

## *Criterion Five: Engagement and Service*

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

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### **Roosevelt Learns From Its Constituencies and Analyzes Its Ability to Serve Their Needs (core component 5a)**

**Constituencies:** Roosevelt's mission is discussed in depth in Chapter 1; however, Criterion Five brings into focus several key elements of the University's Mission Statement--civic engagement, community partnerships, commitment to the professions, and responsible citizenship in a global society. The 2003 Strategic Plan developed in conjunction with the Mission Statement listed the following as four of its seven key goals: academic and professional success for a diverse student body; academic distinction through recruitment and retention of a talented and dedicated faculty and staff; a curriculum that supports social justice and civic engagement; and ongoing, life-long commitment to alumni. Thus, key constituents were implicitly identified in both the Mission Statement and the 2003 Strategic Plan. The University is committed to serving students, faculty, staff, alumni, area businesses, and the community. Furthermore, the mission statements and strategic plans for the five colleges and for enrollment services and student services areas also place priority on these constituencies and detail the ways in which their needs will be identified and met.

<http://intranet.roosevelt.edu/strategicplan/academic-plan-tabular031604.pdf>

**Surveys and marketing studies:** In order to develop relevant plans to carry out University, college, and departmental missions, Roosevelt conducts surveys, focus groups, and marketing studies across the institution. The five colleges analyze trends in professional areas and respond with changes or additions to academic programming. The academic environmental scans undertaken by all academic programs in 2004-2005 included analysis of trends in the professions and impact on the community of Roosevelt's programs.

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

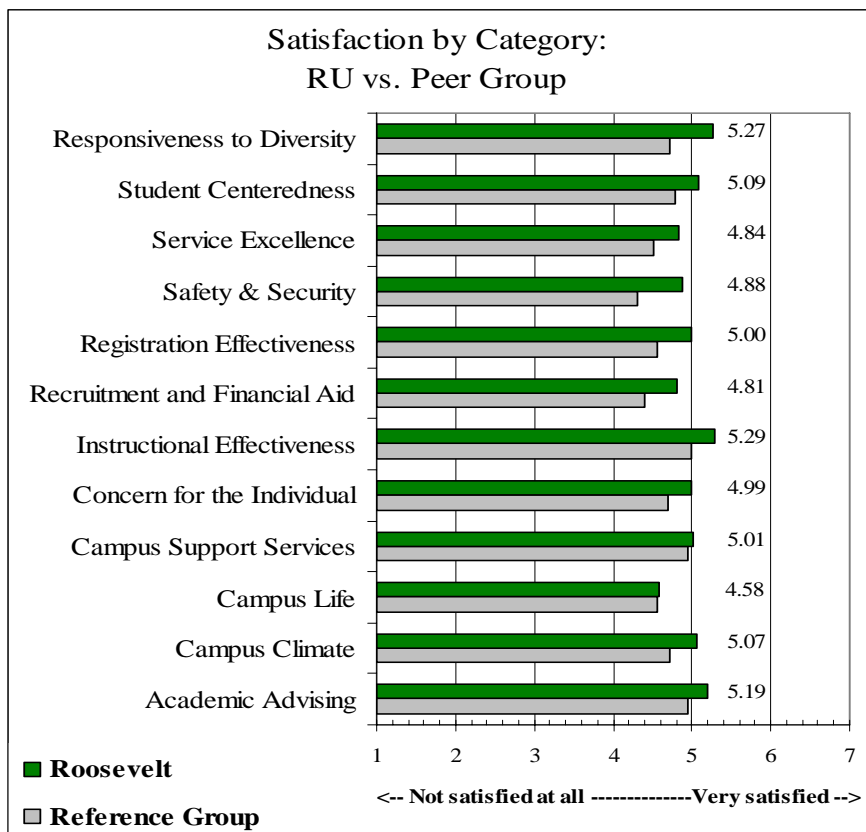
A study published by Roosevelt's Institute for Metropolitan Affairs in Summer 2003 revealed that the northwest suburbs were one of the primary ports of entry for new immigrants to the Chicago metro area. Accordingly, in 2004-2005 the University commissioned a marketing study to assess the educational needs of the northwestern suburbs to ensure that the current Schaumburg course offerings were responsive to changing community needs. This study was carried out by Trans-Action Teleservices in Spring 2005 (see core component 5b).

Results of the National Survey of Student Engagement (NSSE) in 2002 indicated, to the University's surprise, that Roosevelt students were somewhat less actively involved in contributing to the welfare of their communities than were students at

other NSSE institutions (see core component 4c). Although these results are typical for part-time and/or nontraditional students, it prompted the University to become more proactive in building civic engagement into curricular and co-curricular activities. The survey results also increased the importance of this element in the strategic planning process of 2002-2003 (see core component 1b).

The University participated in the Faculty Survey of Student Engagement (FSSE) in 2003 and the National Survey of Student Engagement again in 2004. Unfortunately, the return of 2004 NSSE questionnaires, which was administered in paper format, was disappointingly low (see core component 4b). This low return underscores the need for Roosevelt to provide University e-mail accounts automatically to all Roosevelt students (see core component 5b). Full results from NSSE 2002 may be found on the Institutional Research website.  
<http://intranet.roosevelt.edu/ir/NSSE.htm>

In 2000, the University began using the Noel-Levitz Survey of Student Satisfaction, instead of the previously used American College Testing survey,



because the Noel-Levitz Survey includes importance and satisfaction rankings on each item and provides comparison data with a national group of institutions and a smaller group of selected peer institutions (see core component 3c). The purpose of the inventory study is to measure Roosevelt students' satisfaction levels on a range of issues and services so that ongoing efforts to serve students are better informed.

Findings from the survey indicated that students were "somewhat satisfied" with most aspects of their experiences at Roosevelt, similar to students enrolled at peer institutions. In general, satisfaction appeared to be higher among part-time adult students and those students attending classes in Schaumburg. These findings have informed the University's attention to the needs of full-time traditional-age students via such efforts as expanded orientation programs, the First-Year Experience course, and newly created "hang out" spaces.

The graph above shows results of the 2004 Noel-Levitz Survey of Student Satisfaction compared to a reference group of peer institutions. Clearly, Roosevelt students rated their experiences favorably compared to the reference group. On this survey, 83% of students surveyed responded that their experience at Roosevelt met or exceeded their expectations, an increase over the 2000 and 2002 results. Seventy-three percent responded that they were "very satisfied" or "somewhat satisfied" with their overall experience at Roosevelt, which is equal to 2002 results and a large increase over 2000. Once again, satisfaction rates were considerably higher among nontraditional students. These results indicate that the University must make additional efforts to satisfy the expectations of full-time traditional-age students; however, as has been said elsewhere in this report, the needs of nontraditional students must also be evaluated and met. Results from the 2004 survey and selected comparisons to the 2000 and 2002 surveys may be found at <http://intranet.roosevelt.edu/ir/default.htm>.

Field Code Changed

***Strategic plans:*** Roosevelt reached out to internal and external communities in developing the revised Mission Statement and Strategic Plan in 2002-2003. The process included opportunities for all of the University's constituencies to be involved. Faculty, staff, students, trustees, advisory board members, business and civic leaders, and alumni were included in town meetings, focus groups, and online forums that addressed the University's historic mission, current aspirations, and directions for the future (see core component 1a).

Similarly, the 2000-2001 Campus Master Plan for Schaumburg Campus used a cross-community matrix for establishing its task forces, each of which addressed a specific aspect of the plan. The plan, which established goals for 2005 and 2010 may be viewed in its entirety on the University's Intranet site. <http://intranet.roosevelt.edu/forms/masterplan/default.htm>

***Role of faculty and staff in needs assessment:*** Roosevelt faculty and professional staff participate in professional organizations, workshops, and

conferences to stay abreast of changing needs, best practices, and employment trends in their respective fields (see core components 3b and 4a). The administrative and clerical staffs are just as active in their fields, and they work diligently to keep the University connected to the many constituencies and communities that it serves. These activities are regularly recorded in the internal publication *Roosevelt People*. [www.roosevelt.edu/rupeople/default.htm](http://www.roosevelt.edu/rupeople/default.htm)

**Adjunct faculty needs:** The needs of the adjunct faculty are discussed each semester in a formal meeting between Roosevelt's president and the president of the Roosevelt Adjunct Faculty Organization (RAFO). Informal meetings are also held as the need arises. Adjunct faculty are also members of the University's Senate, including the Executive Committee, the college councils, and many key committees and task forces. The presence of adjuncts in the governance of the University keeps the perspective and concerns of this important constituency ever present in the eyes of the University's senior administration.

**Alumni needs:** The Office of Alumni Relations keeps in touch with alumni through personal contact, *The Roosevelt Review*, the Annual Fund office, and many social events that are held each year. The Alumni Office has greatly expanded benefits provided by the University to alumni in recent years. A listing of these benefits may be found on the alumni website. [www.roosevelt.edu/alumni/default.asp](http://www.roosevelt.edu/alumni/default.asp)

One measure of increased alumni engagement with their alma mater is the recent dramatic increase in new alumni donors. The number of new alumni donors in 2003-2004 was 184; in 2004-2005, the number was 1,026, an increase of over 450%

**Advisory boards:** Another important way that the colleges solicit input regarding trends, best practices, and program effectiveness, is through their advisory boards. A notable example is the Chicago College of Performing Arts whose active advisory board, made up of business and civic leaders in performance fields, contributes to the College's mission through fundraising, advocacy, and support of programs and events. In University College, the Paralegal Studies Program and the School of Hospitality and Tourism Management regularly consult with advisory boards comprised of industry practitioners. The Institute of Real Estate within the Walter E. Heller College of Business Administration has an advisory board that consists of individuals active in real estate development throughout Chicago and the suburban areas. The St. Clair Drake Center for African and African-American Studies in the College of Arts and Sciences has a community advisory board whose mission is "to ensure that the research sponsored by the Drake Center is relevant to the lives of the families who live in Bronzeville area and other African-American communities."

#### ALBERT A. ROBIN CAMPUS

On the Albert A. Robin Campus in Schaumburg, the Community Advisory Board (CAB) is a group of over 40 northwest suburban leaders in business, education, and government. This body meets quarterly to keep abreast of University

initiatives, events, and enrollment issues; promote the University in the region via networking and fundraising; and provide input regarding campus planning and direction. Through the CAB, the leaders of the Schaumburg campus stay in touch with the educational needs of the community and businesses in the northwest suburbs.

**Roosevelt Has the Capacity and the Commitment  
to Engage With its Constituencies  
(core component 5b)**

***Fiscal capacity:*** Financial stability has been a hallmark of Roosevelt's management in the past (see core component 2b and 2d), and financial sustainability is one of the key goals in Roosevelt's 2003 Strategic Plan. This commitment to fiscal responsibility has kept the University in a position to consistently commit University funds, facilities, and personnel to its outreach programs for the benefit of its constituencies.

**SERVICE INITIATIVES**

Notable among recent outreach initiatives is the annual New Deal Service Day started in 2003 and already a significant element in Roosevelt's culture of service and engagement. On a Saturday in April, students, faculty, employees, alumni, and trustees spend the day fanning out to social service agencies throughout the city and suburbs to engage in work projects at each site. In 2005, New Deal Service Day involved over 300 participants who served 35 local agencies, touched numerous lives in the process, and added a rich dimension to their own learning (see core component 5d).

In 2005, the University created a new Faculty Engagement Fund to encourage faculty to interact with students outside of the classroom. Inviting international students for holiday meals, taking students to cultural events, and sponsoring reading groups not directly related to a course are some of the activities that this fund was designed to support.

**SCHOLARSHIPS**

For the 2005-2006 fiscal year, Roosevelt budgeted \$10,464,000 for University scholarships and room and board grants (see core component 2b). Many of these grants are awarded to specific constituencies, such as minority students seeking careers in education, aspiring musicians, and graduates of specific high schools with which Roosevelt has an established partnership. In addition, the University has budgeted \$1,150,000 for fiscal year 2006 for the employee tuition benefit. This benefit has enabled countless Roosevelt employees to earn undergraduate and graduate degrees, thereby increasing their professional satisfaction, career mobility, and earning potential both at Roosevelt and elsewhere.

***Grants:*** To increase its capacity for service and engagement, Roosevelt has sought outside funds to support initiatives consistent with the University's mission of social justice, leadership development, economic progress, and civic engagement. Leadership in seeking outside funds is an important emphasis for the

newly appointed graduate dean and vice provost for sponsored research. The examples given below illustrate the role that outside funds have played in increasing Roosevelt's capacity to engage meaningfully with its constituencies.

Since 2000, Roosevelt's Cooperative Education/Internship Program has received an Illinois Work-Study Grant that enables the University to reimburse employers for a portion of the stipend paid to interns. This grant has allowed the Office of Career Services to recruit a wide variety of internship sites, thus increasing the University's capacity to offer valuable professional and work experience to our students.

A grant of \$25,000 from the ATT Foundation enabled Roosevelt to run a science and technology camp for 20 young women from 10 high schools in the northwestern suburbs. Held on the Schaumburg campus in Summer 2004, the camp offered workshops and related activities in science and technology and addressed the challenges to women entering these fields.

In Fall 2004, the McCormick Tribune Foundation awarded Roosevelt \$500,000 for endowment to support the University's efforts to make service-learning a part of the entire curriculum. The first four Roosevelt McCormick Tribune fellows were named to begin their work during the 2005-2006 academic year (see core component 1b). One of the four projects will create a directory of service-learning sites focusing on children and families for Roosevelt undergraduates who enroll in psychology courses; another will enable a faculty member in the College of Education to study the feasibility of incorporating service-learning in her elementary education methods course. The outcome of all four projects will be available for review during the Higher Learning Commission's site visit in April 2006.

The McCormick Tribune Foundation has also awarded a Presidential Civic Leadership Fellowship grant to President Middleton for the critical role he has played in the University's partnership with the Chicago Christian Industrial League and the service-learning that has taken place there.

In the Summer 2005, a grant for career development from the State of Illinois to Xomix, Ltd., supported a five-week course in biotechnology for minority high school students. A group of 14 rising seniors from the Chicago public schools received four weeks of intensive instruction in Roosevelt classrooms and laboratories and then interned for a week in the biotechnology industry. The success of this program in 2005 prompted the University to apply again for funding in 2006.

In August 2005, the University announced a National Science Foundation grant of \$199,862 for a project entitled GO-GIRL Partnership Program. Provost Reid is the principal investigator for this grant that will support the dissemination of a model project developed to enhance math understanding and scientific thinking in 7<sup>th</sup> grade girls. Partners in the project include Howard University, the University of Pennsylvania, Illinois Wesleyan University, and Wayne State University.

In October 2005, the US Department of Education awarded a \$49.4 million grant to the Chicago Educational Alliance, under the direction of a Roosevelt associate professor and the Chicago Public Schools. This grant will carry the Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up) initiative into the year 2011. Started in 1999, Gear Up helps underprivileged students in the Chicago Public Schools system prepare for entry into college and persist to graduation. The newly expanded program will include 46 middle and elementary Chicago schools and 18 high schools (see core components 3c and 5c).

### *Physical capacity:*

#### **TWO CAMPUSES/ONE UNIVERSITY**

One of the seven key goals of Roosevelt's 2003 Strategic Plan emphasizes its multi-campus environment. Roosevelt's two-campus/one university structure facilitates effective outreach to its primary communities--in Chicago and in the northwest suburbs. Roosevelt had its origins 60 years ago in the heart of downtown Chicago; however, the University has also had a presence in the northwest suburbs for nearly half of that time. The opening of the Albert A. Robin Campus in Schaumburg in 1996 marked the first time that Roosevelt committed to the purchase of a campus property in the region. This full-service campus, the first such university property in the region, established Roosevelt as an essential partner in the life and growth of the community. Having such a physical presence has enabled Roosevelt to engage with various constituencies seeking higher education and the many other services a university can provide. The input of the Community Advisory Board and the involvement of Campus Executive Office in various aspects of local business and civic life help keep administrators aware of trends and opportunities beyond the classrooms of the Robin Campus.

#### **NEW FACILITIES**

Another demonstration of Roosevelt's sense of purpose and desire to serve is reflected in its facilities and the student and community-oriented planning that goes into their expansion and improvement. Notable additions and upgrades have occurred in the last 10 years (see core component 2d). In 2001, Roosevelt's Center for Professional Advancement opened in the Gage Building at 18 South Michigan Avenue, a few blocks north of its flagship Auditorium building. During the renovation of the five floors that Roosevelt planned to occupy, the University paid special attention to technology and the programs that occupy this space--computer science, telecommunications, journalism, business, and University College--were carefully selected so that these technology-intensive programs would be closer to the working population in the heart of the Loop.

Fall 2004 saw the opening of the University Center of Chicago, a 1,720-bed, state-of-the-art student residence built in partnership with DePaul University and Columbia College. This facility, located one block west of the Chicago campus, increased housing avail to Roosevelt students and enlarged Roosevelt's presence in the South Loop. (see core components 2d and 5d).

#### **IMPROVED ENVIRONMENTS FOR TEACHING AND LEARNING**

Aside from these obvious expansions of Roosevelt's square footage in the city and suburbs, there has been careful attention to stewardship and improvement of facilities through build-outs and renovations over the last ten years. These improvements focused on enhancing environments for teaching and learning, creating spaces for student interactions, and providing "hubs" where community members may come and enrich their lives (see core components 2b and 2d).

#### **IMPROVED ENVIRONMENTS FOR STUDENT ACTIVITIES AND STUDENT LIFE**

In the 10 years since the opening of the Albert A. Robin Campus in Schaumburg, many enhancements have been added there to meet student needs. Examples include the creation of the John and Christine Licht/Duraco Products Student Center, the expansion of Zurich-American Alumni Hall, and building of the Chicago Tribune Foundation Convergence Newsroom. On the Chicago campus, the creation of an Academic Commons for student groups, the allocation of new offices in the Herman Crown Center for student activities, and the remodeling of the Fainman Lounge as a comfortable and functional student lounge are all intended to encourage student interactions and engagement. Administrative and student service areas were also reconfigured and renovated at all three locations, to better meet student needs and ensure that employees worked in close proximity to the students they primarily serve (see core components 2b and 2d).

#### **SHARING SPACE WITH THE COMMUNITY**

Roosevelt's facilities are a resource not only for the University's students, faculty, and staff, but also for other constituencies affiliated with the University and organizations and individuals in the surrounding communities. Because spaces in the University are greatly in demand both for Roosevelt's own activities and for those of outside organizations, additional large meeting spaces are needed, especially on the Chicago campus. Examples of outside activities consistent with Roosevelt's mission for which the University provides a venue are described below.

In December of 2005, the American Democracy Institute (ADI) convened its first regional youth summit in Roosevelt's Auditorium Building. The ADI is dedicated to improving American democracy through increased citizen participation and by supporting the next generation of civic leaders. The goal of the youth initiative is to expand the number of young people engaged in the national conversation on democracy. Four thousand participants came to the Auditorium Theatre to hear Senator Hillary Rodham Clinton, honorary chair of the youth initiative, speak on these topics. Roosevelt students were also able to participate in workshops after the plenary session.

In October 2005, Roosevelt's Chicago campus hosted a conference entitled "Tell the Story: The Chicago SNCC History Project 1960-1965." More than two dozen people who lived in Chicago and participated in the civil rights movement through the Student Nonviolent Coordinating Committee (SNCC) spoke about how the protests and activities of that time transformed the way of life in the United States and served as a model for change around the world. Among the

participants was James Foreman, Jr., a law professor at Georgetown University and son of the late James Foreman, a Roosevelt University graduate who, along with Stokely Carmichael and others, was one of the leaders of SNCC. Each summer, Roosevelt hosts the convention of Scholastic Press Association of Chicago (SPAC) that is attended by 250 high school journalists. Founded at Roosevelt University in the early 1990s, SPAC is the only organization of high school journalism advisers and their students in the city of Chicago. The meeting rooms and convention space are provided to the organization without charge, which is the only way the organization could continue to have a convention.

Similarly, Roosevelt provides laboratory space in the summer for *New Expressions*, a city-wide newspaper funded by Youth Communication for young writers, reporters, photographers, and artists whose schools may not have functioning newspapers. These labs are provided to the organization without charge as part of the department of communications' outreach efforts to high school journalists.

In April 2004, the Women and Gender Studies program joined with Amnesty International to co-sponsor a talk by former Ugandan soldier Akallo Grace Grall. This event drew almost 150 people to the Auditorium Building.

In Summer 2004, Roosevelt University and Columbia College Chicago hosted the Conference on Contingent Academic Labor VI that was organized by the Coalition of Contingent Academic Labor (COCAL). The gathering included plenary speakers and workshops addressing issues relevant to contingent faculty in Canada, Mexico, and the United States. The University's willingness to provide space for this conference without charge reflects the positive relationship that Roosevelt enjoys with the Roosevelt Adjunct Faculty Organization.

In Fall 2004, a three-day symposium on risk management for senior bank executives was held at the Center for Professional Advancement. A member of the Walter E. Heller College of Business Administration faculty helped organize the symposium for ShoreCap Exchange, a non-profit affiliate of the Shorebank group, and President Middleton spoke to the assembled delegates.

The Albert A. Robin Campus in Schaumburg serves as a resource for many individuals and organizations in the northwest suburban community. Elected officials such as Melissa Bean, US Congresswoman and Roosevelt alumna; Terry Parke, Illinois State Representative for the 44<sup>th</sup> District; and Carolyn Krause, Illinois State Representative for the 66<sup>th</sup> District, have used the Robin campus as a site for town meetings. Organizations that regularly use the campus for their activities include the Schaumburg Business Association, the Regional Transit Authority, Motorola, Northwest Community Hospital, and the Traffic Safety School. Most significantly, a partnership between Roosevelt and Zurich America led to the development of an early childhood education center on campus, offering childcare opportunities for Roosevelt students, faculty, and staff, as well as a laboratory for students in the early childhood program in the College of Education. The center is managed by Bright Horizons Family Solutions, Inc.

The Robin Campus also hosts workshops of the Chicago Chromatography Group each fall and spring. These workshops are important training resources for chemical technicians in the Chicago area and are thus important for the area's educational and economic development. In winter 2006, the Schaumburg campus hosted the popular Snow Visions International Snow Sculpting Competition on its grounds.

Roosevelt's relationship with Jones College Prep high school is detailed under core component 5c. One aspect of this partnership has been the use of Roosevelt facilities for activities ranging from science fairs to social events. Jones College Prep has made use of Roosevelt classrooms, computer labs, meeting rooms, and even Roosevelt's gym.

In the last ten years, space has been designated on both campuses for exhibitions of art. The Rotunda Gallery at Schaumburg and the Gage Gallery in the Center for Professional Advancement have both featured a variety of important exhibits, often rotating between the two locations, and available to the public. Many of the exhibitions in these spaces have addressed issues of social justice from an historical or contemporary perspective. A notable exhibition, in Spring 2005, was "The Promise of Public Housing, 1936-1983." Presented in partnership with the Chicago Historical Society and LaSalle Bank, the exhibition included 88 photographs from the archives of the Chicago Housing Authority and the Chicago Historical Society showing the genesis, progress, and early struggles of public housing in this Chicago. A full description of this important exhibition may be found on the Gage Gallery's website. Other important shows have included "Recovered Views: African American Portraits, 1912-1925" and "The Quiet Sickness: A Photographic Chronicle of Hazardous Work in America."

<http://www.roosevelt.edu/gagegallery/promise.htm>

In the Fall of 2003, the University Library hosted a national traveling exhibit, *The Great Experiment: George Washington and the American Republic*, in partnership with the Newberry Library, the Chicago Historical Society, and the Chicago Educational Alliance. The library offered a variety of programs to the community in conjunction with this exhibit, especially to middle school and high school teachers and students.

For many years, Roosevelt has served as a site for the Illinois Humanities Festival and a host of other community events such as the land mine meetings of the Rotary Club, culinary historians of Chicago, meetings on reparations, union groups, and Chicago Metro History Education group of the Newberry Library.

**Technological capacity:** Roosevelt's capacity to serve its constituencies has been greatly increased through the use of technology in the past 10 years, and plans are in place to continue improving this capacity going forward (see core component 2b and 2d). Perhaps most significant has been the development of RU Online through which students in Roosevelt's traditional communities and students far beyond the confines of campus may pursue studies without limitations of schedule, transportation, or physical limitations. (see Chapter 6).

Teleconferencing has made it possible for the University to link the two campuses, thus helping to fulfill the ideal of two campuses/one university. Regularly scheduled classes, administrative meetings, staff development presentations, and University governance—all benefit from the ability to hold sessions simultaneously on both campuses. As of Spring 2003, each campus had two such rooms, an investment that doubled the University's capacity to offer teleconferenced activities.

**Internships:** Internships and special projects in business, professional, and educational communities provide additional opportunities for Roosevelt students to stretch themselves beyond the boundaries of the campus and engage in the “real world” communities that correspond to their academic studies and professional aspirations (see core component 3b). Business students intern in corporations such as Morgan Stanley, Merrill Lynch, MetLife, Citicorp, Northern Trust, and other widely respected organizations. Students in journalism, public relations, and integrated marketing communications have interned with publications such as the *Chicago Reader* and *Chicago Magazine* as well as broadcast and radio stations around Chicago.

Internships in Chicago-based institutions such as Pharmaceutical Systems, Abbott Laboratories, and Argonne National Laboratory and local hospitals, including Alexian Brothers in Elk Grove Village, are available to students in biology, chemistry, and physical sciences; and an internship is required for students in environmental science. Similarly, internships are required for students in the department of psychology's doctoral program and in its child and family studies certificate program. In the Chicago College of Performing Arts, there is an apprentice program with the Chicago Opera Theater for vocalists interested in an operatic career. Roosevelt students regularly complete internships, including performance opportunities, in the Chicago Shakespeare Theatre and other prestigious theatrical companies. University College requires internships for students in hospitality and tourism management.

A rich source of contacts for internships and other forms of outreach into the professional communities are Roosevelt's adjunct faculty, many of whom are highly placed practitioners in their fields. In a presentation at the 110<sup>th</sup> Annual Meeting of the Higher Learning Commission, Roosevelt's senior associate provost and Columbia College Chicago's associate provost spoke on “Valuing Adjunct Faculty: Their Role in Service and Engagement.” In their presentation they spoke of the almost limitless capacity for engagement that is afforded to universities through their network of part-time faculty, especially those who bridge the gap between academia and the professions.

**Alumni clubs:** Roosevelt's capacity to serve its alumni, locally, nationally, and internationally, has been greatly enhanced in recent years by the doubling of alumni clubs and the personal visits to many of the clubs by President Middleton and other members of the University's senior administration. In 2004-2005, the Alumni Office tracked over 380,000 contacts with alumni through printed

materials, events, meetings, and one-on-one contacts. In the personal conversations with alumni and in the many letters that were written to him in conjunction with the 60<sup>th</sup> anniversary, President Middleton has heard inspiring stories of the transformations that have taken place in the lives alumni as a result of their Roosevelt education. Through increased contact, Roosevelt will be better able to serve alumni needs as well as to take pride in the many contributions they have made to public affairs on the local and national levels.

**Roosevelt Aspires To Be**  
**“An Economic, Social, and Cultural Catalyst for**  
**...Surrounding Communities”**  
**(core component 5c)**

***Public programs:*** Each year, Roosevelt offers a wide array of lectures, panels, exhibitions, and performances that are open to the public. In 2004-2005, the University hosted a special series of speakers to celebrate its 60<sup>th</sup> anniversary. Distinguished alumni from many fields of endeavor and all five colleges came to the campus to speak about their Roosevelt experiences and to address critical issues in their fields. These programs were open to all of the University’s constituencies and the community. A schedule of 60<sup>th</sup> anniversary events, including details of the distinguished alumni speakers may be found at the website in the margin. <http://www.roosevelt.edu/60thanniversary/events.htm>.

***The Colleges:*** There are numerous partnerships and outreach efforts conducted in Roosevelt’s five colleges that infuse activism and engagement into the life of the University. The examples given below demonstrate that partnerships between Roosevelt and a range of other institutions have served to achieve mutual goals with a focus on service.

**COLLEGE OF ARTS AND SCIENCES**

The College of Arts and Sciences regularly offers lectures and forums on topics of importance not only to its students, but also to the broader community. In 2003-2004, for example, the College’s Institute for Metropolitan Affairs (IMA) presented data from its research to organizations such as The Chicago Council on Foreign Relations, Chicago Community Trust, and World Parliament of Religions. In 2004, the Institute’s report on heroin use in the Chicago metropolitan area provided important data on the realities of heroin use to scholars, educators, and social service providers. [www.roosevelt.edu/ima/current-projects.htm](http://www.roosevelt.edu/ima/current-projects.htm)

In Fall 2004, the Center for New Deal Studies sponsored Liberian activist Krubo Kollie to address the University and interested members from the community about the hardships of daily life--especially for women and children--in war-torn Liberia. Members of the University community organized a drive that produced 80 boxes of clothing and books. Although the deficiencies of the Liberian post office did not allow for these donations to go to Liberia, the books went to the Bridge to Asia program that provides academic books to college and university

libraries in developing countries in Asia and to the Project Prime book sale; school supplies were sent to the Galilee Primary School, a school for underprivileged youth in Nairobi, Kenya; and clothing was donated to Public Action to Deliver Shelter in Palatine, Illinois, and Ubuntu Community Center in Chicago. [www.roosevelt.edu/newdeal/pastEvents.asp](http://www.roosevelt.edu/newdeal/pastEvents.asp)

The Mansfield Institute for Social Justice hosted Paul Rogat Loeb, author of *Soul of a Citizen*, to speak to Roosevelt and the wider community in Spring 2004. After his visit, Roosevelt joined the Illinois Campus Compact, an organization dedicated to promoting service-learning and civic engagement. Also in Spring 2004, The Mansfield Institute partnered with Chicago business and civic organizations to sponsor a panel discussion entitled, “Girls and the Media.” Each year, the Mansfield Institute facilitates a One Book/One University discussion group focusing on an issue of social justice. In 2005, the book was Barbara Ransby’s *Ella Baker and the Black Freedom Movement*. A complete listing of activities sponsored by the Institute may be found on the Institute’s website. [www.roosevelt.edu/misj/events.htm](http://www.roosevelt.edu/misj/events.htm)

The St. Clair Drake Center for African and African-American Studies uses research, evaluation, and policy analysis as tools to examine issues facing the African and African-American communities. To ensure that the work of the Drake Center is scholarly and relevant, the Center partners with community-based organizations that work in targeted geographic locations. At the current time, the Center’s work is focused on the needs of residents of the Wentworth Gardens. Through this partnership, Roosevelt provides residents with everything from educational opportunities to counseling and mentoring. Hallie Amey, president of the Wentworth Gardens residents’ board, has commented of the Center’s work, “We’re just so happy to be getting some help. You don’t know what this means to us.” A complete listing of activities sponsored by the St. Clair Drake Center may be found on the Center’s website. [www.roosevelt.edu/drake/default.htm](http://www.roosevelt.edu/drake/default.htm)

#### WALTER E. HELLER COLLEGE OF BUSINESS ADMINISTRATION

The Chicago School of Real Estate was founded at Roosevelt in 2002 to create career opportunities and enhance the resource base for the local real estate industry through a diversified program that attracts highly qualified and motivated students. The School’s advisory board includes 100 of the industry’s most prominent real estate professionals who guide the development of the curriculum and provide a valuable network for the School’s graduates.

The School also hosts the annual Fogelson Forum for the real estate industry that features leaders of the real estate industry addressing topics of vital concern. The Forum provides an opportunity for Chicago’s top real estate experts to network with colleagues and peers, sharing new ideas and practices. Since the Forum was launched in 1999, over 30 speakers have presented case studies on major real estate transactions covering all areas of the industry, including commercial, industrial and residential development, brokerage, construction and finance.

The closely associated Real Estate Institute last year hosted a three-part forum entitled “Shaping our Regional Future.” Thirty local homebuilders attended the three sessions to discuss proposed changes in regional transportation and land-use planning in the Chicago region.

In Fall 2004 faculty from the Walter E. Heller College of Business Administration participated in the Third Annual Business Management Academy sponsored by Turner Construction Company and organized by Turner’s Director of Community Affairs, a Roosevelt University graduate. Representatives of 35 local minority- and women-owned businesses attended this Academy.

One of the McCormick-Tribune fellowships for 2005-2006 will support a consultancy course, Graduate Business Student Nonprofit Consulting Course, in the College of Business Administration. In this course, student teams will work with local nonprofit organizations during Spring Break 2006 and provide free consulting services. A major objective of the course is to instill civic responsibility and a sense of social responsibility in the student participants.

Faculty from the Walter E. Heller College of Business Administration also provide consulting to local organizations, including The Lincoln Park Zoo and Skokie Community Kollel, on a *pro bono* basis.

#### COLLEGE OF EDUCATION

Because it is in the business of preparing educators, the College of Education constantly seeks to remain abreast of unmet teacher preparation needs in the Chicago metropolitan area and to respond to these needs via partnerships and program development. For example, the Facilitated Alternative Certification in Education (FACE) program provides fast track programs in teacher shortage areas in the Chicago Public Schools, such as special education and early childhood education. This program puts teachers in the classroom with mentorship from both Chicago Public Schools and Roosevelt while they complete the courses necessary for certification. The Metropolitan Elementary Teachers’ Academy (META) allows aspiring teachers with undergraduate education and work experience in non-education fields to train as teachers.

The Chicago Area Writing Project, housed in Roosevelt’s College of Education for teachers at all levels, is dedicated to improving instruction of writing and the use of reading and writing in the content areas. An affiliate of the National Writing Project, the Chicago Area Writing Project sponsors a variety of offerings at Roosevelt and elsewhere in the Chicago area.

In the College of Education, the Chicago Educational Alliance sponsors three distinct programs to provide service to Pre-K to 12 schools: the School Technology Task Force, the Principal’s Academy, and the School Success Program. The College of Education was also a partner in the Illinois Professional Learners Partnership, a grant-funded collaboration among Illinois State University, Loyola University, Northeastern Illinois University, University of Illinois Champaign/Urbana, and Roosevelt. The goal of the partnership was to

prepare graduates in education to teach in high-need Illinois K-12 schools. Another College initiative focused on teacher preparation is the Metropolitan Institute for Teaching and Learning, funded by the Illinois Professional Learners Partnership grant. This project brings together faculty from the Colleges of Education and Arts and Sciences, alumni, and current students in education in six teams: technology, mentorship, standards, field services, professional development schools, and community college articulation. They work together with the goal of improving teacher preparation programs.

The College of Education also partners with specific secondary schools and accomplishes three goals at once: to have a training ground for Roosevelt teachers-in-training, to act as a professional development resource for teachers in the field, and to reach out to promising high school students to encourage them to consider attending Roosevelt University or another post-secondary institution. A notable example is the partnership with William Jones College Prep, an outstanding magnet school in Chicago located just a few blocks from Roosevelt's Chicago campus. Senior administrators and committed faculty members have served on Jones's Community Advisory Board since the late 1990s when the school changed from a vocational high school to a college preparatory school. Roosevelt has provided scholarships and special classes for Jones students, mentorship by faculty, marketing consultation, and an array of other services that have forged a solid relationship between the two institutions.

Project Gear Up, described under the Chicago Educational Alliance (see core component 5b), is another initiative that, in the past, has focused on Hyde Park High School in the Woodlawn area of Chicago and its six feeder elementary schools. In the coming years, the program will include 60 public schools in Chicago, equipping students from an early age with the skills and mindset to continue their education beyond high school (see core component 3c).

#### **CHICAGO COLLEGE OF PERFORMING ARTS**

Theatrical and musical events directed by Roosevelt faculty and performed by students in the Chicago College of Performing Arts (CCPA) are part of the rich cultural offerings in the South Loop. A schedule of the current year's major theatrical and musical events is on the CCPA website. Performances by CCPA groups also regularly travel beyond the campus—going as far as Aspen, Colorado, for the summer theater festival, and even to Japan for a tour with the Roosevelt Symphony Orchestra. <http://ccpa.roosevelt.edu/ccpa/concert.asp>

It is in the very nature of performance institutions to interact with the surrounding communities. One example of the many ways in which CCPA connects the University to the cultural life of Chicago is through the relationship between The Music Conservatory and the Chicago Opera Theater. Roosevelt's Professional Diploma in Opera is a two-year program in which young artists with a significant level of vocal training and potential take voice lessons and courses such as Italian diction, stage combat, and role preparation. These students perform roles, do ensemble work, and understudy for major roles in the Chicago Opera Theater. This partnership between the two institutions has led to a further level of

community outreach when students in the program gave benefit performances to raise money so that Chicago Public School students who would not otherwise have been able to attend live opera performances may do so.

Annually, the department of music history, theory, and composition offers a Young Composer Workshop to high-school students. The young composers submit an original piece of music to Roosevelt faculty. On a Saturday in October, the students and their parents come to the Chicago College of Performing Arts, where the works are performed by professional musicians. Members of Roosevelt's composition faculty offer constructive criticism to encourage the young artists in their work.

Students from The Theatre Conservatory participate in programs such as CirquEsteem, tutoring inner-city children in academic areas and then teaching them circus skills. Another program, Clown Care, takes clowns into hospitals to entertain patients of all ages.

#### **EVELYN T. STONE UNIVERSITY COLLEGE**

Roosevelt's college for working adults serves as a resource for nontraditional students and the professional community through variety of programs. Its Partners in Education (PiE) program offers courses, degrees, and certificates onsite and online to local organizations and community colleges. The Paralegal Studies Program offers ongoing Legal Education Seminars to the public covering a range of legal topics. The Master's program in training and development sponsors speakers' series in conjunction with local professional associations. The Manfred Steinfeld School of Hospitality and Tourism Management maintains active relationships with the hospitality industry throughout the area, placing students in internships during their enrollment and permanent positions upon graduation.

A grant from the Illinois Department of Commerce and Community Affairs and the Illinois Bureau of Tourism supported the creation of a Center for Tourism Studies, located in the Manfred Steinfeld School of Hospitality and Tourism Management. The mission of the Center is to support the Hospitality and Tourism Industry through research, leadership education and development, and a variety of specific programs. A special focus of the Center is development of educationally oriented projects that address the industry's labor needs and support of research useful to the industry. A complete description of the Center for Tourism Studies and its projects may be found on their website.

[www.roosevelt.edu/tourismstudies/default.htm](http://www.roosevelt.edu/tourismstudies/default.htm)

In Fall 2005, students in the class Organizational Development for Hospitality organized a fund-raising event in conjunction with the Marriott Foundation Service Learning Project. The goal of the project was to increase opportunities for disabled youth seeking employment in the hospitality field. Through this project, students reached out to leaders in their chosen industry through research and financial support to benefit members of a frequently overlooked segment of the population.

Consistent with its tradition of access to education for all citizens, Roosevelt's Department of Human and Community Renewal (DHCR) serves recently released inmates from Illinois correctional facilities by providing life skills training to assist with their transition to independent living. For several years in the 1990s, until the state cut funding in 2002, Roosevelt was able to offer specially adapted degree programs for eligible prisoners in Illinois. This program was a source of great pride to the University because graduates had a recidivism rate of only 5%, compared to the overall Illinois recidivism rate of 40 to 75% within six years of release. In Summer 2005, President Middleton received the Educator of the Year Award from the Illinois Crime Commission in recognition of the work of DHCR. A description of current activities of the DHCR may be found online. [www.roosevelt.edu/etsuc/dhcr.htm](http://www.roosevelt.edu/etsuc/dhcr.htm)

***Co-curricular service:*** The Office of Student Activities assists students in their desire to make a positive contribution to the communities in which they attend school. Once a month during 2004-2005, students engaged in a Day of Service and Learning at Wentworth Gardens. On these occasions, students visited the children and elderly of the community, playing games and doing crafts. This program has continued in the 2005-2006 year.

Students serve as mentors to area youth through the Big Brothers, Big Sisters program and participate in Jumpstart to help preschool children realize their full potential. In 2004-2005, students participated in a workshop on "Homelessness: Causes and Complexity," volunteered in the Suit Yourself program, and attended reflection luncheons to learn about homelessness. They also regularly organize voter registration drives and Red Cross blood drives.

### ***Partnerships:***

#### **COMMUNITY COLLEGES AND VIRTUAL UNIVERSITY**

Roosevelt University has placed great emphasis in developing meaningful partnerships with educational, cultural, and civic organizations throughout the area. Roosevelt is now the US leader in the percentage of new students transferring from community colleges rather than high schools. Partnerships with community colleges where 2+2 agreements had existed for some time were deepened in 2004-2005 by adding the options of dual admission and online degree completion. The Chicago City Colleges and area community colleges such as Elgin, Triton, Harper, College of DuPage, College of Lake County, Oakton, McHenry, and Prairie State are active partners with Roosevelt and provide a rich source of transfer students and opportunities for faculty interaction.

The College of Education has established arrangements with community colleges that help ensure smooth transition from lower to upper division work. Two examples are the Oakton Community College and the Elgin Community College partnerships in math and science education. In both programs, students begin their studies at the community college and then segue into junior-/senior- level course work offered by Roosevelt at the community college site.

In addition to community college partnerships, Roosevelt offers online courses through the University Center of Lake County and the Illinois Virtual University (see Chapter 6).

#### **PUBLIC SCHOOLS**

Through the College of Education, Roosevelt maintains strong ties to public schools in Chicago and suburban districts. The partnership with William Jones College Prep has been detailed above. Similarly, Roosevelt's Manfred Steinfeld School of Hospitality and Tourism Management works closely with the Chicago Public Schools to promote careers in the field of hospitality management and to provide scholarships and internship opportunities.

As a result of community activism, the Chicago Public Schools have opened a new high school in Chicago's Little Village neighborhood. The new school comprises four small schools, one of them a Social Justice High School. This school has approached Roosevelt to become an educational partner as the school develops. The first group of students attended their orientation in Roosevelt's Auditorium Building in August 2005 because their new building was not yet ready for occupancy. The partnership will include professional development for the high school faculty, especially in teaching advanced placement courses and, possibly, free courses for students of the school. Roosevelt will also cooperate with the faculty of the new high school to assist students in the transition from high school to University-level work.

#### **LATINO COMMUNITY**

Because of the ever-growing Latino community in the northern suburbs, President Middleton has asked University leaders to make a concerted effort to develop significant connections to this and other immigrant communities. In his State of the University address on January 26, 2005, he made the following commitment:

We will address this social justice issue. . .through expanded support for student organizations, recruiting and mentoring programs, and alliances with community leaders in underserved communities. We must also recruit more bilingual employees and be visibly receptive through signage and other methods to students and families whose native language is Spanish, not English.

Beginning Spring 2006, Roosevelt is sponsoring the *Antorcha* Leadership Academy, planned with a local Latino consultant, for area business and community leaders. Academy sessions, conducted by Roosevelt University faculty and local and national Latino leaders, are offered at the Albert A. Robin Campus (see core component 5d).

#### **INSTITUTE FOR CONTINUED LEARNING**

Chapter 4 describes the Institute for Continued Learning on the Schaumburg campus. This program provides educational and cultural benefits to citizens in the northwest suburbs and responds with study sections based on their expressed interests (see core component 4a).

***The Auditorium Theatre:*** As an integral part of its mission, The Auditorium Theatre of Roosevelt University has made a commitment to arts education. Its Educational Mission Statement emphasizes outreach programs that instill dedication to lifelong learning and love of the arts, community partnerships that foster diversity in a multicultural setting, and commitment to social justice and universal connection through the arts. To fulfill this part of its mission, the Auditorium Theatre has sought ways to include many students who might not otherwise have opportunities in the world of the arts.

Through sponsorship by the LaSalle Bank, families may bring their children without charge to a special matinee performance at the Auditorium Theatre by dancers of the Alvin Ailey American Dance Theater. In a post-show session, dancers explain their experiences and discipline to the family members. The Auditorium has also developed an educational program entitled “*Revelations: An Interdisciplinary Approach.*” This program is a curriculum-based residency program that allows teachers and students at the Chicago Public School D.S. Wentworth to examine Alvin Ailey’s signature work, *Revelations*, through social, cultural, historical, and aesthetic lenses, using the piece to give students expanded insight into such curricula as language arts, history and social studies. The Auditorium also offers specially priced student matinee performances for many productions. These performances are uniquely constructed presentations geared towards education and interaction. A question and answer session with the performers is also commonly arranged.

In Summer 2005, the Auditorium Theatre of Roosevelt University launched a new program entitled Hands Together; Heart to Art, an arts camp for children ages 7 to 14 who have experienced the death of one or both parents. The camp focused on healing power of creativity through theater, dance, puppetry, and music. This innovative educational camp utilized several different areas of performing arts to encourage communication, foster emotional growth, and provide the consolation of friendship and compassion. In its initial year, “Hands Together; Heart to Art” enrolled over 30 students from the Chicago metropolitan region and won a national award for creative programming (see core component 5d).

***Responding to student needs:*** Roosevelt’s population of full-time undergraduates has increased greatly in recent years, from 1,475 in 1996 to 2,041 in 2005. With this growth has come the need to provide services for more these more traditionally aged students. In 2003-2005, Roosevelt initiated a First-Year Experience course to help first-time students and students under the age of 24 to make a successful adjustment to university studies (see core component 3c).

With the number of residential students on the Chicago campus increasing from 210 in 1996 to 494 in 2005, the University’s Educational Technology Resource Center extended the hours of the computer lab in the Herman Crown Center to provide students with a 24-hour computing facility.

In response to concerns of graduating students that they were limited to four guests at Commencement, President Middleton introduced a new tradition of holding two ceremonies on each Commencement day. Each ceremony has its own speaker, usually an alumna/alumnus, and graduates may now invite as many guests as they like to share the culmination of their achievements at Commencement.

Persistence to graduation is a priority for Roosevelt under the new Strategic Plan. One aspect of persistence is course scheduling and registration processes, both of which have been modified in an effort to maximize students' ability to make steady progress towards completion of their academic programs. Request registration is an opportunity for continuing students to register several months before the beginning of a term, thus enabling the colleges to make adjustments to courses and sections in a timely way. When students register, a pop-up questionnaire appears asking if there are specific scheduling needs that have not been met. Perhaps most importantly, the colleges are developing three-year schedules of required courses so that students may plan their programs well in advance and be assured of timely graduation.

***Responding to faculty needs:*** In response to concerns expressed by the faculty about the 21-semester hour teaching load that had been the norm at Roosevelt since it was reduced from 24 semester hours in the early 1990s, President Middleton announced in Spring 2004 that the normal teaching load for full-time faculty would be reduced to 18 semester hours effective Fall 2004. New full-time faculty now have a teaching load of 15 hours for their first year to facilitate their transition to their new institution (see core components 1a and 4a).

January 2006 brought the opening of the University's Center for Teaching and Learning. The Center brings together activities that have been dispersed throughout the University in the past. Additionally, the Center provides a forum for presentations and discussions on pedagogical issues, stimulates collaboration, and promotes camaraderie among faculty from the various colleges (see core component 3b).

#### **ADJUNCT FACULTY**

Although much of the University's relationship with the adjunct faculty is structured by a union contract with the Roosevelt Adjunct Faculty Organization (RAFO), Roosevelt has elected to go beyond the terms of the contract in meeting the needs of the adjunct faculty. At the outset of each Fall and Spring term, the University offers a half-day orientation for new adjunct faculty so that part-timers will be aware of resources that are available to help them succeed in the classroom and meet key people who can provide assistance to them. Although this event is not mandated in the contract, the University believes it is important to the success of the adjunct faculty and, ultimately, the success of the students in the classroom. Therefore, adjuncts are paid to attend this event both as an incentive and out of respect for the value of their time. The New Adjunct Orientation has received high praise from participants on the evaluation forms that they complete at the end of the session. The University has also held special receptions for

adjunct faculty to meet the new president and the new provost/executive vice president when they arrived on campus in 2002 and 2004 respectively.

To expedite communication with adjunct faculty, Roosevelt e-mail accounts have been provided for all adjuncts automatically since Fall 2003. Adjuncts may easily forward their Roosevelt accounts to other e-mail addresses they may have by following the steps provided at a special website for adjuncts. Before instituting this system, that far exceeds the previous system of sending postcards for necessary communication, the University conducted a survey to be sure that adjunct faculty had access to e-mail at home or at work. Well over 90% of adjunct faculty had such access. [www.roosevelt.edu/adjunctemail](http://www.roosevelt.edu/adjunctemail)

***Responding to the needs of a new constituency:*** With the increasing number and proportion of full-time, traditional-aged residential students, a new constituency has emerged at Roosevelt: the parents. To respond to the needs of this group, Roosevelt has developed a newsletter for parents, a website, and special events where they may become familiar with the resources of the University. In these ways, the University tries to answer their questions and help them help their children to make a successful adjustment to university life.

***Responding to the needs of hurricane victims:*** Like many other universities around the country, Roosevelt was galvanized by the plight of students from the Gulf states who were left without a place to continue their studies and, in many cases, left without much at all in the aftermath of Hurricane Katrina. In response, Roosevelt immediately took in 29 students from eight Gulf Coast institutions, expediting the admission process, waiving fees, and providing financial assistance. The University also contacted nine continuing Roosevelt students who live in the Gulf region to see if they needed additional assistance of any kind. Counseling Services offered a special support group for victims of the hurricane, and student groups began making plans for fund-raising efforts and possible trips to the Gulf region over winter and spring breaks to assist with rebuilding. A representative from United Way spoke at town meetings held on each campus, urging the Roosevelt community to contribute funds and volunteer at shelters at the early stage of the recovery process, saying that this was the most effective way to provide assistance. A website for updates on Roosevelt relief efforts provided information for Roosevelt's constituents.

[www.roosevelt.edu/katrina](http://www.roosevelt.edu/katrina)

**Roosevelt is Recognized for the Service  
It Provides to its Constituencies  
(core component 5d)**

**Community recognition:** The various communities with which the University interacts express their appreciation of the role that Roosevelt plays in community life in a variety of ways. One way is reaching out for collaborative projects and partnerships.

**CITY OF CHICAGO**

In Fall 2004, the 1,720-bed University Center of Chicago opened—a testament to cooperation between neighboring institutions of higher learning in the South Loop. This collaborative undertaking was the first of its kind and was hailed as the symbol of the redevelopment of the area that is planned by the City of Chicago. At the dedication of the new residence hall, Mayor Richard M. Daley remarked,

*This new residence hall will make Columbia, Roosevelt, and DePaul much more attractive to prospective students. No longer will students have to hop on the el or climb into their cars after their classes are over. Instead they can walk to their rooms, where they'll be surrounded by other students within walking distance of one of the greatest concentrations of educational and cultural institutions in the world.*

**CHICAGO CULTURAL CENTER**

On several occasions in recent years, the Chicago Cultural Center has turned to the voice department of The Music Conservatory for programming. Faculty have been invited to give professional recitals at the Center, and the Center has asked for student programs, including *The Mikado*, as well. As a result, this neighborhood institution has become a wonderful interface for Roosevelt students and faculty with the city at large. At the performance of *The Mikado*, an overflow of 200 people had to be turned away.

**WBEZ**

In June of 2005, Chicago Public Radio's Steve Edwards interviewed Associate Professor Mike Maly on his 848 show to discuss the findings of Maly's new book, *Beyond Segregation: Multiracial and Multiethnic Neighborhoods in the United States*. Maly's book provides an in-depth look at integration that has taken place naturally over the last decade in Chicago's Uptown, New York City's Jackson Heights, and Oakland's San Antonio-Fruitvale.

**CHICAGO SHAKESPEARE THEATRE**

Students from The Theatre Conservatory work with prominent local theatre companies, such as Steppenwolf and Chicago Shakespeare Theatre. The artistic director of the Chicago Shakespeare Theatre has repeatedly expressed her appreciation of the work that Roosevelt interns provide and said that it contributes

significantly to the theatre's productions. Other, smaller, theatres could not carry on without such support.

#### **CHICAGO HOUSING AUTHORITY**

Roosevelt was one of 10 organizations recognized by the Chicago Housing Authority in 2005 for its work with the residents of Wentworth Gardens. The award cited "invaluable contributions to the Chicago Housing Authority residents and the Plan for Transformation of Public Housing." The success of Roosevelt's partnership with Wentworth Gardens resulted in their asking the University to apply with them for a grant from the Housing and Urban Development to support community and university partnerships.

**Awards:** Professional and civic communities express the value they place on the contributions made by Roosevelt faculty and staff through their organizations' awards. Some examples of such awards from recent days are given below (see core component 3b for additional faculty awards).

In October 2005, Roosevelt received the Brian H. Burke Award, the highest honor of the Schaumburg Business Association, and was named Company of the Year. At the ceremony, Laurie Stone, president of the Association, said, "[Roosevelt is] being recognized for collaborating with the Schaumburg Business Association on the creation of the Leadership Institute. . . Under the guidance of Roosevelt University faculty, Institute participants learned that leadership is not the private reserve of a lucky few, it is an observable set of skills and abilities that can be applied at all levels. Roosevelt University embodies the spirit of the five pillars of leadership by modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart" (see core component 5c).

In Fall 2005, the North American Association of Summer Sessions recognized the Auditorium Theatre's "Hands Together; Heart to Art" summer camp with an award in its Creative Awards category (see core component 5c).

#### **ENROLLMENT AND STUDENT SERVICES:**

Employees of the Office of Enrollment and Student Services interact regularly with their counterparts in other institutions and with college counselors and community college transfer officers. This professional network is vital to the sharing of information and best practices.

Vice President Mary Hendry received the Margaret E. Addis Award in 2004 for outstanding and unique service to the National Association for College Admission Counseling. Assistant Vice President Gwen Kanelos received the Patricia A. Kasowski Award for service and many contributions made to the Illinois Association for College Admission Counseling (IACAC) in 2005.

#### FACULTY

Christopher Reed, history professor, was recognized for his lifetime of work with the Chicago Boy's and Girl's Club by Staples, which dedicated its new Chicago store to him.

Shamsul Chowdhury, assistant professor of information systems, received the Outstanding Professor of the Year from the Association of Collegiate Business Schools and Programs in June 2005.

Joseph D. Ament, professor of accounting, was designated an Illinois Super Lawyer among 55 tax attorneys and approximately 70,000 attorneys in Illinois by the independent organization, Law and Politics.

Gerald Bober, director of the Manfred Steinfeld School of Hospitality and Tourism Management, was honored by the Illinois Hotel and Lodging Association in 2002 as Educator of the Year.

Myron "Mike" Levy, adjunct professor of hospitality, received the Ambassador of Hospitality Award, which is a lifetime achievement award, from the Illinois Hotel and Lodging Association in May 2005. In his acceptance speech, Levy spoke about his work at Roosevelt and the satisfaction he derives from bridging the University to resources in the hospitality industry.

#### ALUMNI

Two of the 10 winners of the 2005 Golden Apple Award for Excellence in Teaching received their advanced degrees from Roosevelt. This award recognizes the contribution to society that is made by outstanding teachers. Golden Apple Award winners become lifetime members of the Golden Apple Academy of Educators. In all, 17 Roosevelt alumni have received this prestigious award since its founding 20 years ago.

**Testimonials:** Roosevelt's educational and outreach programs have been well received by the community. The words of individuals who benefit from these programs are sometimes even more illuminating than the results of surveys and evaluations.

Residents and staff of the Chicago Christian Industrial League who worked with Roosevelt students through the service-learning component of their course in City and Citizen Empowerment expressed their appreciation for the positive impact that Roosevelt's students had during Spring semester 2005. One resident commented, "These are students who have been pleasant and very professional. They're eager to learn, and just seeing them so serious about their lives and making good decisions is inspiring to me." Russell Montgomery, director of the single men's program at the League commented about the first semester's experience, "I hope we can continue the relationship and build a better and strong community-based effort as a result."

New Deal Service Day in April 2005, brought teams of Roosevelt students, faculty, staff, alumni, and trustees to 35 social service sites in Chicago and the suburbs. The Martin Luther King Boys and Girls Club was so impressed with the work that was completed at its location that it wrote individual letters to each volunteer. The director of the Rolling Meadows Police Neighborhood Resource Center commented, “The spirit of your crew was contagious, giving us a much needed shot in the arm as we respond to people in crisis and families with meager resources. . . You truly made a difference” (see core component 5b).

### **Conclusion**

In numerous small and large ways, Roosevelt University has remained an active, engaged member of the Chicago metropolitan community and, increasingly, the world. Roosevelt’s reach has expanded during the past 10 years through increases in technology, physical facilities, outside funding, and a renewed commitment to civic engagement and social justice. The University attends to the needs of its constituents and serves them through educational programming and other forms of community outreach. Reciprocally, Roosevelt benefits from its many partnerships with enhanced opportunities for students, faculty, alumni, and staff to participate meaningfully in the world beyond the campus.

### **Summary of Recent Achievements**

- **US Department of Education awarded \$49.4 million to continue Gear Up program through 2011.**
- **Roosevelt leads the US in percentage of new students transferring from community colleges instead of high school.**
- **New alumni donors increased over 450%.**
- **McCormick Tribune Foundation awarded \$500,00 to support service-learning at Roosevelt.**
- **Roosevelt hosted major conferences for Chicago Area Friends of the Student Nonviolent Coordinating Committee and the American Democracy Institute in Fall 2005.**
- **Roosevelt provided support to victims of the hurricanes.**
- **Roosevelt alumni won two of the 2005 Golden Apple awards for teaching excellence.**
- **The Schaumburg Business Association presented Roosevelt University with its highest award in 2005.**
- **The Auditorium Theatre launched an award-winning summer arts camp in Summer 2005.**

### **Strengths**

**Roosevelt has a tradition of participation in the academic, professional, cultural, and civic life of Chicago and the northwest suburban region.**

**Roosevelt has forged relationships with many community colleges for the benefit of transfer students.**

**Roosevelt has expanded opportunities for its alumni to participate in the life of the University.**

### **Challenges**

- **Increase community awareness of Roosevelt's active presence in urban and suburban affairs.**
- **Update community perceptions of the University's current directions and aspirations.**

