a point that is more beneficial to students in their continuing academic work. The emphasis on social justice in this course exposes a large number of students to various social justice issues early in their undergraduate careers. Students, therefore, develop their college-level writing skills while engaging with topics critical to contemporary society.

As part of their general education requirements students must also complete at least one course in either social sciences, humanities, or the student's major focusing on non-Western societies and cultures. Students who enter Roosevelt with fewer than 90 semester hours are also required to take the Roosevelt Signature Course that emphasizes metropolitan and cultural diversity.

In 2005-2006, the second year of the First-Year Experience, the theme of poverty in Chicago was adopted as a way of integrating the individual sessions around an important unifying topic. The success of having such a theme will be assessed at the end of the academic year.

#### **SOCIAL JUSTICE IN INDIVIDUAL COLLEGES**

All colleges now make an effort to include courses related to social justice in their curricula. In the Chicago College of Performing Arts, for example, theatre students regularly engage with texts written to address issues of social justice. A new capstone course for all seniors, American Theatre: Dramatic Visions of Social Justice, makes the essential relationship between theatre and social justice the foreground for the exploration of American theatrical texts. Students regularly perform in productions that address issues of social justice. During Fall 2004, students publicly performed *The Laramie Project* and *The Good Woman of Setzuan*, which epitomize both a contemporary and a historic example of social justice as the explicit focus of theatre.

In the College of Business, requirements for the Bachelor of Science in Business Administration include either a course in Ethical Leadership and Corporate Social Responsibility or Business and Society. Both courses emphasize corporate responsibility and the social context in which businesses operate (see core component 4d).

The Conceptual Framework that is the foundation for all activities in the College of Education includes "devotion to social justice and global responsibility" as one of its key elements. Field placements for clinical experience and student teaching for students in the College of Education must be in settings with culturally diverse student populations.

In the professional programs offered through University College, courses such as Organizational Development, Multiculturalism, and Cultural Diversity in the Hospitality and Tourism Management Program and Workplace Diversity in the Training and Development Program emphasize the role of management in creating work cultures that are ethical and socially responsible (see core component 4d).

#### **SERVICE- LEARNING**

Service-learning has a long history at Roosevelt University that dates to the founding of the University. In 2003, as part of the University's initiative to reach out to Chicago communities in need, Roosevelt University established a special subcommittee of the Retention Committee that was charged with examining the potential of service-learning as a retention strategy.

Members of the Service-Learning Subcommittee reviewed scholarly literature on service-learning, researched similar programs at other institutions of higher education, created its own working definition of the concept, prepared budget recommendations, and began to establish pedagogical standards. Roosevelt University's definition of service-learning emphasizes the reciprocity on both sides of the hyphen. It gives equal weight to service and learning and puts forth "an educational philosophy and pedagogical method of experiential learning that embraces ethical and socially responsible participation in structured service activities." In support of this model the McCormick- Tribune Foundation gave Roosevelt a grant of \$500,000 in 2004 to endow the long-term institutionalization of service-learning at Roosevelt University through the creation of faculty incentive grants, faculty workshops, a faculty consultant, and a multimedia resource library (see core component 5b).

As part of the activities surrounding the installation of President Middleton in 2003, the Office of Enrollment and Student Services organized a New Deal Service Day, in which students, faculty, staff, alumni, and trustees spent the day volunteering in social service and cultural organizations around Chicago. The event was carried out in the spirit of service-learning with an emphasis on the reciprocal benefit for those serving and those served. This service event has become an annual tradition at Roosevelt, with increasing numbers of participants each year. In 2005, activities were expanded to the Schaumburg area, and nearly 400 participants served at 30 sites in Chicago and the suburbs.

Roosevelt University has also sponsored three successful service-learning days at Wentworth Gardens, a low-income housing project with which Roosevelt enjoys a close relationship. At the request of Wentworth Gardens residents, and in coordination with the newly created Roosevelt University Center for Teaching and Learning, the University plans to expand its activities in the future (see core component 5c) (see Resources Room).

***Need for continuing efforts to incorporate social justice in the curriculum:*** In 1945, Roosevelt College was far ahead of other academic institutions in its focus on social justice and diversity. This is no longer a unique distinction in 2005. Much of higher education has caught up with what was once Roosevelt's pioneering vision. During the strategic planning process of 2002-2003, it came to light that Roosevelt is strongly identified with social justice among faculty, administration, and staff. Current students, however, have not generally chosen Roosevelt for its emphasis on social justice; they have been more likely to value Roosevelt's accessibility, flexibility, small classes, and highly qualified faculty.

In student surveys in 2002, Roosevelt University students scored lower than students in other institutions on questions related to community service (Noel-Levitz 2002; NSSE 2002). This may have been due in part to Roosevelt's adult student population, who have significantly greater commitments to family and jobs than many other, traditional-age respondents in other surveyed institutions. On questions concerning race and ethnicity, such as "understanding people of other racial and ethnic backgrounds," "experienced diverse perspectives (different races, religions, genders, political)," "had serious conversation with students of a different race or ethnicity than your own" (NSSE 2002); and "strong commitment to racial harmony on this campus" (Noel-Levitz 2002), Roosevelt students scored comparably to students of other institutions, but they did not exceed them (see core component 4b).

<http://intranet.roosevelt.edu/ir/NSSE.htm>

<http://intranet.roosevelt.edu/ir/Satisfaction.htm>

On the other hand, the most recent survey of graduating seniors shows a high percentage of students agree that Roosevelt University has helped them develop service-oriented, socially responsible values. Among seniors, 72.5% agree with the statement, "My RU education increased my capacity to reflect on my opportunities to provide service to the community," and 79.2% endorse the statement, "My RU education increased my capacity to reflect on my sense of social responsibility." These results are encouraging. However, the University must continue its efforts to make social justice and civic responsibility an integral part of each student's experience at Roosevelt.

[http://intranet.roosevelt.edu/ir/Exit\\_Survey.htm](http://intranet.roosevelt.edu/ir/Exit_Survey.htm)

***Centers and institutes:*** In addition to the courses mentioned above and the major in social justice, Roosevelt has a number of centers and institutes that carry out the University's commitment to social justice (see core component 5c).

The Center for New Deal Studies features resources and activities that deepen our understanding of the lives of Franklin and Eleanor Roosevelt and of the social, economic, political, and cultural history of the New Deal era in American history. The Center sponsors a variety of educational programs, including lecture series, course offerings, and publications that are open to students, faculty, staff, and the wider community. [www.roosevelt.edu/newdeal](http://www.roosevelt.edu/newdeal)

The mission of the Institute for Metropolitan Affairs includes engagement in a broad array of research activities pertaining to public affairs that impact on residents and institutions located within the Chicago region. The Institute actively seeks projects that bear on the development of the Chicago area as a region, engaging Roosevelt's Chicago and Schaumburg campus communities. It works to apply academic expertise to practical problems affecting the region. Roosevelt faculty and students participate in the research developed by the director and staff of the Institute of Metropolitan Affairs. [www.roosevelt.edu/ima](http://www.roosevelt.edu/ima)

The Mansfield Institute for Social Justice, created in 1999 through a generous gift from the Mansfield Foundation, gives Roosevelt University a unique opportunity to develop an integrated program of curriculum, research, and outreach focused on social justice issues. The Mansfield Institute for Social Justice offers social justice studies as a regular part of the academic curriculum at Roosevelt University. [www.roosevelt.edu/misj](http://www.roosevelt.edu/misj)

The St. Clair Drake Center for African and African-American Studies, dedicated to the memory of Professor St. Clair Drake, is committed to documenting and exploring the contributions, challenges, and conditions of African and African-American communities. The work of the Drake Center is activist by design and intent. [www.roosevelt.edu/drake](http://www.roosevelt.edu/drake)

***Commitment to social justice and service to diverse external communities:***

A notable manifestation of Roosevelt's commitment to social justice and service to diverse external communities is embodied in Roosevelt's collaboration with a socially isolated and impoverished community, Wentworth Gardens. Roosevelt has entered into a long-term relationship with the community that attempts to improve the educational attainment of its youth and adults, increase the human capital and capacity of residents, and increase community engagement by reducing the social and geographic isolation faced by its residents. This long-term relationship is not coincidentally called "Social Justice, One Neighborhood at a Time" (see core component 5c).

**A Sense of the University's Mission is at the Heart of Roosevelt's Identity  
(core component 1c)**

***Visual reinforcement:*** Having been developed with maximum participation of all Roosevelt University constituents, the Mission Statement and 2003 Strategic Plan are visible in locations around the University. The Mission Statement is prominent on the University's web page, on the backs of business cards, and in all Roosevelt University publications, including the annual report and the alumni magazine. Samples of these publications are on display in the Resources Room.

***The University's public "face":*** The "Just Watch Me" campaign, launched in 2004, was designed to express not only the diversity of Roosevelt's student body but the upward mobility and optimism of the students, many of whom are the first in their families to undertake study at the university level. In developing the

campaign, focus groups identified the defining characteristic of Roosevelt students as “independence.” The campaign, therefore, highlighted a spirit of defiant courage that takes Roosevelt’s students farther than society might have expected of them. The campaign was recognized with a silver medal from CASE in the University-wide Branding category and with a gold medal from the Admission Marketing Report in the Total University Recruitment Campaign category. The images and sentiments of actual Roosevelt students give this campaign the vitality, authenticity, and appeal for which it has been recognized.

**Individual unit strategic plans:** Each of the major organizational entities at Roosevelt has adapted the overall Strategic Plan and developed focused planning documents based on it (see core component 2a).

<http://intranet.roosevelt.edu/strategicplan/drafts.htm>

Most importantly the planning and budget process at the University is now guided by a focus on the 2003 Strategic Plan (see core components 1d and 2d). Many new initiatives that are detailed in later chapters of this Self-Study testify to the importance of the Strategic Plan to the University.

**Roosevelt Was Established With a Structure of Shared Governance;  
All Constituencies Have a Voice  
(core component 1d)**

Roosevelt’s governance reflects a tradition of shared leadership among faculty, adjuncts, students, trustees, and administrators—all of whom are represented as voting members of the University Senate. Faculty and students also serve as voting members of the Board of Trustees. A structure of interlocking councils and committees that meet regularly to establish policies, revise procedures, share information, and deliberate on important issues assures that all members of the University community may have a voice in the direction of the University and the fulfillment its mission and Strategic Plan.

At especially critical times, such as the development of the 2003 Strategic Plan, discussions about proposed mergers, and hiring of top University officials, communication goes beyond the routine committee structure. At such times, the University holds forums, town meetings, and information sessions so that all opinions and insights may be heard (see core component 1a).

**Historical roots:** Roosevelt’s founding Constitution called for a Board of Trustees of 20 members, five of whom were elected by the faculty. Over time the size of the Board has grown considerably, and the percentage of faculty members has proportionally decreased. As envisioned by the original framers of the University’s Constitution, however, the expectation of high attendance on the part of the faculty to some degree compensates for their relatively smaller numbers.

Part-time faculty were voting members of the University Senate at its founding; however, they lost this privilege as early as 1947-1948. With the signing of the

first contract with the Roosevelt Adjunct Faculty Organization in 2001, part-time faculty were restored to representation and voting privileges on the University Senate. Adjunct faculty may also elect a representative to each of the college councils, and they play a role in major task forces, such as the Task Force on the Evaluation of Teaching and subcommittees of the Self-Study Steering Committee. [www.roosevelt.edu/pdfs/rafo-contract.pdf](http://www.roosevelt.edu/pdfs/rafo-contract.pdf)

***Councils and committees:*** The Faculty Constitution mandates several key committees and councils; the provost/executive vice president and other senior administrators have, over time, created many more to carry out the work of the University. A listing of these committees and councils may be found on the University's Intranet site. Members of these committees have traditionally been faculty and administrators. In an effort to include students in a greater share of University decision-making, the then-existing Administrative Council reviewed the list of committees in 2003 and designated those that should include student members. <http://intranet.roosevelt.edu/committees/default.asp>

Each college has a council comprising all full-time faculty and an elected representative of the part-time faculty. Subcommittees dealing with specific key issues deliberate and report to the overall council. Individual college councils report, in turn, to University-wide committees on issues that affect the whole institution, such as curriculum, assessment, promotion, and tenure.

***Board involvement in University mission:*** The Board of Trustees followed the development of the 2003 Strategic Plan closely and gave formal approval to its goals and objectives in April of 2003. To guide implementation of the 2003 Strategic Plan, several changes were made to the Board's subcommittee structure, creating separate subcommittees for academic affairs and enrollment/student services and creating new subcommittees for facilities planning and audit. The Board also requires that the president report annually on the success of various strategic objectives, notably, faculty diversity and the proportion of sections taught by full-time faculty.

***Communication of policies:*** Increasingly, the University has been using its Internet and Intranet sites to keep constituencies informed of existing policies and procedures, as well as changes that take place from time to time. The Mission Statement is on the University's home page with links to the mission documents and 2003 Strategic Plan. [www.roosevelt.edu/default.asp](http://www.roosevelt.edu/default.asp)

On a daily basis, announcements are made to the University via Roosevelt Broadcast Digest; the announcements are archived in a searchable format for future reference. In Fall 2004, the University abolished hard copy revisions of the *Faculty Manual*. Each year's revised edition as well as archived previous editions may be accessed on the University's Intranet site. For adjunct faculty, a handbook is updated annually and distributed at the New Adjunct Orientation.

<http://intranet.roosevelt.edu/facultymanual>  
<http://intranet.roosevelt.edu/forms/facultyGuide.pdf>

Discussion in recent years about the desirability of maintaining the *Undergraduate Catalog* and the *Graduate Catalog* only online to save printing costs led to research on current practices of other institutions and an assessment of the needs of Roosevelt's constituencies. The results showed that the University should not adopt this practice at this time. Therefore, new editions of the *Undergraduate Catalog* appear in print and online in the summer of even numbered years, and new editions of the *Graduate Catalog* appear in the summer of odd numbered years. Course descriptions are updated on a continuing basis; however, program descriptions, requirements, and policies are consistent in the printed and online versions. The printed catalog is considered a contract with students, and its rules apply to students matriculating while a given printed catalog is in effect. The most recent catalogs may be viewed on the University's website. [www.roosevelt.edu/catalog/default.asp](http://www.roosevelt.edu/catalog/default.asp)

A range of other documents containing University policies and procedures, such as the *Student Handbook*, academic computer and network usage policies, and academic integrity policy are available both online and in print (see core component 1e). [www.roosevelt.edu/pdfs/student-handbook-2005-06.pdf](http://www.roosevelt.edu/pdfs/student-handbook-2005-06.pdf)

***Evaluation and enhancement of administrative structures:*** There is a continuous need to evaluate the effectiveness and efficiency of administrative structures and procedures. The creation of the position of graduate dean and vice provost for research from an existing position with a new emphasis on sponsored research was the result of this kind of evaluation. Through interviews with faculty, it was determined that a senior position within the administration, dedicated to supporting faculty research, was needed. The new title and job description were created in 2003-2004, and the position was filled on a permanent basis in July 2005. The new emphasis for this position promises to fulfill several important objectives of Goal 2 of the Strategic Plan (see core component 2b).

In 2005-2006, the University created the new position of vice president for human resources. When hired, this individual will be responsible for creating and implementing an integrated human resources function to serve the institution and its employees. Under the guidance of this new leader, the University will select and implement a state-of-the-art human resources/payroll system that will interface with the existing administrative systems. This new vice president will be expected to support student success and high academic standards through developing and supporting highly qualified and motivated employees.

In Fall 2005, the provost/executive vice president restructured several councils to address concerns that had been raised about the existing structure. The establishment of a Council of Deans responded to the academic deans' desire to meet more frequently as a group with the provost. The formation of a University Academic Council created a forum for some vice presidents to meet regularly with the deans and provost's staff. The success of this new organization of meetings will be assessed at the end of the 2005-2006 academic year with the possibility of further changes, if warranted.

The Academic Environmental Scans of 2003-2004 resulted in a change in the administrative structure of the colleges. Where several colleges had been organized into interdisciplinary schools, in Fall 2005 all colleges went to a departmental structure led by department chairs. Before the beginning of Fall semester, orientations and a Leadership Forum were held to enable new department chairs step confidently into their new roles. In December 2005, another Leadership Forum for department chairs addressed recruitment and hiring of new full-time faculty, as well as newly revised procedures for reappointment, promotion, and tenure.

### **Roosevelt Takes Care to Preserve Its Culture of Social Responsibility (core component 1e)**

*Legal and ethical practices with regard to students:* The *Student Handbook*, published and revised annually, clearly defines student rights and responsibilities as well as Roosevelt University policies as they apply to students. Issues addressed in the *Student Handbook* include procedures for handling student misconduct and grade appeals, student right-to-know, privacy rights of students, equal opportunity policy, sexual assault policy, academic policies related to probation, suspension and dismissal, student health policies, and drug and alcohol-free campus notification. The University's attorney recently reviewed the established procedures for handling misconduct and grade appeals to assure due process. In 2003, the Office of Civil Rights of the Department of Education approved the University's equal opportunity policy and procedures. The Student Handbook may be viewed on the University's website.

[www.roosevelt.edu/pdfs/student-handbook-2005-06.pdf](http://www.roosevelt.edu/pdfs/student-handbook-2005-06.pdf)

*Legal and ethical practices with regard to employees:* The University abides by all applicable federal, state, and local regulations in dealing with issues of employment. It also has a well-defined set of rules and policies that are well publicized and regularly implemented. A Professional Code of Conduct is posted on the human resources website, which specifies the expectations of behavior of an employee. The University's equal opportunity statement is periodically updated to comply with new protected classes under federal, state, and local laws and regulations. This statement is published in numerous University documents including the Employee Benefits Handbook and the employment applications. The University's compliance with legal and ethical standards in dealing with employees are detailed below. <http://intranet.roosevelt.edu/hr/>

#### **POLICIES DEALING WITH ALL EMPLOYEES**

The University is committed to a policy of nondiscrimination and is mindful of federal, state, and local regulations in its hiring practices. The University uses the services of outside attorneys to assure that the University is in compliance with these regulations. Federal law requires every new employee to provide written evidence of Eligibility to Work in the United States--a process known widely as the I-9 process. The Office of Human Resources is responsible for this process and for maintaining the documentary proof of eligibility.

All new full- and part-time administrative and clerical employees and all full-time faculty are required to take and pass an online awareness course on sexual harassment. The Office of Human Resources keeps a record of successful completion. In addition, new adjunct faculty members receive a copy of the sexual harassment policy and training materials at their orientation. Annually, the Office of Human Resources distributes the sexual harassment policy and related materials to all full- and part-time employees.

#### **POLICIES DEALING WITH FACULTY**

The University takes care in the hiring of new full-time faculty that eligible candidates are made aware of the open positions. Positions are posted on the University's website, sent to the Roosevelt Adjunct Faculty Organization, and advertised in discipline-specific publications as well as *The Chronicle of Higher Education* and several minority-related publications.

The *Faculty Manual* describes procedures and standards for faculty employment, tenure, and promotion. Some revisions to longstanding procedures were discussed in 2004-2005. Members of the Faculty Issues Committee are working with the provost/executive vice president in 2005-2006 to further develop these revisions. <http://intranet.roosevelt.edu/facultymanual>

The University's relationship with part-time faculty is structured by a contract with the Roosevelt Adjunct Faculty Organization. This contract is designed to codify ethical and respectful treatment of adjunct faculty. The first contract extended from 2001-2004. The current four-year contract extends from 2004-2008. [www.roosevelt.edu/pdfs/rafo-contract.pdf](http://www.roosevelt.edu/pdfs/rafo-contract.pdf)

#### **POLICIES DEALING WITH ADMINISTRATIVE STAFF**

In 2003-2004, the Board of Trustees adopted a conflict of interest policy, requiring administrative officers of the University to sign a Conflict of Interest Disclosure Statement annually. The Office of Human Resources is responsible for distributing and collecting the statements and reporting the results to the internal auditor, who, in turn, reports the results to the Audit Committee of the Board of Trustees. In the first year of required compliance, all of the required officers signed and returned the statement by the stated deadline.

#### **POLICIES DEALING WITH CLERICAL STAFF**

Roosevelt's relationship with clerical staff is structured by a contract with Local 391 of OPEIU. In addition to the union contract, there is a document called Standard Office Rules and Procedures, which, among other things, describes the procedures for progressive discipline. The University follows these procedures in all cases, some of which have resulted in the termination of employment of union employees.

#### **EVIDENCE OF ETHICAL AND LEGAL DEALINGS IN EMPLOYMENT**

The adequacy and success of Roosevelt's Human Resources department may be assessed by the outcome of grievances brought by employees against the University. The primary agencies that employees or former employees use to file

charges against the University are the Equal Employment Opportunity Commission, the Illinois Department of Human Rights, and the Chicago Commission on Human Relations. Over the last five years, there have been several charges filed against the University through these agencies; to date, however, the University has not been found to have violated the employee's rights or due process in any of these cases.

OSHA, the federal agency charged with regulating safe working conditions for employees, has not cited the University for any violations of its regulations.

#### **TRAINING OPPORTUNITIES**

A director of staff training and development in the Office of Human Resources designs and delivers a variety of training programs for employees and supervisors to educate them about their rights, responsibilities, and the University's expectations (see core component 4a). The director also contracts with professional organizations, federal agencies, and attorneys to provide training. Workshops with outside experts focus on legal issues, employee benefits, and other applicable topics. Employees learn of training opportunities via announcements on the Roosevelt Broadcast Digest, listings in the Human Resources newsletter, or by visiting the training and development website.

<http://intranet.roosevelt.edu/hr/td/default.htm>

#### ***Legal and ethical standards in faculty research:***

#### **INSTITUTIONAL REVIEW BOARD**

An Institutional Review Board (IRB) composed of 10 full-time faculty members supervises faculty research; members of the IRB represent all colleges except the Chicago College of Performing Arts. The graduate dean is a non-voting member of the IRB and provides support to the chair and its members. All IRB members are required to pass an online training course prior to serving on the IRB. In 2003-2004, the IRB reviewed 104 research applications, with 90 approved, one withdrawn, and 13 requiring revisions. In its annual report to the Office of Research Integrity, Roosevelt University has not had to report any misconduct in faculty research in the past 10 years. An IRB Handbook provided to the Board's members is available in the Resources Room. [www.roosevelt.edu/irb](http://www.roosevelt.edu/irb)

#### **INTELLECTUAL PROPERTY**

Chapter 4 details the University's policies on copyright and the protection of intellectual property (see core component 4d).

#### ***Legal standards with respect to information:***

Roosevelt has a Confidentiality Policy that covers educational records, employee personnel files, donor and alumni records, University systems and databases, and electronic mail or facsimile transmissions. In September 2005, this policy was disseminated via the Roosevelt Broadcast Digest. All employees were required to read the policy and acknowledge their understanding of its provisions. This policy may be found on the Human Resources website.

<http://intranet.roosevelt.edu/hr/policies/confidentiality/confidentiality.htm>

***Legal and ethical standards in dealing with external constituencies:***

Roosevelt University uses many different ways to communicate with its external communities, both formally and informally (see core component 5a). Formal communications include the *Roosevelt Review*, press releases to local and regional papers, and printed marketing pieces that include segmented mailings and advertisements. In all of these publications Roosevelt University accurately represents itself to the external community. A free, independent student newspaper, *The Torch*, is published at Roosevelt University and distributed at both campuses and online. [www.roosevelttorch.com/home](http://www.roosevelttorch.com/home)

***Legal and ethical standards in financial operations:*** The Board of Trustees, led by its Finance Committee, supervises the financial affairs of the University. The senior vice president for finance and operations/CFO implements ethical standards of accountability and assures the financial viability of the University. An external audit, which includes all financial transactions including external grants, is performed annually.

As of the writing of this report, the University is seeking to fill the vacancy in the position of Director of Internal Audit, who will report to the president on institutional processes and procedures in areas such as finance, safety, and external regulations.

### **Conclusion**

Roosevelt's Strategic Plan, adopted in 2003, reinforces the University's historic mission of excellence in education and social justice. Drafters of the 2003 Strategic Plan sought to align these underlying values with the imperatives of the 21<sup>st</sup> century. The University's Mission Statement and the 2003 Strategic Plan guide decision making and allocation of resources across the University. In all of its dealings, the University strives to set a standard of ethics and integrity to which other institutions may aspire.

### **Summary of Recent Achievements**

- **Retention of first-time, full-time freshman increased from 52% to 70.2% from 2002-2005.**
- **Normal teaching load for full-time tenured and tenure-track faculty reduced from 21 to 18 semester hours per academic year in Fall 2004.**
- **Establishment of Program Review cycle beginning Fall 2005.**
- **Women now hold half of the senior positions in administration.**
- **The University has equalized faculty compensation by gender.**
- **Adjunct faculty are included in University governance**

### **Strengths**

- **Roosevelt's founding in a courageous act of social justice continues to inspire the University's faculty and staff.**
- **Roosevelt's Board of Trustees supports the University's mission and the 2003 Strategic Plan.**
- **Roosevelt has a diverse student body.**

### **Challenges**

- **Continue to incorporate social justice and civic engagement into the curriculum so that they become hallmarks of a Roosevelt education.**
- **Continue to recruit traditional-aged students while still meeting the needs of nontraditional students.**
- **Continue to recruit minority faculty and administrators.**
- **Balance the priorities set forth in the 2003 Strategic Plan with unforeseen opportunities.**

