

State of the University Address
Schaumburg Campus, January 21, 2014
Chicago Campus, January 22, 2014

Title slide

Hello, and welcome to this annual event. I hope that everyone had a productive and restful holiday season and that the spring semester has begun successfully for each of you. Thank you for being here.

Today, I will discuss our major achievements of the past 12 months and then look forward briefly to the challenges and opportunities that lie ahead over the next 12 months; and note some ways we might work together to successfully address them.

Slide: Two options for Institutional success

A year ago, I said that we faced a fundamental decision about how we were going to address our future; and I suggested that we had to pick one of two choices. Either we could modify and continue to tweak our current practices, or we could be bold and move aggressively in a new direction.

We have wisely chosen the latter course, and there is emerging evidence that we have begun to reap the preliminary rewards for that decision.

The context for our work has been and will continue to be not only our own history and the values that we all hold so dear. It also includes the evolving landscape of higher education generally -- a landscape that it is changing rapidly, and in many transformational ways.

Slide: Colleges can still save themselves...

Both the Higher Education Press and The General Press are full of essays, news items, and opinion pieces that explore aspects of this phenomenon. Hardly a day goes by when we aren't treated to stories of the challenges the academic enterprise as a whole faces and how they are playing out; sometimes for good, but often in unhappy ways at our sister institutions.

One example from *The Chronicle of Higher Education* [Dec. 6, 2013, A72] is on the screen before you. It's tellingly entitled, "Colleges can still save themselves. Here's how," by Jeffrey Selingo, the long-time head of and now a contributing editor at *The Chronicle* and Professor of Practice at Arizona State University.

Note that it is predicated on the assumption that continuing business as usual is a prescription for certain failure.

Here are some features of the current world of higher education, generally, that he reports to support this assumption:

“Net-tuition revenue – that’s the cash colleges have left after giving out financial aid to students – is essentially flat or declining at three-fourths of public colleges and three-fifths of private colleges.”

This means that less money is available to invest in new initiatives and to reward faculty and staff better.

“A survey of more than 400 small private and regional public universities by *The Chronicle* this fall (2013) found that nearly half had missed their goals for either enrollment or net-tuition revenue.”

And finally, his conclusion is worth reporting in its entirety:

“Such depressing statistics often result in far different reactions on campuses: either a malaise that the end is near or overconfidence that the good days will return, just as they always have. As a result, institutions rarely introduce the sometimes radical changes they need to make, because one group of constituents believes the sky will fall tomorrow anyway, while others refuse to acknowledge that this time is different.”

Fortunately, we knew that the notion of “this time is different” to be the case for us over a year ago; and so last year we decided to move boldly in a new direction and take control of our own destiny so that it didn’t take control of us.

Slide: Three changes

Since our meeting here last year, we have accomplished so very much, and as a result, a new three-point paradigm has come into its initial operation. We have seen fundamental changes in the way we *think* about academic issues and our operational practices. More important, we are being purposeful as a community in our efforts to engage our students, and we are using data both to shape questions and to provide roadmaps to answer them.

Second, this has led inexorably to changes in *action*: we have changed the way we do many aspects of our work on all fronts through the consolidation of units and the reduction of senior positions leading to more fully integrated operations.

And third, we have witnessed beginning changes in our *culture*: we’ve modified to a degree the way we interact with one another and with our students by adopting C.A.R.E. and other programs and initiatives designed to focus on students and their needs and to enable us to support each other in our work more effectively and to do that work more collaboratively.

Taken together, these changes, which have only just begun to be broadly understood and implemented in the last few months, have begun to yield results that bode well for our future provided that we sustain and build upon them.

Slide: Enrollment numbers for Spring 2014

I could give many examples of evidence that supports these conclusions; but none is a more accurate marker of our successes nor more foundational for other successes which will follow than our enrollment numbers for both Fall 2013 and Spring 2014. Let's look only at the Spring data.

Full-time enrollment through the first day of classes, January 10th, was ahead of last spring by 44 students, bringing us to 108.8% of our goal. This marks the first time in four years that full-time spring semester enrollment is up from the previous spring semester. Enrollment of continuing students, especially among undergraduates, is responsible for this change.

Part-time credit hours as of January 10th were lagging at 90.9% of goal; but with many courses for these students not scheduled to start until later this semester, and so there are more enrollments to come.

But wait, there's more...

Just six days later, on January 16th, we moved from 108.8% of our goal to 110.1% in full-time head count for all students; and part-time credit hours jumped significantly to 92.3%; still short, but headed in the right direction.

What is remarkable about these numbers is that growth occurred at a time -- the first week of classes -- in which we normally begin to lose students. Something fundamental seems to have changed this semester.

Slide: Retention numbers for Fall 2013 to Spring 2014

There are other harbingers of change. Consider another fact: fall to spring retention of the new freshmen who started at Roosevelt last fall and who are currently enrolled is running ahead by slightly more than 5% from the previous cohort. For new transfers who started at Roosevelt last fall and who are currently enrolled this semester the story is the same, an increase of retention of slightly less than 4%. There was a small three-point drop in retention for graduate students, however, which we are analyzing with an eye to doing better a year from now.

But wait! There's still more...

Fall to spring retention of full-time undergraduates has increased in every college for both freshmen and transfers, suggesting that the improvement is not isolated; that it is the reflection of an entire University-wide effort; and it is driven by scores of your interactions with these students over the fall semester in all parts of the University as we strove together as a community to enhance student satisfaction here.

At this point, I think that it is very appropriate, therefore, for each of you to turn to the person sitting next to you and thank them for their work in helping achieve these results. This personalized engagement, focused on student satisfaction, is now, for every one of us, our new standard of performance both for ourselves and for each other.

Roosevelt University is a place where you will thrive because you embrace this new standard and perform at this level as your new norm. By doing this, we will all stamp out organizational inefficiency, which we all know we were very good at in the past -- remember the "Roosevelt Runaround"?

We all know that the consequences were detrimental to the overall welfare of the institution and to the welfare of its people.

Supporting all of these achievements is the new Institutional Strategic Plan (ISP) and its companion, the Strategic Enrollment Plan (SEP), both of which we adopted since this occasion last year. I see these Plans as bold and courageous foundations for Roosevelt's becoming a model 21st century University.

What must that new model University look like? It must be flexible and adaptive. It must, in each of its three entities -- Chicago, Schaumburg, and the Adult/Experiential Unit, -- be fully committed to high quality programming in both academic and support services. And it must never cease attending to the programmatic needs of the communities and the types of students that each of these entities seeks to serve.

Our work has only just begun. It is ongoing; and it will continue to evolve as we learn from each other and as our circumstances, internal as well as external, continue to create new challenges and generate additional opportunities for success.

Let us look to enrollment as an example of these principles in action. I have chosen it not only because of its obvious importance as a driver of successes elsewhere, but because the new enrollment model will really have its first comprehensive test in the upcoming fall semester.

This is because the merger of Academic Affairs and Enrollment Management and Student Services took place late in the last academic year; and so we, essentially, could not fundamentally change the old enrollment and financial aid models to affect this year's numbers and the academic quality of incoming freshmen.

Therefore, we were constrained by circumstances to focus our initial fundamental changes on how we engaged our incoming students in Orientation, Advising, and Residence Life. These areas were significantly restructured last summer, which led to a new energy in the initial experiences of our new students that was remarkable – and clearly successful.

The underlying practices in recruitment, however, had to await the beginning of another year's cycle. That cycle has now been underway for a couple of months. In it, we have been using the principles of the new SEP, which is guiding our recruitment for fall 2014. Without going into details of how it works, the preliminary results at this stage in the game are compelling. For instance, this year we have many more applicants compared to this time last year, as well as many more admits compared to a year ago today.

- 6954 applicants for fall 2014 compared to 3221 in fall 2013.
- 2724 admits for fall 2014 compared to 1256 in fall 2013.

We will also now begin to leverage financial aid in new ways so that we can better manage both the academic quality of the cohort that we seek to recruit for next fall and provide financial aid to them in a smart and fiscally responsible manner, consistent with the capacity of the University's budget.

The goals are twofold: to recruit a class that is academically and financially prepared to succeed here at Roosevelt and to increase the net tuition revenue so that we have money to invest in enhancing academic and service quality and in rewarding our people for jobs well-done. We intend to do both as our top priorities beginning next academic year.

Slide: Spring 2014 Admission Activities

Critical to our success will be your active and engaged participation throughout the University in our spring semester, on-campus programs for these potential students and others who are being admitted daily or will be in due course. This is why I am especially pleased that Eric Weems and his colleagues in the Office of Admission and Deans Friel and Phillion have scheduled more such events for the spring semester of 2014 than have been historically held in the past. This has been possible because of the active participation of faculty members, administrators and, even students in all the units to assure that comprehensive introductions to the University in all of its operations will take place on these days.

This is a community-wide effort to recruit these students and their families to be part of our University community beginning in fall 2014. Our objective is to increase the percentage of admits who matriculate in the fall of 2014. Our success depends upon extensive involvement and representation on the part of everybody at all levels of operation.

I am deeply appreciative of the time and effort that has gone into creating these events and the commitment of so many Roosevelt people in all employee groups to participate in them and to

make them a success. This is a clear example of all three changes -- in thinking, in action, and in culture -- at work.

Provost Knerr and I will be reporting over the course of the spring at Senate and in other forums on our progress towards attaining our goals so that everyone has a full and timely understanding of how things are progressing.

Finally, as I mentioned in Senate on Friday, because of these successes, we will be able to provide a modest one-time bonus to eligible employees this semester, and I will be working with the Vice Presidents and Deans to craft an appropriate process to do that.

Slide: ISP Graphic

All of this activity is taking place under the general rubric of the ISP, to which I now direct your attention. As you can see from the graphic, the ISP is a comprehensive, interactive, and integrated roadmap to our future. I continue to have great confidence in it. Why?

Because of the experience we've begun to have in the early stages of its implementation and, more importantly, because of the level of engagement in making it work on the part of so many people.

For instance, last spring, over 100 individuals in four short months put together the five goals and 24 strategies that make up the new Strategic Plan. It was an aggressive timeline, with robust discussions and a commitment from so many people at a level that I've never seen in my history here at Roosevelt, and it represented a true change in our thinking.

In order to achieve all of these aspirations, it is imperative that the ISP continue to be a dynamic and evolving document. When we use it wisely and consistently, we will be able to reap maximum benefit from the best thinking of the talented and intelligent members of the Roosevelt community; in short, from you!

The best thing about proceeding this way is that the details of change are driven bottom up and not mandated from top down. Ownership of the Plan and of the future now rests with you. We have collectively created essentially a prescription for high success in 21st century Roosevelt. Of course, we are only in the first six months of this experience, and we all know that the Plan timeline is for five years. Most of the work remains to be done, but I am encouraged by both the breadth and the quality of your accomplishments in this early phase of implementation.

Slide: Change Management Steering Committee

I understand that it would be helpful to many of you to know how this is organized so that you can find ways to participate effectively. The work is being coordinated through a Steering Committee --- a group of individuals whose scope of responsibilities naturally interfaces with the

various strategies in the ISP and the SEP. They provide oversight to the implementation activities for each of the five strategic goals working groups.

Slide: Goal One – Campus Distinctiveness

The first of the goals is centered on Campus Distinctiveness. In the context of advancing our mission and the values that inform it, especially social justice and civic engagement, each of the three entities must address its future in distinctive and compelling ways.

Much of the work so far has been focused on the future of the Schaumburg Campus, and I applaud the work Deb Orr and the Goal One Working Group have undertaken to sharpen our understanding of what the optimal circumstances for that Campus might be going forward.

Another major goal of the ISP is to redefine, differentiate, and grow Roosevelt’s presence in the adult higher education marketplace. Several strategic initiatives have been pursued to achieve this goal in the past six months. The faculty and staff of the College of Professional Studies have:

- Developed new Bachelor of Arts Degree Programs to align our offerings more closely with the demands in the adult market.

These new 120-hour degrees will supplant the Bachelor of Professional Studies Program, with the following majors offered in fall 2014: Organizational Leadership; Paralegal Studies; Criminal Justice; Sustainability Studies; Interdisciplinary Studies; and Organizational Communication.

- o Timing: the first five majors on this list have passed through multiple layers of approval in the College of Professional Studies and will be presented to the undergraduate council on January 27. Organizational communication will be presented in February.
- Developed a new adult-friendly academic calendar to deliver courses in an 8-week term.

We know that adults prefer taking fewer courses at a time, but each more intensely. The new calendar will allow an adult student to enroll in only two courses per term, yet still complete 30 hours per year. In this way, we will continue to market our program as “fast-track,” as many universities do.

- o Timing: the new modular calendar will be used in fall 2014. It has been approved by the College of Professional Studies; final details are being worked out with the Provost and the Registrar’s Office.

- Hired Insidetrack, a highly-regarded firm focused on student success, to do enrollment coaching for prospective adult students, with the goal of improving prospect yield.

Our yield for the past several years for adult students has been disappointing. By partnering with the top firm in the field, we expect to increase yield at least 10% – a figure that will return our investment three fold. Insidetrack will also provide rich data and analysis on Roosevelt’s strengths and weaknesses in the adult market based on their interactions with prospective adults.

- o Timing: the contract was signed in December, implementation began that month, and Insidetrack will begin coaching students on February 18, 2014.

- Introduced prior learning assessment (PLA) as a quality approach to measuring adult students’ knowledge.

In partnership with CAEL (Council on Adult and Experiential Learning), adult students at Roosevelt can take a PLA course where they will build portfolios to demonstrate learning that replicates the learning objectives of specific college courses. This is not random credit for life experience. This is a carefully assessed model that awards credit for prior learning, not prior experience. CAEL has been a leader for 40 years in this field, and its rigorous approach to prior learning assessment has earned it the respect of the higher education community.

- o Timing: a CAEL portfolio course has been available to Roosevelt students since spring 2013, but not adequately publicized to prospective students. A new experiential learning policy is in draft form. It will also be accompanied by new draft policies on ACE credit which embeds recommendations to universities on awarding credit for demonstrated learning that takes place in military training and other on-the-job sophisticated training.

We already take ACE recommendations for much of the military training, but will soon consider a slight expansion in this area.

We will consider some changes on the acceptance of transfer credit from community colleges. I expect these policies to be ready for consideration by appropriate committees in spring 2015.

- Partnered with other Roosevelt Departments and Colleges to develop new adult-friendly programs.

We are in conversation with the Department of Psychology and the Heller College of Business on how to create adult-friendly majors using the content expertise and existing strengths of faculty members in those programs.

Finally, Chicago continues to aggressively pursue the full-time residential student model, which is its form of campus distinctiveness, the emerging results of which I have discussed above.

Slide: Goal Two – Enhance Student Experience

Someone asked me the other day why the fall to spring retention rates improved so much this year when the fall class of 2013 was not much different from its predecessors in terms of academic and financial preparedness. What did we do different?

I've been thinking about that, and here's what I believe to be the case. Certainly the new programs in Orientation, Advising, and Residence Life were part of the explanation. Overall, I think that it wasn't one or even just a small handful of things that was different; it was scores of countless individuals in every unit across the University all semester long that, when taken collectively, enhanced student satisfaction and, thus, led to greater retention. At some level, this success reflects growing institutional competence and efficiency; and thus, it is cultural at its core. Specific examples of our broad initiatives include:

- Implemented the C.A.R.E. Program (Consistent, Accessible, Respectful, and Efficient services to students) which has created a noticeable change in portions of our culture. It means that in order for the University to succeed, the student must really be the center of our business, both in and out of the classroom. The old slogan "Students First", which was on our name tags in the last century, must be pervasive and it must be really true.
- Enhanced S.O.A.R. programming with a focus to help new students be fully aware of the costs related to an RU education prior to stepping onto our campuses, with various business-focused sessions for both student and parents;
- Developed stronger, more intentional programming around orientation;
- Engaged in more focused outreach to students by tracking the students who attended S.O.A.R. to determine if they are retained differently than students and families who did not attend S.O.A.R.; and
- Engaged in stronger, more intentional cross-divisional collaboration such as we see in our open houses for prospective and admitted students.

Consistent with the notion of the ISP as a continuously evolving document, we have also added a new strategy to Goal 2 called Foundations of Excellence. Foundations of Excellence is a year-long self-study of first-year students' academic experience. It was developed over the past decade by the Gardner Institute for Excellence in Undergraduate Education through work with more than 200 educational institutions.

As one of 10 institutions nationwide participating in Foundations of Excellence for 2013-14, we will use the Gardner Institute's previous-research as "performance indicators" to determine the strengths and shortcomings of Roosevelt University's freshman experience.

The project's nine subcommittees, composed of both faculty and staff (and for some subcommittees, students), will examine research generated through two surveys of faculty/staff and students, along with internal research and demographic information, to develop a plan for improvement that will begin in 2014-15.

I see this as an example of the use of data to understand our circumstances and then to craft responses to address them that I mentioned at the outset of these remarks.

In pursuing the desired outcomes in Goal 2, we also developed some theme communities, principally, but not exclusively in the Wabash Building; as well as established the Faculty Fellows Program. Those theme communities are:

- Explore Chicago – students on a single floor participate in regular outings throughout Chicago to learn more about the City and its neighborhoods;
- Gender and diversity inclusion – for students who want a safe and supportive environment to explore gender identities and diversity of fellow students;
- Global village – to share differences in cultures and areas around the world;
- Transfer students – to create a supportive environment for transfer students and to help them make connections to other new upper level undergraduates; and a
- Graduate/quiet floor – to provide space for graduate students, both new and continuing, who want to live in our facilities, but who want a quiet living environment.

The theme communities have been very successful with good participation from residents. New ones will be added in the future and new themes will be adopted as student interests evolve.

Faculty Fellows was another effective fall program that allowed faculty to engage resident students. Each fellow was paired with a resident assistant and together they both attended programs in the University and/or conducted programs of their own. It was a huge success and will be expanded next year.

Slide: Goal Three – Quality of Life for Faculty and Staff

It is vital to recruit and retain the most talented and committed faculty and staff if we are to succeed in realizing Roosevelt's full potential. Enhanced employee satisfaction is a key component of this endeavor. Roosevelt should be a place where people who are engaged in the work that we are laying out in the other goals can have successful and rewarding careers and are valued and rewarded well for their contributions.

I and the Board of Trustees are committed to attaining this goal and to investing the resources necessary to do so as they become available. Here are some ways we can start to do that: I have established a Retirement Benefits Committee, chaired by Senior Vice President for Finance and Chief Financial Officer, Miroslava Mejia Krug. The goal of the committee is to create a Plan

that will enable employees to retire with dignity and financial security after they complete a meaningful and engaged career at Roosevelt.

In addition, I have asked Miroslava to work with Human Resources and others to develop state-of-the-art evaluation systems and goal setting procedures for all administrative employees so that every person who has the privilege to work at Roosevelt will always know what is expected of them and be able to demonstrate that they are being effective in their work and deserve to be rewarded for their success in ways that are consistent with their performance. The Provost and the Deans will follow a similar strategy with regard to faculty evaluations and rewards.

We will be moving to implement these systems beginning next academic year so that this practice becomes normative in all units of the University.

Slide: Goal Four – Non-Tuition Revenues

While it is likely that Roosevelt, like all of its peer institutions, will remain largely dependent on tuition revenue to fund our operations, it is imperative that we reduce the percentage of the total budget that comes from tuition and fees. The diversification of revenue is an essential ingredient for our long term fiscal success, and I am confident that we can achieve that goal over time.

Accordingly, we have begun to develop some potentially powerful ways to do so. One key ingredient is that all institutes and centers must be able to substantially fund their annual operational budgets. Those who cannot do that can no longer count on our using tuition revenues to subsidize them, no matter how important they might be to our success in other ways.

Therefore, I am particularly pleased with the recent partial funding of the activities of the St. Clair Drake Center thanks to the generous support of a distinguished alumnus and his wife, and to the development of the Policy & Research Institute, headed by Mike Maly, Associate Professor of Sociology in the College of Arts and Sciences. The guiding principles for this program are as follows:

Grant Research Center. We intend to create a research center that focuses on generating grants and contracts congruent with ISP Goal #4 (diversifying revenue) so that faculty and others can be supported as they seek extramural funding for their ideas and work.

Many of our faculty and staff have done amazing things in this area, notably Margaret Policastro and Teryl Rosch in Education, the Sencer Faculty led by Robert Seiser and others in biology, and Kathy Kane-Willis in drug abuse prevention. They and others have obtained grant dollars without which we could not have funded their essential mission-driven educational programs; and in the process have demonstrated the fact, well-known in the academy, that no university – even the richest and most distinguished - can count on tuition revenues to fully fund the creative imagination of the faculty.

We need to do more along these lines for a variety of projects including mission related themes as well as research contracts (e.g., evaluation research, etc.). The Policy & Research Institute will lead this initiative. Its key components will be to:

- Seek outside grants and contracts to create revenue streams for the University;
- Continue to raise University profile around social justice teaching and research;
- Leverage existing assets by partnering with other institutes on projects that further their missions and programming; and
- Begin to compete in the market with other universities for community-based research.

In this way, we will also do much better in faculty development by building the research capacity of faculty through partnerships with each other and with other institutions and by providing assistance in designing, implementing, and sustaining grant-funded research which will:

- Provide and train undergraduate and graduate students to assist faculty in research as well as support student research fellowships;
- Cultivate and develop a research culture among faculty;
- Motivate and assist in grant design and writing; and
- Reward those who are successful in this endeavor.

Overall, however, we are primarily a teaching institution and so all these initiatives must lead, in the end, to greater student engagement and higher levels of student learning.

Student engagement. To succeed optimally, these research initiatives must, where appropriate, fully integrate grant research into the curriculum congruent with IP Goals #1 and #2 (student engagement and student retention/recruitment). This will happen only when they do the following:

- Provide a curricular link between research projects and skill development. One possibility is to align projects in a proposed public policy major in the College of Arts and Sciences;
- Support undergraduate student scholarly work and graduate student fellowships while engaging some students in work outside the classroom that bolsters skills gained within; and
- Provide programmatic funding for an internship structure so that students gain experience and skills to enable them to be more competitive in the marketplace after graduation.

There are other aspects of Goal 4 that have shorter timelines to success. Key among them is the conference services program. Just last summer, without a full blown program and only a partial year in which to implement this program, we still had total revenue for summer conferences for FY13 of \$452,507, including the monetization of our residence halls.

The Chicago Campus in the summer of 2013 was a vibrant and lively place all summer long and in the month of July we ran out of space to accommodate those who wished to use our facilities, thus indicating that we have not yet fully realized the potential in this arena. We can expect more success in the future in this area thanks to the exceptional leadership of Bridget Collier and her team.

A third area of essential activity in attaining this goal is expanded fundraising. We are searching for a new Vice President for Institutional Advancement, and the individual successful candidate will begin to implement ideas to help realize the goals in Goal 4 and enhance fundraising through the adoption of effective processes and procedures and hiring sufficient development officers so that we can get our story out to alumni and friends on a systematic basis.

As a small indicator of the kind of success that is possible, this year we implemented an aggressive new annual giving program, a portion of which is the phonathon where our students call alumni and share stories about Roosevelt today and ask them to support their alma mater. The changes in the phonathon are beginning to yield more money, though modest in total. Last year, we raised \$40k for the whole year; this year we've raised \$143k in the first four months. Most significantly as a foundation for future successes in all aspects of fundraising, we have had a 10% increase in participation by our alumni.

Slide: Goal Five – Institutional Effectiveness

We all know that being purposeful, pragmatic and passionate about the implementation of the ISP is essential for its enduring success. Many institutions come to the point of passing a new strategic plan, but because of the press of everyday business, after an initial flurry of activity, implementation too often begins to wane.

In today's environment of enhanced accountability with its attendant public scrutiny and regulation, that is simply not an option for any university. Layer on that fact our own imperative to continue to be bold and brave in all we do in order to create the future of Roosevelt, and you have the need to make certain that this time it's not business as usual in this area, too.

I have often noted that we are but the current stewards of a noble tradition, the 70th anniversary of which we will celebrate in 2014-15. It falls to us to set Roosevelt on a course that in another 70 years will not only double its history timeline, but will do so with honor and distinction to the benefit of all who are privileged to come here between now and then.

This is why we have created an Office of Change Management (OCM) charged with the responsibility to assure that we do this work and do it well. There are many accomplishments of the OCM since its creation last summer. Let me share some of them with you here today as I am certain that there will be more to come.

We are nearing completion of the Compliance and Policy Administration Program --first ever in the history of the University, with a nearly-completed “right to know” webpage. Like it or not, in the new world order of accountability, it is imperative that we be able to demonstrate that our business practices are in compliance with all federal, state and local laws and regulations and that all employees are trained to assure that they are both in force and enforced. This is vital not only because all else depends upon it, but more importantly because it is the right thing to do.

Nowhere is this imperative more important than in the area of the HLC reaccreditation efforts which we must be sure are aligned-with institutional efficiencies. To that end, we have purchased assessment software, implementation of which will begin forthwith.

Our overall goal will be to first diminish and then to eliminate organizational inefficiencies -- which is critical to the HLC reaccreditation process. Implementation of this software will assure that we will have a culture where everything we do is assessed in both academic and operational units, and that we can hold ourselves and each other accountable for their performance and for attaining these efficiencies at the unit level and higher.

Finally, the OCM this year has provided support and oversight to the work of those who are implementing the new ISP in all of its aspects; and I want to thank Brig Timpson here today for the creative and long hours he has been spending, in addition to his other duties as Chief of Staff and Assistant Secretary of the Board, to keep us on track and moving forward.

Slide: Next 12 months

Looking forward to the next twelve months, what might you expect me to report on in next January’s State of the University Address? No doubt there will be unanticipated developments which we will have to deal with -- there always are -- but I see clearly that we will have successfully implemented the first year aspirations under the ISP, and the SEP will be well into its second year of implementation; we will have implemented University-wide assessment in all units; we will have launched Campus Differentiation projects in Schaumburg and in the Adult Unit and we will have expanded upon Chicago’s version; and we will have launched the initial protocols and evaluation systems for our Employee Professional Development Program.

It promises to be a very exciting period in the history of Roosevelt University and I pledge to you my full support and personal commitment to attaining our goals and aspirations as individuals and as a community as we create that history and our future together.

Conclusion slide

So, therefore, I charge you to be Brave. Be Bold. And begin.

Thank you for coming.

Chuck Middleton
President