

History of Roosevelt University

Roosevelt's founding in 1945 as an independent, coeducational institution of higher learning was a feat requiring considerable courage. The new school had no campus, no library, and no endowment. But its founders had an ideal that enabled them to overcome great obstacles. They were determined to make higher education available to all students who could qualify academically.

Roosevelt was born out of an historic dispute about equality and academic freedom. In 1945, the Board of Trustees of the Central YMCA College requested that a quota be placed on minority student admissions. When Edward J. Sparling, President of the College, refused to comply, he was fired. Remarkably, 92% of the faculty and 97% of the students left the school with him. Together, they established a different kind of academic institution, one committed to equal access to higher education for all Chicago citizens. Considerations of social or economic class, racial or ethnic origin, sex, or age were, and remain, irrelevant in admissions. Roosevelt embraced educational equality and social justice before such values were as common among institutions of higher education as they are today.

Originally named Thomas Jefferson College, the new school was soon renamed Roosevelt College in recognition of Franklin and Eleanor Roosevelt's democratic ideals and values. Members of the early advisory board included Marian Anderson, Pearl Buck, Ralph Bunche, Albert Einstein, Thomas Mann, and Gunnar Myrdal as well as Eleanor Roosevelt herself. The North Central Association of Colleges and Secondary Schools granted the new college accreditation in March 1946. This was the first time that any college had been accredited in its first year of operation. With an enrollment increase of more than 300% by 1947, Roosevelt College acquired the historic Auditorium Building to house its growing student body. In 1954, the Chicago Musical College, founded in 1867 as a conservatory for intensive and rigorous musical training, joined with Roosevelt College. In 1955, the College attained university status.

In response to changes in the business environment and the relationship between Chicago and the suburbs, Roosevelt established a small satellite campus at North School in Arlington Heights in 1978. In 1986, the suburban campus moved to Forest View High School. By 1996, a full-service comprehensive university campus, the Albert A. Robin Campus, had been established in nearby Schaumburg. Today, Roosevelt has matured into a metropolitan university serving residents of Chicago and the northwest suburbs as well as students from around the country and the world who may live in one of the University's

two residential facilities or in other housing accessible by the city's vast transportation system.

The Roosevelt experiment was a success from the start. Independent and unencumbered by tradition, Roosevelt was free to pioneer new educational programs, shared governance, and democratic decision making. Student representatives are voting members of the University Senate; and faculty, alumni, and student representatives serve on the Board of Trustees. While insisting that its students meet high academic standards, Roosevelt has kept its doors open to the residents of the inner city, to students who work full time to support themselves and their families, and to students who are the first members of their families to attend college.

Current enrollment is more than 7,200 students, of whom about 44% are pursuing graduate studies. Roosevelt offers programs and services that place the needs of its students uppermost in its priorities. Courses are offered from early morning until late at night as well as on weekends, and class sizes are small enough to allow individual attention. The Roosevelt faculty numbers 212 full-time and 387 part-time members. An impressive number of the faculty publish books and articles, conduct important research, and perform in the world's great concert halls. But first and foremost, Roosevelt professors, lecturers, and instructors are dedicated teachers who enjoy teaching and excel at it.

In recent years, Roosevelt has further extended its educational outreach through Partners in Education, offering programs on-site and online in corporate and other locations; by establishing partnerships with several community colleges; and through RU Online, through which Roosevelt offers fully online courses and programs to students who find it convenient to study away from the campuses. As times and technology change, Roosevelt is committed to pursuing its original mission of providing outstanding educational experiences to any academically qualified student with a desire to learn irrespective of their location.

Thus far, more than 65,000 individuals have earned their degrees at Roosevelt University, 50% of whom continue to live and work in the Chicago metropolitan area. By actively maintaining its original mission to serve all qualified students, Roosevelt has enabled thousands of citizens to make significant contributions to the community and economy of metropolitan Chicago and has sent other highly trained professionals and artists throughout the country and the world.

In 2005, Roosevelt proudly celebrated its 60th anniversary with year-long activities that highlighted the successes and continuing aspirations of the University. Distinguished alumni from each of the colleges gave public addresses on significant aspects of their life's work, and each of them spoke about the importance of the education and opportunity that was afforded to them by Roosevelt University.

One of the speakers, distinguished Chicago journalist Charles Madigan, who received his bachelor's degree from Roosevelt in 2005, told his audience that he chose Roosevelt because he valued its reputation for inclusiveness as well as its outstanding faculty.

Coming here was natural for me. . . I was just a student in a class full of students of different races and ages, which I found absolutely fascinating. Every single one of them was so engaging you couldn't believe it.

What Roosevelt offers, he said is quality and respect, "and those are immensely valuable things. In my book, they're golden."

Organization of the University

Roosevelt is governed by a Board of Trustees who safeguard the University's financial well-being and who participate actively in University affairs. Faculty, students, and alumni representatives serve as members on the Board of Trustees. The University Senate governs the academic life of the University and works with the Board of Trustees to uphold the University's Constitution and to establish policies that address the ever-changing environment of higher education.

The organization of Roosevelt has been dynamic over the years as it responds to changes in curricula and emerging ideas about best practices in organizational management. The current organization of the senior staff is outlined on the organizational chart (see Appendices). The Office of Institutional Research reports jointly to the provost/executive vice president and the vice president for enrollment and student services. A brief description of each academic and administrative unit is given below.

Office of the President: The Office of the President is the liaison to the Board of Trustees and to the countless educational institutions, professional associations, corporations, government offices, University benefactors, and other organizations and individuals with whom the president interacts on behalf of the University. The provost/executive vice president reports to the president. In addition, six other vice presidents lead the financial, enrollment and student services, technology, institutional advancement, Schaumburg Campus, and governmental affairs divisions of the University. In addition to the vice presidents, the senior director of public relations, the executive director of special events, the internal auditor, a chief of staff, and the executive director of the Auditorium Theatre report directly to the president.

Office of the Provost and Executive Vice President: Five college deans, the dean of graduate studies/vice provost for sponsored research, a senior associate provost, two associate provosts, two assistant provosts, the assistant vice president for institutional research, and the University librarian report to the provost/executive vice president and comprise

Roosevelt's academic leadership team. This team oversees the affairs of both full-time and part-time faculty. The process of reappointment, promotion, and tenure is managed by the provost/executive vice president, as is the implementation of the contract with the Roosevelt Adjunct Faculty Organization (RAFO). Other overarching academic projects such as faculty development, program review, assessment, institutional research, service-learning, sponsored research, academic facilities planning, the academic strategic plan, Summer Session, winter term, Asian programs, and professional and regional accreditation are overseen by the Office of the Provost.

College of Arts and Sciences: The largest of the five colleges, Arts and Sciences is organized into 10 academic departments. Each department is managed by a chair who reports to the dean of the College. Arts and Sciences oversees the University's general education requirements and offers a wide array of majors and courses that serve the University as a whole. In 2003, a new major in social justice was approved within the Arts and Sciences curriculum, and a new general education requirement, Writing Social Justice In the Academy, was launched. Degree programs include bachelor's, master's, and a doctoral program in clinical psychology. The College of Arts and Sciences is home to Roosevelt's distinguished honors program, the Roosevelt Scholars.

Walter E. Heller College of Business Administration: The Walter E. Heller College of Business Administration (WEHCBA) offers a BSBA and master's degrees in business administration, accounting, human resources management, information systems, international business, and real estate to students on both campuses. WEHCBA offers undergraduate and graduate students the opportunity to study at Nottingham-Trent University in England and has hosted cohorts of managers from various cities in China to study in Chicago and earn an Executive MBA. In 2002, WEHCBA founded the Chicago School of Real Estate that now offers a prestigious certificate in Real Estate Development and a Master of Science in Real Estate. In June of 2003, The College received professional accreditation from the Association of Collegiate Business Schools and Programs (ACBSP).

College of Education: Having experienced a period of rapid growth, the College of Education has been guided by a conceptual framework that has enabled the faculty to establish priorities and manage growth. The most recent addition to the curriculum, an undergraduate and graduate program in special education, was approved by the State of Illinois in 2002. At the undergraduate level, programs are offered in early childhood education, elementary education, secondary education, and special education. These programs are also offered at the graduate level along with counseling and human services, reading, teacher leadership, and educational leadership. The College also offers a Doctor of Education in educational leadership. The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE); the counseling and human services program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Chicago College of Performing Arts: The Chicago College of Performing Arts (CCPA) comprises two conservatories: The Music Conservatory and The Theatre Conservatory, both of which offer rigorous training to talented undergraduate and graduate students. CCPA is Roosevelt's only college that is housed exclusively on the Chicago campus. Faculty and students from Roosevelt have performed around the country and abroad in recent years and have received distinguished awards, fellowships, internships, and other honors. CCPA students may study with artists from some of the country's most prestigious arts organizations, and all Roosevelt students may take advantage of the countless musical and theatrical events and organizations in Chicago, as well as the extraordinary Auditorium Theatre that is part of the Chicago campus. The Music Conservatory is accredited by the National Association of Schools of Music (NASM) of which it was a founding member.

Evelyn T. Stone University College: Founded in 1966, The Evelyn T. Stone University College offers bachelor's degrees in general studies and professional studies (BGS and BPS), designed specifically to meet the needs of adult learners. In keeping with Roosevelt's original mission, the BGS and BPS offer outstanding educational opportunities to academically qualified students who might not otherwise be able to pursue their goals in higher education. University College also offers distinguished professional degrees and certificates in hospitality and tourism management, training and development, and paralegal studies.

For many years, University College has offered degree opportunities to external students through print-based courses and Partners in Education. Beginning in 2002, University College strengthened its commitment to academic outreach by adding fully online courses and programs through RU Online. This online program has enabled Roosevelt to partner with the Illinois Virtual Campus, University Center of Lake County, and several community colleges.

The Murray-Green Library (Chicago) and McCormick-Tribune Foundation Library (Schaumburg): The Library provides traditional books and journals, as well as electronic resources to Roosevelt's students, faculty, alumni, and staff on both campuses. Librarians offer training in information literacy and research techniques, which is especially important for those students who are new to higher education. Roosevelt shares library resources with other Illinois institutions through a library consortium. A distinguished Performing Arts Library is housed within the Murray-Green Library, as are the University's archives.

Albert A. Robin Campus: Roosevelt has adopted a one-University, two-campus model. The Albert A. Robin campus, located on a 30-acre site in Schaumburg, Illinois, currently serves 2,600 full- and part-time students in all of the colleges except the Chicago College of Performing Arts. The Colleges of Arts and Sciences, Business Administration, Education, and University College have faculty and staff permanently located in Schaumburg, along with a full range of student and administrative services. The academic programs and community life are overseen by a vice president/dean of the campus. A 45-member Community Advisory Board, comprised of leaders in commerce, education, and

professional fields, many of whom are Roosevelt alumni, provides guidance and support to the vice president/dean on academic programming and campus activities.

Office of Enrollment and Student Services: This office oversees admission, registration, financial aid, advising, student services, student activities, counseling services, residential life, career services, and marketing. Institutional Research reports jointly to the vice president for enrollment and student services and the provost/executive vice president. In keeping with the 2003 Strategic Plan, the Office of Enrollment and Student Services has recently launched a number of new initiatives to increase student satisfaction and retention. Among these new initiatives are an expanded orientation program for new students, implementation of an online assessment instrument for placement of in-coming students in writing and mathematics courses, and a First-Year Experience course to help new undergraduates make a successful adjustment to university-level work and university life.

Office of Finance and Operations: This office manages the fiscal health and facilities operations of the University. Finance, planning and operations, administrative services, human resources, and campus safety and transportation report to the Senior Vice President for Finance and Operations and CFO. Through disciplined management, this office has kept the University on solid financial ground and provided funds for significant expansion and improvement of the University's physical assets.

Office of Governmental Affairs: The vice president for governmental affairs is responsible for planning and executing an effective external relations strategy that will support and continue to strengthen Roosevelt's relationships at the local, state, and federal government levels and oversee and coordinate University engagement with the community.

Division of Information Technology: Roosevelt has made enormous strides in both academic and administrative technology since the last comprehensive visit by the Higher Learning Commission. These advances in communications, classroom technology, and online student services have been managed by the Division of Information Technology (DoIT). This office continues to look ahead to emerging technologies to integrate systems, provide new means of access to education, and stay abreast of the rapidly changing environment of educational technology.

Office of Institutional Advancement: Major gifts, planned giving, and alumni relations fall within the purview of Institutional Advancement. Roosevelt's 2003 Strategic Plan calls for greatly increased outreach to alumni for continuing education, networking contacts for students, and on-going support of the University and its programs. Visits to alumni groups around the country were first undertaken by President Middleton in 2002-2003 with most encouraging success. As the University prepares for campaign activities, colleges are being staffed with development officers; and deans and librarians are preparing to become active participants in fund-raising for their units.

The Auditorium Theatre: Roosevelt University is home to the acoustically perfect Auditorium Theatre--one of Chicago's greatest architectural treasures. The Theatre brings a full schedule of cultural events to the city and is the venue for Roosevelt's commencement ceremonies, the annual University Convocation, concerts presented by the Chicago College of Performing Arts, and other events of institutional significance. In Summer 2005, the Auditorium Theatre offered an award-winning arts camp for children who had lost one or both parents.

The Self-Study Process

First steps: At the request of President Charles R. Middleton, an eight-member team from Roosevelt attended an all-day workshop on self-study at the annual meeting of the Higher Learning Commission in April 2003. Immediately thereafter, the president appointed a Steering Committee of 12 members to oversee the self-study process and, ultimately, produce the Self-Study report. Membership on the Steering Committee comprised representatives of the president, the provost/executive vice president, information technology, institutional research, enrollment and student services, the Schaumburg Campus, the Library, and each of the five colleges.

President's charge to the Committee: In charging the Steering Committee, President Middleton pointed to the favorable timing of the self-study, coming as it did right after the year-long process that led to the adoption of a new strategic plan. The entire University community was invited to participate in the development of Roosevelt's 2003 Strategic Plan; and much time, effort, and reflection was contributed across many constituencies. Following on the heels of this University-wide exercise, the self-study was viewed as an opportunity for the University to assess its progress during the first few years of the 2003 plan.

President Middleton emphasized to the Steering Committee the importance of conducting a self-study that would be an insightful and candid evaluation of the University's commitment to its mission and its capacity to fulfill that mission going forward. He said that he viewed the site visit in April 2006 as an opportunity to benefit from the experience and expertise of colleagues who are committed to ensuring the integrity of higher education. He urged committee members to seize this opportunity by preparing the team for the kind of open and insightful discussions that will be of the greatest possible benefit to the University now and in the decade ahead.

Plan of action: During Spring and Summer 2003, this group developed a timeline for producing the Self-Study and established five subcommittees. Each of the subcommittees was charged with evaluating the University's status with respect to one of the Higher Learning Commission's five criteria. A member of the Steering Committee and a member

of the faculty served as co-chairs of the subcommittees. Broad representation from the University community was sought to populate each of the subcommittees.

The first steps taken by the Steering Committee were endorsed by President Middleton and presented to the University Senate. To ensure that the entire University community was aware of the re-accreditation process and encouraged to participate, the Steering Committee established two websites--one internal and the other external--on which to post documents and keep the various University constituencies informed about the process and progress of the Self-Study.

Diane Nyhammer, the Higher Learning Commission's liaison to Roosevelt at that time, met with President Middleton and members of the Steering Committee in Fall 2003. Those meetings affirmed the first steps that the University had taken towards achieving re-accreditation in 2006 and provided some insight into the kinds of issues that will be addressed during the site visit. With this encouraging start, the subcommittees continued to meet throughout the fall to develop an outline for the Self-Study document and consider what data would be required to support the text.

Outlining the Self-Study: Members of the Steering Committee attended the workshop on self-study offered at the annual meeting of the Higher Learning Commission again in the spring of 2004. They studied documents in the resource center and began to visualize the final form that Roosevelt's Self-Study would take. Work on the Self-Study outline was put on hold in Summer 2004 because a merger with another institution was under serious discussion. When these discussions were called off, work on the Self-Study resumed; and a completed outline was presented to the University community and to the Higher Learning Commission in Fall 2004. This outline was revised based on comments from the community and approved by the Higher Learning Commission with the caveat that the final document avoid repetition. Diane Nyhammer advised the members of the Steering Committee that the Self-Study document should be streamlined to the greatest extent possible with cross-references and hyperlinks to avoid unnecessary bulk and/or redundancies.

Academic Environmental Scans: At the request of Provost and Executive Vice President Pamela Reid, who took office during Summer 2004, all academic units in the University undertook an academic environmental scans in 2004-2005 academic year. These scans provided a baseline analysis of the strengths and weaknesses of each unit in terms of faculty coverage, Library holdings, physical facilities, enrollments, scholarly contributions of faculty, community outreach, and other vital information. Based on the scans, the dean of each college made recommendations for programs to be strengthened, maintained, eliminated, or created. As a result, 10 undergraduate majors and two master's degree programs were discontinued in the College of Arts and Sciences and a new weekend degree program, Executive Master in Public Administration, was created for the Schaumburg campus.

Although the academic environmental scans were not conducted formally under the aegis of the Self-Study Steering Committee, the findings and recommendations were immediately shared with the Committee and have proved to be an invaluable source of data and analysis as the various subcommittees address the Higher Learning Commission's criteria. Immediately following the academic environmental scans, the University began a cycle of formal program reviews in Fall 2005, whereby internal and external reviewers study each academic unit in depth over a six-year cycle.

President, the Provost, and the Board of Trustees: Beginning in January 2005, the chair of the Steering Committee held regular monthly meetings with the president and the provost to keep them abreast of the re-accreditation process and the findings of the Self-Study Steering Committee. In February 2005, the chair of the Steering Committee reported on the re-accreditation process to the Academic Affairs Committee of the Board of Trustees; and in March, to the full Board of Trustees. The chairman of the Board emphasized the importance of the self-study process to the University and asked that the Steering Committee continue to update the Board throughout the process.

Resources Room and website: In Fall 2004, a subcommittee of the Steering Committee was appointed to plan for the Resources Room and the electronic resources that would be available to the site team. This group made recommendations for the organization of the re-accreditation website and made plans for the physical resources and documents that would be housed on both campuses for the site visit.

Draft of Self-Study: On the advice of a member of the communications faculty, the Steering Committee decided to post one chapter of the draft Self-Study at a time to focus attention on its particular contents. In March 2005, the Steering Committee posted a draft of the introductory chapter to the University's website, and the University community was invited to read it and make comments. Subsequent months saw the posting of additional chapters, and the process of deliberation and revision become dynamic and collaborative.

HLC Annual Meeting: In April 2005, members of the Self-Study Steering Committee again attended the workshop on self-study sponsored by the Higher Learning Commission at the 110th Annual Meeting. With progress well under way, this workshop provided valuable information on the content and format of the Self-Study document and how it can best address the spirit of the new criteria. The Steering Committee and the criterion subcommittees have gotten the clear message that the self-study process must involve analysis and evidence—not lengthy descriptions.

New HLC liaison and setting of site team: In June 2005, Bob Appleson assumed responsibility for serving as Roosevelt's liaison to the Higher Learning Commission for the remainder of the re-accreditation process. He had previously assisted, in the absence of a formally appointed liaison, by helping with the selection of a site team. By September 2005, the Higher Learning Commission had appointed a team of nine members.

Community review of Self-Study report: By the end of September 2005, the Steering Committee had completed a draft of the entire Self-Study report and posted it to the University's website for community review. Students, faculty, administrators, staff, and alumni were encouraged to read the draft and make comments on a website that had been established for the purpose. Members of the Steering Committee also made visits to college councils, student organizations, administrative committees, advisory boards, and other bodies throughout October and early November to elicit comments on the draft of the self-study report. The Steering Committee sponsored a Town Meeting on each campus in late October so that the voices of all University constituencies might be heard.

Final draft: Having gathered comments from all University constituencies, the Steering Committee made final updates and revisions to the Self-Study document in December 2005 and January 2006 so that the report could be produced in final form and delivered to members of the site team in February.

| Re-Accreditation Steering Committee | | |
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| Marion Azzaro | College of Arts and Sciences | 2005-2006 |
| Bud Beatty | Schaumburg Campus | 2004-2006 |
| Al Bennett | College of Arts and Sciences | 2004-2006 |
| Denise Bransford | Office of the President | 2004-2006 |
| Donald Chen | Chicago College of Performing Arts | 2003-2006 |
| James Choca | College of Arts and Sciences | 2004-2005 |
| Michael Durnil | Office of the President | 2003-2004 |
| Brigitte Erbe | College of Education Office of the Provost | 2003-2006 |
| Karen Gersten | Evelyn T. Stone University College Office of the Provost | 2003-2006 |
| Kim Gibson-Harman | Schaumburg Campus Finance and Operations | 2003-2006 |
| Tom Head | Walter E. Heller College of Business | 2003-2006 |
| Gwen Kanelos | Enrollment Services | 2003-2006 |
| Gary Langer | Academic Technology College of Arts and Sciences | 2003-2006 |
| Louise Love, Chair | Office of the Provost | 2003-2006 |
| Joe Regan | Institutional Research | 2003-2006 |
| Mary Beth Riedner | University Library | 2003-2006 |
| Dennis Temple | College of Arts and Sciences | 2003-2004 |
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**Responses to the Nine Challenges
Identified in the 1996 North Central Association
Re-Accreditation Report**

“The university must continue its efforts to raise outside funds for endowment, reserves, and general operations.”

President Middleton has stated that Roosevelt must aim to increase its endowment so that it at least equals the University’s annual operating budget—currently \$81 million. At the end of the fiscal year in 1996 when the HLC last reviewed the University, the long-term investment pool stood at \$17.6 million, which was 38.2% of that year’s annual operating budget. In September of 2005, President Middleton announced that the University’s endowment stood at \$57,180,000, or 70% of the operating budget. Although the University has made significant strides in building the endowment, more remains to be done to achieve a level equal to the annual operating budget.

Towards this end, the University has recently restructured its Office of Institutional Advancement with an emphasis on sustainable fund-raising and long-term relationships with donors, alumni, and other friends of the institution. The restructuring includes an increase in staff, close accountability for fund-raising targets, emphasis on actual street-level fundraising, increased participation of the deans with development officers dedicated to individual colleges, and careful stewardship of funds received. Institutional Advancement continues to cultivate critical corporate relationships; however, given the tightening of corporate philanthropy in the Chicago area, the highest priority is currently on individual philanthropy. A revamp of the annual fund in the fall of 2004 quickly showed a promising level of increase in giving.

President Middleton announced at a University Senate meeting early in 2005 that he and other members of the senior administration have recently spent time in Washington, DC, and in Springfield getting to know the University’s representatives, telling them Roosevelt’s story, and enlisting their help in accessing federal and state funds. Maintaining a presence in both capitals will continue to be an important part of seeking outside funds to fulfill the University’s strategic goals. To this end, a vice president for governmental affairs was appointed in July 2005.

“Although the Planning Committee and Budget Committee are functioning well in terms of annual budget development, there is no evidence that budget decisions are informed by a document describing long-term strategic planning.”

The University published a strategic plan in 1998 that guided decision making for the ensuing five years. In April 2003, the Board of Trustees ratified a new strategic plan that had been developed by the University community under the leadership of President

Charles R. Middleton, the consultants of Educational Alliance, and a University Steering Committee. By April 2004, eight sub-plans, based on the overall strategic plan, had been created in the areas of academics, enrollment and student services, facilities, finances, marketing, technology, the Schaumburg Campus, and public relations.

Since the creation of the new strategic plans, the University has had a clear roadmap to follow for decision making, priority setting, and allocation of resources. The 2003-2004 and 2004-2005 presentations by deans and vice presidents to the Planning Committee were keyed specifically to the strategic plan. In Fall 2005, the Planning Committee held pre-sessions to develop performance measures around which the deans and vice presidents were asked to structure their annual presentations. Goal setting, the use of data to establish performance measures, and regular accountability have now become part of the fabric of Roosevelt's planning processes.

Chapters 1a and 2d discuss in detail the relationship between strategic planning and budget planning at the University.

“The institution must continue its efforts of communicating and implementing its plan for “one university-two campuses” uniformly across all units.”

The Schaumburg Campus has become a vital part of Roosevelt University since its opening in 1996, currently providing full academic and support services to approximately 36% of Roosevelt's students. Leadership for the campus was provided in the past by a chief executive officer and is now provided by a campus dean who sits on the president's Executive Council. All colleges except the Chicago College of Performing Arts maintain a full-time presence in Schaumburg.

The University provides van service between the campuses and shuttle service to public transportation to enable faculty, staff, and students to travel between campuses; two pairs of videoconferencing rooms support classes and meetings that may be held on both campuses simultaneously. Continuous improvements have been made to the physical facility at Schaumburg with the addition of new “wired” classrooms, a convergence classroom, laboratories, a cafe, a student center, fitness facilities, and expanded parking.

In the Fall 2000, the University held a retreat led by consultant Patricia Ewers (formerly President of Pace University) that resulted in the Ewers' Report, “Governance for a Multi-Campus University.” This report made recommendations to reinforce the “one university-two campus model” and resulted in a master plan for the Schaumburg Campus that guided the development of the campus and the relationship between the two campuses for the ensuing years.

<http://intranet.roosevelt.edu/forms/ewersreport.pdf>

<http://intranet.roosevelt.edu/forms/masterplan/default.htm>

The 2003 Strategic Plan identifies as one of its goals “Embrace a Multi-campus Environment within a Single University.” To this end, President Middleton held an off-campus retreat later that year with the members of the Executive Council and consultants from Educational Alliance to consider again the positioning of the Schaumburg Campus and other issues raised by the Ewers report, the strategic plan, and the integration of two campuses. In 2004, a comprehensive strategic plan for the Schaumburg Campus was presented to the University by the dean of the Schaumburg Campus that emphasized learning communities, targeted curriculum, outreach to the Latino community, and partnerships with community colleges and corporations. Under the 2004 plan, the Schaumburg Campus of Roosevelt aspires to become the educational destination of choice for the citizens and institutions of the northern suburbs.

A pattern of declining enrollments over the past five years has led the University to look carefully at the competitive environment in the northwest suburbs and the changing needs of the surrounding communities. Administrators and faculty have engaged in discussions over the past several years to consider the best mix of programs for the Schaumburg campus. Core component 2a details some of the forums in which the University has considered issues related to the Schaumburg campus.

“The university needs to continue to give attention to full- and part-time compensation issues, such as salary compression and gender equity, enhance faculty opportunities, and address faculty workloads.”

COMPENSATION FOR FULL-TIME FACULTY

The University has committed significant resources to improving compensation for full- and part-time faculty. In April 2005, the *Chronicle of Higher Education* reported on the faculty salaries of 1,400 institutions and how they rank in comparison to other institutions on the AAUP scale. Roosevelt’s average salaries for full-time faculty ranked in the top 20% for master’s institutions across the country. Of 52 institutions in all categories in Illinois, salaries of Roosevelt’s full professors were seventh highest; associate professors, ninth highest; and assistant professors ninth highest. In addition to competitive salaries, the University contributes 12% of the annual salary to employees’ retirement accounts and also makes generous contributions towards health insurance, life insurance, tuition remission, and other benefits. Average total compensation in 2003-2004 for full professors was \$101,884; associate professors \$78,323; and assistant professors \$67,078.

COMPENSATION FOR PART-TIME FACULTY

Since 2001, salaries for part-time instructors have been determined by contractual agreement between Roosevelt University and the Roosevelt Adjunct Faculty Organization (RAFO). According to the 1996 Self-Study, salaries for adjuncts ranged between \$1,350 and \$1,750 per course. In 2005-2006, the salary for first-time, pre-union membership adjuncts is \$2,100 per course. When an adjunct joins the union (generally after the first semester of teaching), the salary becomes \$2,725 per course. For adjuncts who have taught 12 or more semesters, the salary is \$3,825 per course. At the end of the current contract,

the salary for adjuncts in the top tier will be \$4,225 per course. Adjunct faculty members who hold a terminal degree receive an additional \$50 per credit hour.

In addition to improved salaries, part-time faculty receive compensation for cancelled courses, participation in many departmental meetings, attendance at orientations, and other services they perform for the University, including work on this Self-Study. Benefits include tuition remission and participation in a voluntary, supplemental 403(b) retirement plan.

GENDER EQUITY

Roosevelt has made a determined effort to correct the pattern of gender inequity in faculty compensation that existed in past decades. Table 3 in Chapter 1, core component 1b, shows that the University has been successful in these efforts in most areas. While a few areas still exist where there are few or no female faculty or no female faculty at the full professor level, overall there is no longer a pattern of lower compensation for women on Roosevelt's faculty.

COMPRESSION

Salary compression for continuing faculty is recognized as an unfortunate fact of life throughout the academy. In a 2003 article on faculty compensation in *The Chronicle of Higher Education*, Piper Fogg noted "Salary compression continues to be a problem. New assistant professors are now essentially making the same amount as associate professors because market demands require higher salaries to attract people to education these days" (Vol. 49, Issue 32, p. A14).

In 2003-2004, the faculty of the University Senate asked Roosevelt's Office of Institutional Research to undertake an analysis of salary compression. The analysis revealed that, although there was some evidence of compression at Roosevelt, it was not systemic. The most dramatic instance of compression was at the level of full professor. This reflects the reality that individuals hired at the full professor level are generally extraordinary individuals hired to fulfill a particular strategic role at the University. At Roosevelt, as elsewhere, market forces drive compression and are, to some extent, unavoidable. However, the president has directed that the matter be continuously reviewed to be sure that Roosevelt addresses all factors of compression that are institution specific. Toward that end, he has set aside a small sum each of the last two years to address individual cases where career meritorious performance warrants a special adjustment.

TEACHING LOAD

In Fall 2004, the University reduced the normal teaching load of full-time faculty from seven to six courses per academic year. This change in teaching load was instituted to make it possible for faculty to devote more time to their scholarly and creative work and to University service. At the same time, the University Senate approved a new category of full-time, non-tenure-track faculty with a normal teaching load of eight courses. Faculty holding this type of appointment are not held to the same standard of scholarly

productivity as are the tenure-track faculty. Core components 1a, 2d, and 4a discuss the impact of this new type of faculty appointment.

“Efforts to increase the racial and gender diversity of the full-time faculty and senior administration must continue.”

Chapter 1 details the efforts that Roosevelt has made since 1996 to increase the racial and gender diversity of the full-time faculty and senior administration. The data shows that the University has met with only moderate success in these efforts. The area in which the University has been most successful has been the number of women in senior administrative positions (see core component 1b Table 2).

“The plan for university-wide institutional research and assessment through the Office of Institutional Research and Student Assessment (IRSA) must continue to be implemented across the curriculum, and outcomes should be linked with intended planning and budgeting.”

Since its beginning in 1999, the Office of Institutional Research has become essential to the University—now comprising two full-time professionals and one part-time assistant. Reporting to both the provost/executive vice president and the vice president for enrollment and student services, Institutional Research compiles data, conducts surveys, and analyzes results. The findings from this research guide policy, inform decisions, and increase institutional self-awareness. Institutional Research frequently reports findings to the Board of Trustees and the Executive Council as well as the University Academic Council, the Council of Deans, the Retention Committee, the Marketing Advisory Committee, and the Assessment Committee. The assistant vice president for institutional research has been a key member of the Task Force on Evaluation of Teaching, the Re-Accreditation Steering Committee, and the Assessment Committee. The Office of Institutional Research has provided data each year to the deans and vice presidents to support their presentations to the Planning Committee. Starting in academic year 2004-2005 and continuing into the current year, the Office of Institutional Research has provided models for projecting future enrollments to the deans and senior administrators. These models will provide the basis for building annual budgets in the future.

Formal Assessment at Roosevelt takes three distinct forms:

- *The Roosevelt University Assessment:* This comprises two placement examinations to ensure that in-coming students register for the course(s) in composition and mathematics that will appropriately meet their needs (see core component 4b).
- *Assessment of learning outcomes:* All academic departments have identified learning outcomes for their disciplines and decided on ways of measuring these outcomes to identify their programs strengths and weaknesses. These assessment

efforts have led to program changes and curricular revisions in a wide range of disciplines across the University (see core components 3a and 4b).

- *Student evaluation of teaching:* In Fall 2005, Roosevelt piloted a new two-part system for student evaluation of teaching. One part is the SIR II survey developed by the ETS and the other is an open-ended instrument for student comments (see core component 3b).

“There is barely sufficient instructional and programmatic support, including clerical, computing, library services, media development, and laboratory preparation.”

LIBRARY

The 2000 task force: The 1996 North Central Association Re-accreditation Report indicated that Roosevelt’s library resources, services, and hours were minimally adequate and needed to be reviewed and improved. The University charged a task force to study the needs of the library in 2000. The task force made recommendations concerning development of the McCormick-Tribune Library in Schaumburg, increased hours in Schaumburg, additional library staff, improved technology, and an instruction classroom for the Murray-Green Library in Chicago. The University has allocated funds to implement many of the recommendations since 2000. The final report of the 2000 task force may be viewed on the library’s web page.

<http://www2.roosevelt.edu/library/taskforce/final.htm>

Collections: A recent collection report shows that Roosevelt University, with 135,037 titles, ranks 33rd out of 85 Illinois libraries in total collection size. A statewide ranking by 24 subject divisions shows Roosevelt ranking solidly in the middle in twenty areas, with the remaining four areas in the top of the rankings.

Online library resources: The library has greatly extended its online resources in the past 10 years and currently subscribes to over 100 bibliographic and full-text databases. Remote access to these databases, as well as to electronic reserves, is available 24/7 to students from home or office through the library website. Numerous other services such as online forms for requesting e-mail reference assistance, placing interlibrary loan requests, suggesting a book for purchase as well as an online interactive tutorial on library skills are available through the library website. While library hours have been extended only minimally, remote access to library resources and services somewhat alleviates this situation. Interlibrary loan services are popular, and new technology that allows articles to be sent and received electronically has reduced turn-around time for these materials. The library has used the same technology to improve inter-campus delivery times of journal articles.

2004 academic environmental scans: The provost/executive vice president asked all academic units to complete academic environmental scans in the Fall of 2004 to assess areas of strength and weakness within the academic enterprise. The results of these scans

indicated that, currently, the University Library is adequate for the needs of most undergraduate programs yet needs enhancement for the benefit of graduate programs and faculty research. Core components 2d and 3d detail progress that the University Library has made in recent years as well as some continuing challenges.

COMPUTERS AND INSTRUCTIONAL TECHNOLOGY

In 1994, the University had a total of 300 computers at all locations; this count included administrative computers, faculty computers, computers in classrooms, and computer laboratories. Today, the University has over 1,600 computers. In 2004-2005 alone, the Department of Information Technology (DoIt) installed 689 desktop computers throughout the University as part of its replacement cycle. As of Fall 2005, all computers have a three-year.

Since 1996, the University has also made notable strides in the use of instructional technology. There are now two interactive videoconferencing classrooms on each campus to facilitate instructional and administrative needs between the two locations. Faculty now participate in distance learning and web-enhanced instruction using both wired and wireless technology. Faculty may also request mobile computers with Internet capability for any classroom as well as mobile computer classrooms. The technology strategic plan calls for providing dedicated projection equipment in all classrooms by 2007-2008.

Core component 2b discusses the University's technology strategic plan; core components 2d and 3d detail resources for information and instructional technology.

“A plan needs to be developed to direct resources to upgrade and maintain the Downtown Campus and to replace its aging equipment.”

Roosevelt has focused substantial resources on the downtown campus since the 1996 site visit, with more than \$25 million expended on capital projects at the Chicago campus between fiscal 1997 and fiscal 2004. These projects, detailed in Chapter 2, core components 2b and 2d, include renovation of existing spaces, expansion to new locations, compliance with life safety and accessibility requirements, and restoration of historic areas.

“Instructional and research laboratories at the Downtown Campus are still of marginally effective physical design and need state-of-the-art materials, equipment, and instrumentation to provide appropriate research and technological opportunities for students and faculty.”

Chapter 3 core component 3d, details the upgrades that the University has made to its science laboratories, especially on the Schaumburg campus. Although the University has accomplished much in this area since 1996, more must still be done to keep pace with student interest and faculty needs. Chapter 2, core component 2d, describes plans for a \$5 million upgrade of laboratories and the application to the State of Illinois for a \$1 million grant for this purpose.

