ROOSEVELT UNIVERSITY

**Legacy Redefined:
Advancing Access and Success**

Institutional Strategic Plan 2013

CORE VALUES

Drawing from the events of its founding, Roosevelt University is guided by the following core values that are grounded in social consciousness and action that create a just society, offer opportunity, and develop individuals:

Diversity and Inclusivity: leading to embracing and celebrating differences and the ability to be courageous in our decisions.

Enlightenment and Awareness: leading to enhanced understanding and significant and impactful lives.

Integrity and Civility: leading to an ability to identify universal and personal truths, to respectful discourse and an understanding of one's responsibility to act for the good of the whole.

Adaptability and Transformation: leading to intellectual growth and a willingness to engage in challenges that broaden thinking and address practical problems.

Knowledge and Wisdom: leading to actions that create the greater good for our society.

MISSION

Reflecting the ideals of its founders in 1945, Roosevelt University is a private, nonsectarian community of educators, scholars, and learners committed to academic, creative, and service excellence who value differences in personal experiences and perspectives; ask the difficult questions; and promote mutual understanding, inclusion, social consciousness, and action toward social justice. Recognizing that difference broadens perspectives, Roosevelt University seeks and serves a diverse, promising student body from metropolitan Chicago and around the world.

The hallmarks of the Roosevelt University experience are strong student-faculty interaction and engagement with metropolitan Chicago as both a laboratory for learning and as an expression of its commitment to social justice. The experience is created through the efforts of a strong faculty dedicated to excellence in teaching, research, and creative activity and a staff equally focused on helping students grow and achieve their educational and life goals.

Roosevelt is a metropolitan university that is an active partner in the social, economic and cultural development of the communities it serves. It offers a broad array of academic programs, from the baccalaureate through doctoral levels, in a highly interactive environment where students can explore, discover, and develop their unique abilities and interests.

VISION

Roosevelt University is nationally recognized for providing transformational experiences and opportunities for discovery that create socially conscious citizens who are leaders in their professions and their communities.

GOAL STATEMENTS

1 Bring greater clarity to the role and mission of Roosevelt University as a whole, for the Chicago and Schaumburg campuses, and for the Adult/Experiential Learning Program; and strengthen social justice and civic engagement.

2 Enhance the total student experience to increase retention, graduation rates, and enrollment; and cultivate students being at home in a diverse community.

3 Enhance the quality of life for faculty and staff.

4 Increase/diversify non-tuition revenues.

5 Improve institutional effectiveness.

Institutional Strategic Plan—Goal 1:

Bring greater clarity to the role and mission of Roosevelt University as a whole, for the Chicago and Schaumburg campuses, and for the Adult/Experiential Program; and strengthen social justice and civic engagement.

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DESIRED OUTCOMES

- Roosevelt University will become more nimble, effective, and responsive to the different regional, national, and global educational market needs and opportunities.
- Each college or academic major will review its curricula and instructional delivery approaches to ensure that all students have ample opportunities to learn about and experience social justice and civic engagement as well as other core values of the University.

STRATEGIES

1. Create distinctive marketplaces—Chicago, Schaumburg, Adult/Experiential—to become more responsive to the needs of the community and deliver instruction.
   a. Conduct an evidence-based, consultative, and inclusive process that will investigate how to respond to distinctive marketplaces and develop appropriate budgetary allocations, governance structures, and leadership structures to best meet the needs of students.
2. Develop a Social Justice Inventory (SJI) of the current social justice–oriented activities and curricula in place, and act on findings.
   a. Promote opportunities for Roosevelt University and community members to participate;
   b. Identify opportunities to streamline and facilitate social justice initiatives; and
   c. Fill gaps in social justice–oriented programming and support expansion and innovation.
3. Develop a mechanism for faculty and students to conduct research on significant community problems.
   a. Create a research institute to study and develop applied policy solutions to problems facing communities and to create training for community organizations to help them do their work.
   b. Connect and synergize existing institutes.
4. Develop an annual ranking of the most socially conscious organizations in recognition of Roosevelt's unique mission.

STRATEGY 1: **Create distinctive marketplaces—Chicago, Schaumburg, Adult/Experiential— to become more responsive to the needs of the community and deliver instruction.**

Led by: President, Executive Vice President/Provost, and Chief Financial Officer

1. SHARED SYSTEMS

It is recognized that, for greatest operational efficiency, it is best that some systems and processes be instituted across the organization, rather than at the individual campus level.

FIRST STRATEGY: Beginning in the fall of 2013, a task force will conduct an initial assessment of which systems would offer greatest operational efficiency by being shared, and which may need to be localized to allow for greater responsiveness. Initial recommendations for shared systems are:

- Representatives from human resources and payroll will use the same systems but have a presence at the Schaumburg and Chicago campuses with mechanisms created to work with online and out-of-area instructors.
- IT will remain a unified system for greatest efficiency.
- Library collections will focus on the academic offerings at the individual campuses, with no need for duplication except key reference works.
- Tenured faculty are tenured in the University; many faculty may still teach at both campuses and online.
- Each campus should have dedicated physical resources staff and budget, but large projects may require temporary shifts in resources.

SECOND STRATEGY: Identify those areas in which localized control will enable the campus the ability to respond more rapidly to the needs of the marketplace and respective communities. Initial recommendations for local systems are:

- Curriculum committees (undergraduate and graduate councils)
- Marketing and enrollment management
- Leadership authority and accountability

2. GOVERNANCE

A governance system will be created that establishes local governance for each marketplace, yet creates a mechanism for each campus to communicate at a wider institutional level. The process of establishing governance on each of the three campuses would be similar to the process of revising the faculty handbook that is currently under way.

FIRST STRATEGY: In the fall of 2013, a committee comprised predominantly of faculty will draft core ideas for the multi-campus governance structure. The governance structure would invite input from AAUP and require approval from the colleges and the University Senate. Following are important features of the governance structure:

- There will be a single Board of Trustees for both campuses.
- There will be positions of leadership with budgetary and academic authority and enrollment accountability on each campus.
- The governance structure will be designed to give voice to the faculty and allow freedom in decision making about the mission of each campus and how to enact it.
- A consideration of the history of the institution will be included in the governance structure.
- A consideration of examples of governance structures from similar institutions will be included in the governance structure.

- There will be a distinction made between campus specific issues and university-wide issues.
  - Campus specific issues are decided by the committees on the campus involved and do not involve the other campus in the decision making.
  - University-wide issues involve committees from both campuses, and faculty on each campus vote on these. The tally of faculty votes on one campus on "major issues" is kept secret until the faculty on the other campus vote.

Example: St. John's College Polity

3. ACADEMIC PROGRAMS

Each marketplace will offer distinctive academic programs appropriate to the populations that they serve, the needs of the marketplace, and faculty expertise present.

FIRST STRATEGY: In the fall of 2013, each marketplace will establish a task force that will identify the core focus of the curriculum of the marketplace and build courses and programs based around that core, the needs of the respective community, and the faculty expertise present.

SECOND STRATEGY: Beginning in the fall of 2013, each college will undertake an evidence-based process of discernment around the academic programs and courses offered at each campus to determine the best mix of programs and courses to be offered in each location. The programmatic offerings will be due by spring 2014 and will have implications for budget in FY15.
- A marketing and enrollment plan will be devised by the Marketing and Enrollment Management departments to address the targeted market for each of the three marketplaces and their academic offerings.
- An investigation of any impact from HLC accreditation and IBHE perspective will need to be performed once program locations are established.
- Each campus will have its own marketing strategies, EMSS staff, and programmatic mix to focus on and serve their communities.

THIRD STRATEGY: Beginning in fall 2014, each market will develop a cross-college innovation group, which will seek to develop new majors and programs and capitalize on the interdisciplinary skills available, market research, and data relevant to growing sectors of the job market.
- Organizational metrics measuring success will look at the ability to collaborate across colleges and will reward collaboration over intra-institutional competitiveness.

4. LOCAL LEADERSHIP AND AUTHORITY

To facilitate decision making and accountability, local leadership will be established in each marketplace.

FIRST STRATEGY: Beginning in summer 2013, an interdisciplinary implementation task force will be established to advise, direct, and advance the decision making around local leadership and authority. This task force will be comprised of faculty from each college and staff from the institutional research, finance, and provost's offices. The task force will present its findings to the University Senate in December of 2013.

SECOND STRATEGY: To move forward on energizing each campus to maximize program creation, clear marketing, and student success, each campus will have a leadership structure that focuses efforts on that campus. Leaders will be able to advocate for resources, assume responsibility for program quality, and set and meet enrollment targets. Faculty at each location or in each market will report to local leadership, from whom they will seek support and resources to achieve program goals.

Initial recommendations around developing local leadership and authority are outlined below:

- Each campus has leadership empowered to advocate for the planning and implementation of the appropriate program mix for that campus.
  - This could entail establishing a new college in Schaumburg for programs that are outside of the College of Pharmacy.
  - This could also entail changing the nature of the campus executive office to include academic authority for all Schaumburg-based programming.
  - Adult and experiential programming will have academic leadership with expertise in online programming and/or adult and experiential learning.
- Both campuses will provide online courses. Deans of each college will be responsible for ensuring their programs have online offerings that meet student demands.
- Adequate support, marketing and student service support will be provided for online courses and programs.
- Agreements need to be reached with each college on how programs from that college are or are not offered on each campus. Budgetary issues, sharing revenue and resources, and providing incentives for program development will need to be worked out across the University.
- Programs of the Schaumburg Campus report to the leadership at the Schaumburg Campus, and all campuses report to the University Provost.

5. LOCAL IDENTITY AND MISSION

To facilitate the development of strengths and marketplace identity for each campus, a clear data-driven focus for each campus will be developed with wide institutional participation.

FIRST STRATEGY: Each campus will craft a mission statement, identifying its focus, major programs, targeted community, and connection to social justice.

SECOND STRATEGY: Each campus will develop the library collection to meet the needs of its programs.

THIRD STRATEGY: Financial aid will be based around the program in which the student is enrolled.

FOURTH STRATEGY: Advisors and students will be assigned by campus.

FIFTH STRATEGY: Admission is campus-based and requirements are based on the programs offered at each campus.

SIXTH STRATEGY: An investigation will be conducted of differential pricing strategies and their relevant policies, costs, and scholarship policies for different programs based on the social justice values of the University. Student financial literacy will be developed.

6. SHORT-TERM GOALS: FOR THE NEXT SIX MONTHS

- In the fall of 2013, establish an implementation task force consisting of faculty from each college and staff from the institutional research, finance, and provost's offices. Responsibilities of the task force include:
    - Craft mission statements and foci for the campuses, soliciting wide organizational input and involvement from each campus.
    - Review the systems of the University to determine how they should be shared or localized, with the goal of creating operational efficiency and localized control.
    - Offer assistance, direction, data, and follow-up with the colleges regarding their campus offerings.
- Beginning in the summer of 2013, leadership will be identified for each marketplace. That leadership will have budgetary authority, pricing control, and enrollment accountability.
- In the fall of 2013, each college will begin the process of identifying their marketplace offerings. The slate of programs will be due by December 31, 2013 with Fall 2014 implementation.
- In the fall of 2013, establish a faculty task force to develop the governance structure for a multi-campus system with the guidelines developed above.
- An assessment of progress will be made every six months and reported to the University Senate.

STRATEGY 2: **Develop a social justice inventory (SJI) of the current social justice activities currently being done, and act on findings.**

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

The University's mission emphasizes ***practical scholarship***, ***ethical awareness***, ***leadership development***, ***economic progress***, ***civic engagement***, and ***community partnerships*** as essential components of just and socially responsible education and scholarship.

In an effort to chart a path toward stronger community engagement and expanded social justice efforts, it is necessary to have an accurate and exhaustive account of the current social justice–oriented enterprises being carried out on all of our campuses, creating a Social Justice Inventory (SJI). This inventory will support diverse efforts to facilitate collaborative social justice enterprises and meaningful community engagement through conducting reflexive and ongoing assessments of the University's programs' strengths and needs.

This strategy seeks to accomplish three things:
1. To be thorough; all social justice–oriented classes, projects, events, student organizations, practices, and policies are identified.
2. To employ an inclusive definition of social justice; stakeholders are invited to set their own parameters for defining how their practices and policies do social justice work.
3. To build a sustainable ongoing process for identifying, building, supporting, and publicizing social justice principles in practice at Roosevelt.

The inventory will catalog the ways in which Roosevelt's curricular, cocurricular and extracurricular ventures, and institutions fulfill the University's mission. Specifically, we aim to identify how the conduct in these spheres of the University:
1. Enacts and encourages ethical awareness
2. Promotes leadership development
3. Supports economic progress
4. Facilitates civic engagement
5. Prepares graduates for responsible global citizenship

This strategy is relevant to recruitment goals; knowing exactly what Roosevelt community members are already doing to enact social justice principles will help us to recruit, teach, and retain students who seek engaged, ethical, civically relevant educations.

This strategy will generate an inventory of social justice/civic engagement enterprises currently underway at Roosevelt in curricular, cocurricular and extracurricular, and institutional realms. The purpose of compiling an exhaustive inventory will be to identify the ways in which Roosevelt agents are fulfilling the University's mission through current practices and policies, and how opportunities to do so can be improved and expanded.

B. CONTRIBUTION TO DESIRED OUTCOMES

- The SJI will bring clarity to the role of Roosevelt in its communities by spotlighting existing collaborations with and contributions to community members.
- The SJI will bring clarity to the mission of Roosevelt by identifying the ways in which Roosevelt members (students, faculty, staff, and administrators) understand, articulate, and engage that mission in the course of their work here. The activities we are recording are the ways the mission comes to life.
- The SJI will strengthen social justice and community engagement by publicizing relevant efforts, which will encourage greater participation from Roosevelt members and draw new members to Roosevelt.
- The SJI will strengthen social justice and community engagement by identifying the needs and possibilities for improved facilitation of efforts in curricular, cocurricular and extracurricular, and institutional realms.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2**: *Enhance the Total Student Experience.* By emphasizing the ways in which Roosevelt's practices are mission-driven, we can encourage deeper student engagement and commitment to the University.
- **GOAL 3**: *Enhance the Quality of Life for Faculty and Staff.* By recognizing, publicizing, and celebrating Roosevelt members' social justice contributions, we can reward faculty and staff for their labor and make it easier for them to carry out their efforts.
- **GOAL 5**: *Improve Institutional Effectiveness.* By identifying social justice efforts, we can better understand the improvements required for smooth, reliable facilitation; and we can reward faculty and staff for their labor and make it easier for them to carry out their efforts.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Create an appropriate electronic repository for the data yielded by the SJI.
   a. Convene meetings with IT to build a user-friendly database that can support multiple authors contributing information.
2. Conduct the Curricular Portion of the SJI.
   a. Write and circulate a qualitative survey distributed to deans, associate deans, department chairs, and program heads/coordinators.
   b. Obtain a copy of the MISJT's Spring 2012 inventory of Transformational Learning at Roosevelt.
   c. Record the data generated from 2A and 2B in the SJI database.
3. Conduct the Cocurricular Portion of the SJI.
   a. Create a comprehensive list of all cocurricular and interdepartmental centers, with help from the Center for Student Involvement and Roosevelt leaders with strong institutional memories.
   b. Generate a SJI (print and online) with brief descriptions, hours, locations, and key staff for each of these enterprises.
   c. Distribute the same Qualtrics Survey used for Curricular SJI to the directors and assistant directors of the relevant cocurricular programs.
   d. Record the data generated from 3C in the SJI database.

INSTITUTIONAL STRATEGIC PLAN—GOAL 1:
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campuses, and for the Adult/Experiential Program; and strengthen social justice and civic engagement.

4. Conduct the Institutional Portion of the SJI. ("Institutional" is defined as the University's policies, structures, and practices.)
    a. Create a comprehensive list of University leaders who operate at the macro level to identify areas where social justice principles are being enacted and areas that need to be altered to reflect our mission.
    b. Use that list to create a roster of participants and prepare a rationale for including each one.
    c. Prepare discussion prompts, set up sessions, and book rooms for focus groups.
    d. Run focus group sessions (small groups of 5 to 7 people), and transcribe the discussions.
5. Record the data generated from 4D in the Social Justice Inventory database

When portions of this strategy have been successfully carried out, the data gathered can be used to:
- Promote opportunities for Roosevelt and community members to participate in social justice work.
- Identify opportunities to streamline and facilitate social justice initiatives.
- Recognize gaps in social justice–oriented programming and support expansion and innovation to fill those absences.

E. POTENTIAL MODELS (TBD)

STRATEGY 3: **Develop a mechanism for faculty and students to conduct research and work on real community problems.**

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

Roosevelt must recognize that social justice happens in the context of the interaction with local communities and that enabling outreach to those communities and "in-reach" from those communities is essential to our success as a social justice institution. Developing a mechanism for connection to those communities will enable our resources to be well deployed, our faculty to conduct meaningful research, and our students to have experience working on problems of significance. Identify organizational resources to create a repository of all current institutes in the University, a research institute that involves students and faculty to investigate social justice problems, and a division that offers training to community activists and Non-Governmental Organizations (NGOs).

B. CONTRIBUTION TO DESIRED OUTCOMES

- The creation of a repository of existing institutes will enable the community to navigate the University more readily and thus facilitate connection to the resources of the institution.
- The research institute will enable faculty research and student participation in that research, thus creating active and involved citizens.
- A training division will offer training (in cooperation with the public administration master's degree, the master's in training and development, and the social justice bachelor's degree program) in techniques and strategies that will enable greater impact of their work.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2:** *Enhance the Total Student Experience.* By emphasizing the ways in which Roosevelt's practices are mission-driven, we can encourage deeper student engagement and commitment to the University.
- **GOAL 3:** *Enhance the Quality of Life for Faculty and Staff.* By supporting and encouraging faculty research and student involvement in social justice contributions, we can reward faculty and staff for their labor and make it easier for them to carry out their efforts.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Develop a research institute to study and develop applied policy solutions to problems facing our community and community-based organizations.
2. Develop an NGO training institute to create and deliver training (in coordination with the MA in public administration) for activists and community organizers to increase their success in addressing social justice issues.
3. Develop an organizational system to synergize existing institutes, provide some level of infrastructure support, and organize their offerings to the community.

E. POTENTIAL MODELS (TBD)

STRATEGY 4: Develop an annual ranking of the most socially conscious organizations in reconginition of Roosevelt's unique mission.

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

In an effort to refine and showcase the University's standing as a secular, mission-driven institution, to engage in civic life by incentivizing other organizations' pro-social efforts, and to enact our commitments to **leadership development**, **civic engagement**, and **community partnerships**, Roosevelt will develop standards for evaluating others' socially conscious practices and celebrate the organizations and individuals who are making remarkable positive contributions to a more just and equitable world.

This strategy seeks to accomplish three things:

1. Determine and publicize criteria for evaluating meaningful and noteworthy socially conscious practices.
2. Publicly designate institutions and groups that meet Roosevelt's rigorous standards for socially just conduct.
3. Build our reputation as an arbiter of social justice within and beyond higher education.

The Standards will be grounded in Roosevelt's mission; organizations seeking our recognition will be asked to demonstrate how their practices correspond with the university's values. We recommend that a group of students, faculty, staff, administrators, and trustees be empaneled to evaluate nominees' efforts to do the following:

1. Enact and encourage ethical awareness.
2. Promote leadership development.
3. Support economic progress.
4. Facilitate civic engagement.
5. Prepares members and constituents for responsible global citizenship.

This strategy is relevant to recruitment goals; it will consolidate Roosevelt's reputation as a socially just institution and encourage affiliation from students, faculty, and staff who seek an educational home that values justice in word and in deed.

This strategy will strengthen civic engagement by encouraging Roosevelt stakeholders—students, faculty, administrators, and trustees—to recognize their roles in carrying out our mission beyond the University. This strategy is civic engagement by showcasing and celebrating socially just practices, this strategy will promote socially just conduct in other institutions by incentivizing policies and practices that meet Roosevelt's standards; we will cultivate our "seal of approval" as a valuable asset for recognized organizations.

B. CONTRIBUTION TO DESIRED OUTCOMES

- The Standards will bring clarity to the role of Roosevelt in its communities because we will publicly take responsibility for evaluating and acknowledging the social justice work carried out by other organizations, demonstrating the interdependence between ourselves and other community enterprises. Our designations of socially conscious organizations will be high profile community contributions.

- The Standards will bring clarity to the mission of Roosevelt because when we seek to identify practices that enact our principles, we will have to develop (and publicize) an explicit and unified mission. Additionally, we will be charged with making our practices transparent so that we can reflect upon the ways in which our own policies and conduct do and should cohere with our principles. An eloquent and ethical mission will be well positioned to resonate beyond our institution.

- The Standards will strengthen social justice and community engagement by encouraging Roosevelt, other institutions, and our community audiences to articulate and deliberate upon goals for socially just conduct. Our effort to showcase leaders in this area of public life will celebrate meaningful improvements and inspire ongoing labor.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2:** *Enhance the Total Student Experience.* Our designations of other organizations' socially just work will be meaningless unless we are able to demonstrate that we successfully hold Roosevelt to the same standards. In order to make this strategy successful, we will have to engage in regular transparent reviews of our own institutional conduct. This is an opportunity to distinguish Roosevelt from peer institutions. By emphasizing the ways in which Roosevelt's practices are mission-driven, we can encourage deeper student engagement and commitment to the University.

- **GOAL 3:** *Enhance the Quality of Life for Faculty and Staff.* Living up to our mission and rewarding other organizations who share and enact our principles will give faculty and staff opportunities to be proud of their affiliation with Roosevelt, a leader for social justice.

- **GOAL 4:** *Increase/Diversify Non-Tuition Revenues.* This enterprise will draw nation-wide attention to Roosevelt, allowing for aggressive institutional development campaigns capitalizing on our status as a secular, mission-driven educational institution. Additionally, we could use awards as catalysts to develop partnerships between Roosevelt and awardees that would yield grant-seeking projects.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Empanel a diverse group of Roosevelt representatives:
   a. Establish categories of organizations eligible for consideration; large nonprofits, small businesses, corporations, community-led ventures should be evaluated differently.
   b. Determine criteria for evaluating socially conscious practices
   c. Identify the scope of the standards and recognition: will we select one, three, ten, or 100 noteworthy organizations? Will we search out organizations or solicit nominations?
   d. Select categories for recognition: practices that promote environmental sustainability, economic justice, humane criminal justice, equal rights for LGBTQ people, and other essential categories of social justice. *Note: it may be advisable to select one category for each year's awardees, to keep the review process clear, consistent, fair, and manageable.*

2. Publicly designate institutions and groups that meet Roosevelt's rigorous standards for socially just conduct:
   a. Decide what format our recognition will take: we host an event, or exclusively publicize our recognition through media channels.
   b. Integrate our recognition with existing celebrations, like granting honorary degrees to outstanding activists and celebrating the social justice work of faculty, students, and University groups (recommended in Strategy 2, the Social Justice Inventory).

INSTITUTIONAL STRATEGIC PLAN—GOAL 1:
Bring greater clarity to the role and mission of Roosevelt University as a whole, for the Chicago and Schaumburg
campuses, and for the Adult/Experiential Program; and strengthen social justice and civic engagement.

E. POTENTIAL MODELS

Certification and labeling schemes for products provide reasonable models for this strategy; the **Forest Stewardship Council** (**us.fsc.org/index.htm**) has established criteria for evaluating whether or not lumber companies meet their environmental obligations and publicize their judgments for consumers' benefit. This is just one relevant labeling scheme; **LEED Certification** (Leadership in Energy and Environmental Design, **usgbc.org/leed**) is another potential model.

The Corporation for National and Community Service is a federal agency dedicated to promoting and facilitating volunteer work and they publish a yearly Honor Roll of higher education institutions that have made significant gains in "solving community problems and placing more students on a lifelong path of civic engagement" (**nationalservice.gov/special-initiatives/honor-roll**). The CNCS does not publish its criteria or solicit nominees for this Honor Roll, but it does require that contributions be meaningful, measureable, and local to the universities' communities. These enterprises could be used as models for building, publicizing, and applying Roosevelt's standards for evaluating others' socially just conduct.

Institutional Strategic Plan—Goal 2:

Enhance the total student experience to increase retention, graduation rates, and enrollment; and cultivate students being at home in a diverse community.

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Enhance the total student experience to increase retention, graduation rates, and enrollment; and cultivate students being at home in a diverse community.

DESIRED OUTCOMES
- Actively recruit students with a commitment to social justice that upholds the mission, vision, and values of Roosevelt University;
- Proudly maintain a historical commitment of enrolling students of promise;
- Continue to be a comprehensive university with strong undergraduate and graduate degree programs;
- Renew a commitment to adult degree completion and transfer students throughout our communities;
- Maintain commitment to full-time freshmen and professional graduate degree students; and
- Enroll a student body that meets or exceeds the enrollment projections set forth in the University's bond covenants.

1. Programs and services will be in place to improve student persistence and degree completion.

	By Fall 2018:	Current	Desired	Difference
a.	The second-year retention rate among freshmen at all campuses will be at or above mean of comparable peer groups.	58%	70%	12%
b.	The second-year retention rate among transfer students will be at or above mean of comparable peer groups.	70% CHI 80% SCH	82% 82%	12% 2%
c.	Programs and services will be in place to improve the six-year graduation rate for full-time freshmen entering in fall 2018 will be at or above the mean of comparable peer groups.	45%	51% (2012 cohort)	6%
d.	The graduation rate among masters students will increase by a minimum of 7 percent.	71%	78%	7%

2. Results from surveys of student satisfaction and educational gains will exceed the average of peer institutions in areas of critical importance to student recruitment, retention, and academic success as measured by the Student Satisfaction Inventory (SSI) and National Survey of Student Engagement (NSSE).

STRATEGIES
1. Improve academic advising.
2. Develop an effective early alert program.
3. Create stronger and coordinated internship and career-development programs for each entity.
4. Establish learning and theme communities.
5. Provide consistent, accessible, respectful, and efficient services to students, (the C.A.R.E. Program).
6. Establish a summer bridge program to help students make a successful transition into college.

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

STRATEGY 1: Improve Academic Advising.

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

Academic advising encompasses course scheduling and selection, educational planning, and student development. Effective and comprehensive advising is closely tied to student success as measured by time to degree, retention rate, grade point average, and persistence in the major. Advising within academic programs has significant overlaps with University-wide areas of student support. As such, academic advising is a core experience, particularly for undergraduates.

As identified by external consultants, strategic issues surrounding advising include considerations of:

- Purpose—What do students lose by not having effective advising?
- Focus—What is the primary focus of advising?
- Expectations—What are the shared responsibilities of advisors and advisees?
- Information—What information must advisors have to ensure successful advising sessions?
- Administrative, organizational, and logistical issues—Who coordinates advising, and how is good advising rewarded?

In order to improve the student experience, initiatives to strengthen academic advising at Roosevelt will require cooperation and collaboration among the Advising Center, Center for Teaching and Learning, Registrar, and faculty and staff advisors in the colleges.

B. CONTRIBUTION TO DESIRED OUTCOMES

- By spring 2014, all academic advisors (including faculty) will complete an advising training program to enhance the quality and consistency of academic advising throughout the University.
- Improvements will be made in first-year retention and six-year graduation rates
- Improvements will be made in Student Satisfaction Inventory scores related to advising and student development

C. CONTRIBUTION TO GOALS

- **GOAL 1**: *Bring Greater Clarity to the Role and Mission of Roosevelt University.* By emphasizing the ways in which Roosevelt's practices are mission-driven, we can encourage deeper student engagement and commitment to the University.
- **GOAL 5**: *Improve Institutional Effectiveness*.

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

Several areas of focus have been identified and are being addressed by the University-wide Enhancing Academic Advising and Educational Planning Committee:

1. Redefine the role of the Advising Center to work primarily with incoming and at-risk students.
2. Incorporate educational planning that complements the current emphasis on course selection and scheduling.
3. Align advising with orientation, general education, and learning community participation.
4. Improve communication between the Advising Center and all academic departments.
5. Incorporate advising assessment into crucial elements of faculty life, including tenure and promotion review and annual faculty activity reports.

Implementation strategies for the period between spring 2013 and spring 2014 include:

1. Develop consensus definition of advising.
2. Develop and publish a handbook for all faculty and staff academic advisors.
3. Hold all-advisor meetings with guest speakers and advisor training sessions.
4. Develop an advising syllabus for students that states what to expect from an advisor.
5. Implement electronic document management using DegreeWorks, BDMS (etc).
6. Train "transition advisors" for students as they move from general to major-specific advising.

E. POTENTIAL MODELS

The Mentor: An Academic Advising Journal • dus.psu.edu/mentor
National Academic Advising Association • nacada.ksu.edu
Noel-Levitz follow-up report to Strategic Enrollment Management Team, November 20, 2012

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

STRATEGY 2: Develop an effective early alert program.

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

An early alert program helps identify students who could benefit from academic support, student services, and the University resources. Early intervention can help students improve their performance in class, overcome barriers that can hinder academic success, and resolve issues that limit student persistence. Faculty can refer students to a single source at any point in a semester, and a team of faculty and staff will personally work with the student. The early alert program ultimately creates an important partnership among faculty, the referred student, and staff.

A well-designed early alert program is a best practice among colleges and universities and has been recommended by Roosevelt's strategic enrollment planning consultants from Noel-Levitz.

B. CONTRIBUTION TO DESIRED OUTCOMES

- By spring 2014, all full-time and part-time faculty will participate in an early alert program and other student intervention programs.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1**: *Bring Greater Clarity to the Role and Mission of Roosevelt University.*
- **GOAL 5***: Improve Institutional Effectiveness.*

D. BRIEF DESCRIPTION - ACTIONS AND ELEMENTS

1. Develop infrastructure to support the early alert program.
    a. Identify a web-based solution where faculty can report students to the early alert program.
    b. Create plan for tracking student outreach and outcomes, ideally with the solution.
    c. Select and train early alert team members.
    d. Prepare operating procedures for team members.
2. Develop communication and training programs.
    a. Create faculty training programs in partnership with the Center for Teaching and Learning.
    b. Develop communication strategies (print, email, web, face-to-face) to promote and sustain the program.

E. POTENTIAL MODELS

Purdue University • itap.purdue.edu/newsroom/detail.cfm?newsId=2601
Claflin University • claflin.edu/current-students/student-programs/freshman-college
North Park University • northpark.edu/ears

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

STRATEGY 3: **Create stronger, coordinated internship and career development programs for each entity.**

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

Experience-based learning opportunities are key educational components for Roosevelt students. Internships provide hands-on learning, build professional connections for students, translate theory into practice, and create pathways that lead to employment or advanced study after graduation. Roosevelt University provides assistance for students through the Office of Career Development, Heller College of Business, and certain departments and programs. A more robust and coordinated internship and career-enhancement program will strengthen the learning experience for students.

B. CONTRIBUTION TO DESIRED OUTCOMES

- By 2014, survey all existing internship programs and identify five new community partners to develop a University-wide internship and student career engagement program.
- By fall 2016, increase the number of internships available on campus, and double the number of academic programs offering internship credit.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1**: *Bring Greater Clarity to the Role and Mission of Roosevelt University.*
- **GOAL 5***: Improve Institutional Effectiveness.*

D. BRIEF DESCRIPTION - ACTIONS AND ELEMENTS

1. Create internship coordinator team, facilitated by the Office of Career Development. The team will meet regularly to share best practices, promote opportunities for students, and develop guidelines and resources for students and employers.
2. Develop credit-based internship programs in colleges and departments that do not have programs in place. Identify a faculty contact for each college and department.
3. Create internship course to assist students in searching for an internship, transitioning into and out of an internship, and strengthen career skills. Incorporate internship supervisors into the course to strengthen skills and build relationships with the University.
4. Appoint a full-time internship director to facilitate internship programs, activities, relationship building, and outreach.

E. POTENTIAL MODELS

Drexel University • drexel.edu/difference/co-op
Alverno College • depts.alverno.edu/archives/alphistory/internship.html
Northeastern University • northeastern.edu/experiential-learning/cooperative-education

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

STRATEGY 4: Establish learning and theme communities.

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

Learning and theme communities are groups of students who share a particular interest in academics, social and cultural issues, and activities. Communities may be organized by residential section, residential floor, and/or academic cohort. At the Chicago Campus, first year students in learning communities will live and take designated courses together as a cohort. Upper-class students may elect to live in the learning community to benefit from the specialized programming and experiences. At the Schaumburg Campus, students who enter the University as an academic cohort will take designated courses together and participate in program-specific activities.

Regardless of the shared interest, participation in learning and theme communities is associated with improved connections among students, connections between students and the University, academic success and persistence, and student engagement at the discipline and community level. Successful implementation of the learning and theme communities will depend on enhanced collaboration among Residence Life, Career Development, Academic Advising, Academic Success Center, Library Services, and select academic programs, among others.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Enhance broad-based student engagement by creating a robust learning communities program that incorporates various models including residential/nonresidential, program specific (e.g., education and business), and thematic (e.g., global health and wellness, leadership and social change).
- Improvements will be made in first-year retention and six-year graduation rates.
- Improvements will be made in National Survey of Student Engagement scores.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1**: *Bring Greater Clarity to the Role and Mission of Roosevelt University.*

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

The 2013–14 learning communities include the Education Learning Community, the Gender and Diversity Inclusive Learning Community (Chicago) and the Future Professionals Learning Community (Schaumburg). Other learning and theme communities are planned for the coming academic years.

- **EDUCATION LEARNING COMMUNITY**
  Students in the **Education Learning Community** will live together on the same floor and take cohorted courses. Programming in the Residence Hall will focus on contemporary issues in education, careers in education, and academic skills building for education majors.

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

Linked courses: First year students will be enrolled in three cohorted courses in fall 2013:

- Education-specific ACP 101
- Introduction to Education seminar
- A third general education course that would be useful to any EDUC major (being determined)

Partnerships: College of Education, Academic Success Center, Career Center

- **GENDER AND DIVERSITY INCLUSION LEARNING COMMUNITY**

  The **Gender and Diversity Inclusion Learning Community** has been established to support the diverse student population at Roosevelt, examine contemporary issues, and enhance student learning as they partake in programming that is sensitive to issues of gender, race, and ethnicity. Specifically, gender-inclusive housing reflects Roosevelt University's social justice mission through structured support of our diverse student body. This community promotes ethical awareness by providing a safe and supportive environment for students of all gender identities, gender expressions, and sexual orientations.

  Linked courses: First year students will be enrolled in the same ACP course. Students in this community will be encouraged to take

  - WGS 110: Introduction to Women and Gender Studies
  - WGS 212: which is currently being proposed

  Partnerships: Women's and Gender Studies, Mansfield Institute, Counseling Center

- **FUTURE PROFESSIONALS LEARNING COMMUNITY**

  The **Future Professionals Learning Community** helps students to begin preparing for their future as professionals. Students will work on developing their professional profile and resume, share information about opportunities for internships and summer research programs, begin to form their professional network, and learn more about possible career paths.

  Linked courses: Students in this community will enroll in cohorted courses for fall 2013:

  - ACP 101 with Schaumburg community focus
  - ENG 101
  - PSYC 103, MATH 121, and/or CHEM 201 as needed for general education or major

  Partnerships: College of Arts and Sciences, Heller College of Business, Evelyn T. Stone College of Professional Studies, Schaumburg-area community development and service organizations

E. POTENTIAL MODELS

Loyola University Chicago Learning Communities • luc.edu/learningcommunity
Iowa State Learning Communities • lc.iastate.edu
University of Missouri • reslife.missouri.edu/lc-fig

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

STRATEGY 5: Provide consistent, accessible, respectful, and efficient services to students—The C.A.R.E. Program.

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

The overarching goal of this initiative is to heighten the awareness of how important good service is to the overall success of our organization. In addition, it takes everyone to know and deliver outstanding service for each and every interaction that we encounter on a daily basis. Throughout these workshops, Roosevelt University employees will receive tips, techniques, and practical ideas that can be put to in work and non-work related environments. It's imperative that we know and embrace service behaviors that will ultimately set us apart from other institutions.

The program workshops lay the foundation for service excellence based on components such as defining service expectations and valuing our customers through the Roosevelt University customized service excellence model.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase the second-year retention rate among freshmen at all campuses at or above mean of comparable peer groups.
- Increase the second-year retention rate among transfers at both campuses at or above mean of comparable peer groups.
- The six-year graduation rate for full-time freshmen will be at the mean of comparable peer groups by 2023.
- Increase the graduation rate among master's degree students by providing high-quality service.
- By summer 2013, 40 new freshmen referred for developmental math and/or English will complete the new six-week Early Edge Summer Bridge program.
- Summer 2015, all new freshman required to take developmental math and English will participate in the summer bridge program.
- By spring 2014, all academic advisors (including faculty) will complete an advising training program to enhance the quality and consistency of academic advising throughout the University.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1**: *Bring Greater Clarity to the Role and Mission of Roosevelt University as a Whole.*
- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.*
- **GOAL 4***: Increase/Diversify Non-Tuition Revenues.*
- **GOAL 5***: Improve Institutional Effectiveness.*

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

To enhance the student experience, Roosevelt University faculty and staff will participate in Service Excellence Workshops (Modules):

- **Module 1—Orientation: Introduce the Service Excellence C.A.R.E. Model**
  - o Introduction and definition
  - o Identify standards by categories (individual, departmental, organizational, etc.)
  - o Customers identified
  - o Roles and expectations

- **Module 2—Service interaction model**
  - o How to set the tone when ...
  - o Interpersonal-internal (take ownership, recognize emotions, desire to serve)
  - o Task-external (communicate, stay engaged, answer questions with clarity, help)

- **Module 3—Identify customer needs**
  - o Acknowledge varying levels (emotional and tactical)
  - o Role-play scenarios
  - o How to focus on the positive

- **Module 4—Diagnose real problems and resolution strategies**
  - o Identify desired outcomes
  - o Take proactive stance
  - o Get buy-in on responsibility
  - o Negotiate mutually beneficial outcomes

- **Module 5—Take action and follow-up**
  - o Taking appropriate action
  - o Staying involved until situation is resolved
  - o Follow-up and ensuring the individual is satisfied with the outcome

E. POTENTIAL MODELS

High Point University • highpoint.edu
Saint Louis University • slu.edu/x844.xml

INSTITUTIONAL STRATEGIC PLAN—GOAL 2:
Enhance the total student experience to increase retention, graduation rates, and enrollment;
and cultivate students being at home in a diverse community.

STRATEGY 6: **Establish a summer bridge program to help students make a successful transition into college.**

Led by: Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

This six-week program is designed to help students make a successful transition from the high school environment to the university environment at Roosevelt.

To qualify, students must satisfy one of a variety of criteria as determined by the federal grant supporting the Project Prime/Student Support Services Program. Nearly all students who qualify are referred for developmental math or English courses. Referral is based upon students' performance on the ACT in math and in English/reading. For math, students are referred for a developmental course if they have a score of 22 or below on the math portion of the ACT. For English, they are referred if they have a score ranging from 17 through 20 in English and/or reading, and upon reviewing a sample of their writing. The writing sample is used as the primary decision tool for English.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase the second-year retention rate among freshmen at all campuses at or above mean of comparable peer groups.
- The six-year graduation rate for full time freshmen will be will at the mean of comparable peer groups by 2023.
- By summer 2013, 40 new freshmen referred for developmental math and/or English will complete the new six-week Early Edge Summer Bridge program.
- Summer 2015, all new freshmen required to take developmental math and English will participate in the summer bridge program.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1**: *Bring Greater Clarity to the Role and Mission of Roosevelt University.*
- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.*
- **GOAL 4***: Increase/Diversify Non-Tuition Revenues.*
- **GOAL 5***: Improve Institutional Effectiveness.*

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Start college early: The program is offered during the summer, giving students an opportunity to start their college education in a less hectic environment than in the fall term.
2. Early Edge students earn 6 credit hours toward their degree.
3. Students become familiar with the University and its resources. Students are able to identify offices that can provide assistance throughout their time at Roosevelt University.
4. Students are housed in the residence hall with other Roosevelt University students on campus during the summer, providing the opportunity to develop friendships both within and outside the Early Edge program.
5. Summer bridge students have the opportunity to assess and develop academic and personal skills in an environment most conducive to learning.

E. POTENTIAL MODELS

Eastern Illinois University • eiu.edu/success/summerinstitute.php
Saint Louis University • slu.edu/student-educational-services-home/billiken-bridge-to-success-%28bbs%29
University of Michigan • lsa.umich.edu/csp/studentprograms/summerbridgeprogram

Institutional Strategic Plan—Goal 3:

Enhance the quality of life for faculty and staff.

Institutional Strategic Plan—Goal 3:
Enhance the quality of life for faculty and staff.

DESIRED OUTCOMES

Roosevelt University will be recognized as one of the Chronicle's "Great Colleges to Work For."

	By Fall 2018:	Current	Desired	Difference

1.	Incorporate a "career span" professional development and assessment process for all faculty and staff.
	 a. Enhance employee orientation.
	 b. Implement C.A.R.E. Service Excellence Program.
	 c. Develop comprehensive annual employee reviews.
	 d. Develop comprehensive leadership development program.
	 e. Develop a professional development program for faculty.
	  i. *Great Colleges to Work For* Survey: % of satisfaction
	  ii. HERI faculty Survey
	 f. Develop a Professional Development Program for Staff .
	
	  i. *Great Colleges to Work For* Survey: % of satisfaction
		a. NA
		b. NA
		c. Varies by dept
		d. NA
		e. NA
		  i. 2008: 30.6%
		  ii. Data not available
		f. Attendance records not available
		i. 2008:57.8%
			a. 95%
			b. 98%
			c. 100%
			d. 95%
			e. 75%
			  i. 80%
			  ii. TBD
			f. 75%
			
			  i. 75%
				a. TBD
				b. TBD
				c. TBD
				d. TBD
				e. TBD
				  i. 49.4%
				  ii. TBD
				f. TBD
				
				  i. 25.2%

2.	a. Set competitive retirement benefits for faculty and staff. b. Set competitive salaries for faculty and staff.	a. Tiered contribution: 4% on first $40,000 of salary to maximum of $2,800 per year b. Currently do not have a salary structure	a. On a par with selected peers b. On a par with selected peers	TBD TBD
3.	The diversity of faculty, staff and administration mirrors the student body. a. Faculty: Women b. Faculty: Non-Caucasian c. Management: Non-Caucasian	a. 43% b. 27% c. 39%	a. 67% b. 50% c. 50%	TBD TBD
4.	Improve the results of Roosevelt faculty on UCLA's HERI faculty survey.	NA	TBD	TBD
5.	Improve the result of the Great Colleges to Work For survey.	2008 – last year of participation	TBD	TBD

STRATEGIES

1. Enhance professional development programs for faculty, staff, and management.

2. Create competitive compensation and benefits programs.

3. Strengthen recognition programs, communication and the sense of community.

4. Assess organizational climate and quality of life, and act on findings.

STRATEGY 1: **Enhance professional development programs for faculty, staff, and management.**

Led by: Human Resources

A. INTRODUCTION AND BACKGROUND

Great students deserve great faculty and staff to work with them and to serve them well. This strategy focuses on supporting personal and professional development through development programs and experiences needed for faculty and staff to learn, grow their careers, and engage in ever better service to students, colleagues, and the entire campus community.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Recruitment and retention of great faculty and staff
- Increased enrollment, retention and student success
- Building community

C. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. **Create a cross-functional advisory board to guide** and agree to cross-functional funding and support for faculty, staff, and management development.
2. **Enhance the new faculty and new staff orientation programs** to introduce all new employees to all aspects of the University.
3. **Assess faculty, staff and manager learning needs.**
4. **Reinstitute performance review program**. Define goals tied to the strategic plan, consistent behaviors aligned with core values as developed in the C.A.R.E. initiative, and accountabilities for excellent performance and devotion to service excellence.
5. **Develop targeted experiences and learning tracks for constituent groups**. Provide ongoing coaching and mentoring experiences.
   a. Those who supervise others (include faculty where appropriate): Identify leader constituent groups (e.g., directors, department chairs, supervisors, executives).
   b. Office clerical employees: Create an administrator/clerical manager in charge of clerical supervision, development, coaching, and mentoring of clerical union members for the deans and department heads in the academic areas.
      - Trades employees
      - Safety and security employees
      - Student employees
      - Ongoing coaching and mentoring experiences for staff
6. An **ongoing recognition program** to allow all staff and managers to recognize each other for jobs done above and beyond expectations.
7. An **enhanced staff appreciation event** held during the academic year when everyone is on campus, to celebrate the accomplishments of staff and their contributions to the teaching/learning process.

D. SPECIFIC ACTIONS TO ENHANCE FACULTY DEVELOPMENT

A set of initiatives in support of hiring, developing and retaining a strong and productive faculty will focus on faculty career enhancement and on the core values, priorities and goals of the University.

1. Programs in this initiative would address the specific needs and challenges of faculty in various stages of their careers, and would be augmented by faculty evaluation policies and procedures, infrastructure to support teaching and research, and a clear sense that a mutual and productive long term relationship between the individual and the institution is the best interests of both.

2. Support the enhancement of two offices:

    a. A well-staffed and resourced faculty development office, currently called the "Center for Teaching and Learning" at Roosevelt that has a user- friendly and comprehensive website. The Center would be collaborative with Human Resources in providing resources available from both.

    b. A well-staffed and resourced grants development office, currently called the "Office of the Associate Provost for Research and Grants" that has a user- friendly and comprehensive website.

E. ADDITIONAL INFORMATION AND POTENTIAL MODELS

Office of Faculty and Organizational Development at Michigan State University • fod.msu.edu

Office of Grants and Faculty Development at the University of Wisconsin-Oshkosh • uwosh.edu/grants

Miami University Job Enrichment Program • units.muohio.edu/prs/staffdevelopment

Eastern Kentucky University • hr.eku.edu/development

SUNY Fredonia • fredonia.edu/pdc

University of Iowa • uiowa.edu/learn

Middlebury College • middlebury.edu/academics/administration/worklife/ace_sloan/accelerator

University of Michigan for department chair and associate dean orientation and development programs • umich.edu

Emory University • emory.edu
Developing Faculty Leaders at Emory University: The Tables Have Turned in the Classroom: Faculty leading faculty creates many unique leadership challenges. Learn how Emory University has created a program to address these unique challenges, strengthen academic leadership performance across the university at all levels, and establish a leadership pipeline among the Emory faculty. Presentation at CUPA-HR National Meeting, 2012.

STRATEGY 2: Create competitive compensation and benefits programs.

Led by: Human Resources

A. INTRODUCTION AND BACKGROUND

Roosevelt University will establish its total compensation (pay and benefits) at an appropriate level to attract and retain a diverse, high-performing, motivated workforce. Total compensation is designed to reflect and support the organizational values and the dynamic business needs of the University.

University-wide salary increases were last awarded in 2009. While university salaries have been relatively stagnant across the country during the severe economic recession, merit increases have begun to be restored. In the most recent year, median salary increases at private universities have been 2.4 percent for faculty, 2.5 percent for administrators and 2.3 percent for senior leaders, according to the CUPA-HR annual salary surveys. CUPA-HR is the human resource professional organization for higher education.

Similarly, University contributions to the retirement plan have decreased from a decade's long pattern of 12 percent of base salary to a wage-adjusted contribution that does not exceed 4 percent Such a contribution level is significantly below the average contribution level of colleges and universities. According to the CUPA-HR benefits survey, the average rate of contribution to 403(b) plans in 2012 was 9 percent, with a median of 8 percent. The average retirement expenditure per covered employee ranged from $550 to $13,423 with mean of $4,746 and median of $4,599, Roosevelt's average expenditure per covered employee ranged from $1,600 to $2,800, with a mean contribution of $2,057 and a median of $2,142. This strategy does not include staff in bargaining units whose compensation has not been negatively impacted by salary freezes or benefit reductions during the recession.

Since 2007, the University has conducted benchmark studies for positions as they were created or vacancies filled and made adjustments to the starting salaries in accordance with the market. In some cases, salaries of existing employees have been adjusted to reflect movement in the ranges across competing organizations. However, Roosevelt has not yet implemented a formal salary structure across administrative and faculty positions that would establish market-based ranges for pay that set a maximum salary for each position, as well as a minimum and midpoint.

This strategy will address the interests of faculty and staff to ensure that compensation, both salary and benefits, are market competitive to foster Roosevelt's ability to attract and retain the high-quality faculty and staff who will further the University's mission. In addition, the strategy will assist the University in increasing the inclusion of all elements of diversity.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Retirement benefits and salary levels for faculty and staff are on a par with those at selected competitive peers.
- Results of HERI Faculty Salary Survey and *Great Colleges to Work For* Survey show steady improvement.
- Enhance diversity and inclusivity of faculty and staff.

C. CONTRIBUTION TO OTHER GOALS

1. Compensation will be sensitive to relevant market pay rates and practices, with attention to internal equity. Conduct a compensation study to determine appropriate pay ranges for particular positions. As part of that study, pay particular attention to those positions that the University recruits and struggles to retain and those with high impact on student success.

2. Compensation programs will reinforce and reward high levels of performance and will encourage skill development and advancement for each person.

   a. Survey our benchmark schools to determine average salary increases over the past 3 years.

   b. Identify a salary increase pool amount—either as an across-the-board increase (if available funds are less than 3 perecent average increase) or, once annual performance reviews have been implemented, propose a merit increase.

3. Assess competitive retirement contributions and practices, using the newly established group of Roosevelt peer institutions.

   a. Institute market-competitive University contribution percentage with recommendations on timelines for implementation.

   b. Institute best practices for enrollment (such as auto-enrollment of new hires in the voluntary retirement plan).

4. Develop policies and programs that encourage flexible career paths to help faculty members balance work-life issues, avoid stagnation and burnout, and remain productive in various facets of scholarship throughout the course of their career lifetime.

5. Analyze benefits for regular year-round part-time staff and faculty. Modify Roosevelt's offerings as needed to be competitive.

D. POTENTIAL MODELS

Southern New Hampshire University • snhu.edu
Recognized as a *Great College to Work For*, they modified their merit-pay policy to better reward truly outstanding performers. In the past, more than half of all professional, non-faculty employees received small merit raises each year. Now the university is awarding much larger annual bonuses—averaging around $5,000—but only for the 10 percent of the professional staff that does the best job at setting and meeting measurable goals.

University of Illinois • provost.illinois.edu/worklife/index.html

ACE Alfred P. Sloan Projects for Faculty Career Flexibility •
acenet.edu/leadership/programs/Pages/Alfred-P-Sloan-Projects-for-Faculty-Career-Flexibility.aspx

Northwestern University *(Work Life Resources)* • northwestern.edu/hr/work-life/index.html

STRATEGY 3: **Strengthen recognition programs, communication and the sense of community.**

Led by: Human Resources and Government Relations & University Outreach

A. INTRODUCTION AND BACKGROUND

Recognition and community-building programs provide opportunities to work together as a community in service of the University's priorities and vision. Frequent opportunities for communication among faculty, staff, and senior leaders enhance the quality of the community.

With this strategic planning process, the University is seeking to enhance the climate to make the organization even more welcoming, helpful, and enthusiastic about and with the students. Organizational culture change typically takes at least three years. In order to keep the desired culture top of mind, it will be important to create ways in which to recognize and reward behaviors that move the University toward the desired culture.

According to the *Chronicle of Higher Education*, an influential factor for schools that made the "Great Colleges" list was that campus leaders were involved and openly appreciative of the work of their employees. At Honor Roll institutions, 78 percent of people agreed with the statement, "Senior administration shows a genuine interest in the well-being of faculty, administration, and staff." At non-recognized colleges, just 56 percent of employees agreed with that notion.

The focus of this strategy is upon increasing opportunities to recognize desired faculty or staff accomplishments and actions that support the achievement of the vision of the strategic plan. In addition, the strategy seeks to provide more frequent opportunities for informal interaction among faculty and staff in ways that enable the development of more substantial relationships. Such relationships assist the University in moving from a siloed organization to one that is truly cross-disciplinary.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Steady improvement in scores on HERI Faculty Satisfaction Survey
- Steady improvement in scores on Great Colleges to Work For Survey

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1***: Bring Greater Clarity to the Role and Mission of Roosevelt University.* The communication of success in reaching desired outcomes fosters greater unity. Clarity and common understanding among faculty and staff will more fully enable the University to recruit and retain students.
- **GOAL 2***: Enhance the Total Student Experience.* With a stronger campus community that is well-connected internally, handoffs between divisions will be more successful.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Values-based recognition will be reintroduced.

    a. The informal recognition program will be revitalized to reflect the C.A.R.E. initiative.

    b. Opportunities to recognize desired behavior will be publicized to those in leadership positions and encouraged.

    c. An informal quarterly recognition event will allow opportunities for recognition across divisional lines while providing opportunities for interaction and community building. Potential awards could include those for faculty research, service to students, and demonstrating C.A.R.E. behavior.

2. Periodic informal events will be sponsored by the leadership.

    a. Showcase evidence that progress is being made on the priorities of the University.

    b. Provide opportunities for interaction across the University.

E. POTENTIAL MODELS

Endicott College • endicott.edu
As reported in 2012 Great Colleges to Work For awards

STRATEGY 4: Assess organizational climate and quality of life, and act on findings.

Led by: Human Resources

A. INTRODUCTION AND BACKGROUND

Solid research has linked organizational climate with institutional success in a variety of industries. Higher Education is an enterprise that relies heavily on the efforts of its faculty and staff for success. With more than 50 percent of the institution's budget devoted to personnel, this investment is worthy of attention. If the University is to provide transformational experiences and opportunities for discovery that create socially conscious citizens, that work can only be achieved through an ongoing investment in the human capital (that is, the faculty and staff) who provide the desired college experience to Roosevelt's students.

By assessing organizational climate, the University will be able to identify best practices within the University as well as areas that require improvement. The data will be used to inform strategies to improve organizational climate and quality of life.

Staff and faculty have consistently commented on a deterioration of organizational climate within the budgetary pressures. It will be important to the University to identify which aspects of organizational climate are most harmful and in need of improvement. Similarly, it will be highly motivational to identify and recognize best practices in the creation of a healthy organizational climate so that those successes can be shared, expanded to other areas, and replicated.

A major challenge will be to replace senior faculty as they retire. As the population matures, and there are fewer potential new faculty members to replace retiring baby boomers, the reputation of the University as a great institution in which to pursue one's academic career will become even more vital to attract new faculty members. By assessing practices for faculty, the University will be able to address those practices with highest positive impact on faculty quality of life in a way that makes it easier to recruit and retain the faculty professionals who demonstrate the highest proclivity to excellent faculty practices that retain students and provide transformational, positive college experiences for those students.

B. CONTRIBUTION TO DESIRED OUTCOMES

- By 2018, Roosevelt will be recognized as one of the Chronicle's "Great Colleges to Work For."
- Employees will recommend Roosevelt to family and friends as an outstanding University.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1**: *Enhance the Total Student Experience.*
- **GOAL 5**: *Improve Institutional Effectiveness.*

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Assess the current state of quality of life for faculty and staff using highly regarded survey tools.

    a. Administer the Chronicle's "Great Colleges to Work For" survey to all regular faculty and staff. First implementation of the survey will occur in March/April 2014.

    b. Administer the UCLA HERI Survey to faculty—first administration in fall 2013.

2. Interpret the findings from the surveys and the implications for enhancing or modifying strategies to enhance quality of life for faculty and staff. Implement comprehensive responses to issues raised on each survey.

   a. Develop an interdisciplinary team to interpret the responses and identify areas needing greatest improvement based on results of both surveys.

   b. Implement responses as indicated by the survey results.

   c. Tie leadership goals to execution of the action plans identified as a result of the survey.

   d. Assess staffing needs in relation to core functions and strategic plan.

   e. Communicate changes widely within the institution.

E. POTENTIAL MODELS

Schwartz, Tony, "New Research: How Employee Engagement Hits the Bottom Line," *Harvard Business Review*, **November 8, 2012.** • blogs.hbr.org/schwartz/2012/11/creating-sustainable-employee.html

Institutional Strategic Plan—Goal 4:

Increase/diversify non-tuition revenues.

Institutional Strategic Plan—Goal 4:
Increase/diversify non-tuition revenues.

DESIRED OUTCOMES

- Increase non-tuition, operating revenues from $8.2 million to $15.7 million (7 percent to 10.3 percent)—**an increase of $7.5 million**.
- Increase non-operating capital budget revenues from $1.2 million to $3 million—**an increase of $1.8 million**.

	By Fall 2018:	**Current**	**Desired**	**Difference**
1.	Rental fees (activities, events, summer residence hall, etc.) generate annual revenues of $2 million.	$100,000	$2,000,000	$1,900,000
2.	Roosevelt University generates total annual revenues of $6.3 million through contracts; sponsored programs; and training and research grants.	$4,200,000 ($0 in research)	$6,300,000	$2,100,000
3.	Coordination of continuing and professional education offerings in the colleges collectively generate annual revenues of $500,000.	Not Currently Quantified	$500,000	$500,000
4.	Total annual *unrestricted* donations are $2 million.	$1,232,000	$2,000,000	$768,000
5.	Total annual *restricted* donations are $4 million.	$2,340,000	$4,000,000	$1,660,000
6.	Mission-related businesses that leverage Roosevelt University's strengths (e.g., pharmacy clinic, development opportunities at Schaumburg) generate annual excess revenues of $500,000.	$0	$500,000	$500,000
7.	Annual leasing revenues (bookstore, coffee shop, cafeterias, antennae, vending machines, etc.) are $450,000.	$387,000	$450,000	$63,000
	Total non-tuition operating budget revenues	**$8,259,000**	**$15,750,000**	**$7,491,000**
	Non-operating capital grants from government sources total $3 million per year	**$1,186,000**	**$3,000,000**	**$1,814,000**

NOTE: Non-operating capital grants are shown separately as they are not part of the annual operating income. Capital grants are used for building repair, maintenance, replacements, or new infrastructure construction, and are considered non-operating capital transactions.

STRATEGIES

1. Increase rental of University space.
2. Expand the number of contracts, training, sponsored programs, and research grants.
3. Offer more continuing and professional education programs.
4. Increase unrestricted annual contributions.
5. Increase restricted annual contributions.
6. Develop mission-related entrepreneurial ventures that generate revenues.
7. Expand the revenues generated from leasing University space.

STRATEGY 1: Increase rental of University space.

Led by: Chief Financial Officer, Auditorium Theatre of Roosevelt University, and Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

In order to generate the revenues required by the University to operate and grow, Roosevelt must view all of its resources as valuable assets that could potentially generate income streams. Of course, utilizing these resources for nonacademic purposes must not have any negative impact upon our primary mission of educating our students. However, at the present time, most of these resources are not operating near full capacity. Therefore, they present opportunities not only for creating significant revenue, but also for highlighting Roosevelt facilities and staff to a much larger set of populations.

An Office of Conference Services (OCS) will be established to further the academic mission of Roosevelt University by leveraging and appropriately managing resources and facilities in order to bring together groups and organizations that fit the institutional mission and permit them to share information and ideas, develop new skills, and achieve insights. The OCS accomplishes this by professionally coordinating a varied and rich selection of conferences, meetings, seminars, and symposia, thereby showcasing the University's facilities and resources.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase non-tuition, operating revenues from $8.2 million to $15.7 million (7 percent to 10.3 percent).
- Increase non-operating capital budget revenues from $1.2 million to $3 million.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2**: *Enhance the Total Student Experience.* This goal is focused upon the most fundamental strategic need of the University. Successfully accomplishing the proposed outcomes will require that a variety of new professionals be added to the payroll, new programs developed, and current programs enhanced. All of these essential elements will require additional financial commitments. To the degree that the University can diversify its revenue sources, these programs can be funded without significant, and self-defeating, increases in tuition rates.
- **GOAL 3**: *Enhance the Quality of Life for Faculty and Staff.* As with Goal 2, the most obvious way the activities related to Goal 4 will contribute is in bringing in the additional funds so necessary to accomplish many of the proposed activities (specifically around retirement benefits, salaries, and professional development activities).
- **GOAL 5**: *Improve Institutional Effectiveness.* While at the present time it isn't clear that the activities in this goal will require costly changes, it is entirely possible. To the degree that these new costs can be paid for from non-tuition related sources, the impact of the additions will be greatly enhanced (i.e., the student gains additional benefits without having to pay for them through higher tuition).

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Create and staff the Office of Conference Services (OCS) to develop policies, practices, and fees, as well as manage and coordinate the logistics and operations for these varied programs.

2. Identify all the possible locations, and their availability, that offer rental possibilities, as well as the types of programs that will lend themselves to each—Wabash residence halls (summer), Ganz Hall, field house, Chicago Campus library reading rooms, larger technologically equipped classrooms, Zurich American Alumni Hall, and others.

3. Develop a marketing plan and materials to reach a wide variety of target audiences.

4. Create practices and policies that encourage deans and other campus offices to develop programs that would involve such rental activities.

5. Establish an appropriate legal entity (or entities) so that such revenue streams do not threaten the University's not-for-profit status. If required, such an entity should be created.

6. Review/evaluate operations related to supporting this endeavor, including IT, physical resources, and catering. (Compare cost of outsourcing IT to building our own infrastructure that can handle rental demands.)

E. POTENTIAL MODELS

Harper College · goforward.harpercollege.edu/business/wcc/index.php

Indiana University · lmu.indiana.edu/event/rates.shtml

Owens Community College · owens.edu/workforce_cs/facility.html

STRATEGY 2: Expand the number of contracts, training, sponsored programs, and research grants.

Led by: Chief Financial Officer and Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

Roosevelt University has always relied upon student tuition as the primary revenue source permitting innovation, experimentation, and growth. While this has served the University in the past, it has also created limitations in tight economic times. Most universities have traditionally looked to government and private foundations for the financial support required to develop new programs, offer community outreach activities, and support faculty research efforts. By looking to such sources as well, Roosevelt University will be able to grow and better serve its various constituencies while not placing additional burdens on the students' shoulders.

This strategy is directed at creating the environment and providing the resources necessary for faculty, administrators, and staff to identify potential funding sources, write successful grant proposals, and effectively administer the grant activities.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase non-tuition, operating revenues from $8.2 million to $15.7 million (7 percent to 10.3 percent).
- Increase non-operating capital budget revenues from $1.2 million to $3 million.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2***: Enhance the Total Student Experience.* Programs for developing and retaining students are fundamental elements of this goal. Such programs need to be developed, tested, and improved upon. All of these activities, as they can be often generalized to outside populations and other purposes, are likely to be the focus of a wide variety of funding agencies. Obtaining grants for these activities will facilitate and expedite Roosevelt's actions in these areas and increase the likelihood of success.
- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.* Grants provide an excellent opportunity for faculty and administrators to obtain additional resources, materials, and sometimes compensation, through their own efforts. Research grants also offer significant potential for conducting high-quality scholarship and enhancing one's professional reputations.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Create a contracts and grants office that works closely with the Institutional Advancement (IA) and business offices, and is housed in Office of the Provost. This office will also oversee the appropriate execution of signed agreements (between the various University units) and the budgeting (Business and IA).
2. Hire a grant writer, skilled in the area of faculty grants. As revenues expand from these grants, the University should plan on adding additional grant writers.
3. Policies must be developed that encourage and reward faculty and administrators to write grants. These policies should recognize the unique attributes of both tenured and non-tenured faculty, and should address promotion and compensation issues.

4. A person/office in the University should be charged with locating potential grants. A list should be generated and sent to deans. Deans should know areas of faculty interest and expertise and get the list of grant possibilities to faculty.

5. Under the auspices of the Roosevelt Technology Transfer Office, and abiding by the University's Intellectual Property Policy, faculty and staff should be encouraged and rewarded for licensing their inventions.

E. POTENTIAL MODELS

Texas A&M University · tamu.edu/research/index.html

University of Southern California · research.usc.edu

Purdue University · purdue.edu/purdue/research/index.html

STRATEGY 3: **Offer more continuing and professional education programs.**

Led by: Chief Financial Officer and Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

The colleges, with the proper encouragement, all have a myriad of opportunities to develop and implement a wide variety of continuing education programs. These programs can increase Roosevelt's reputation and visibility among our various constituent populations as well as provide a significant source of revenue for the colleges (and University) to obtain needed resources and offer additional services related to our traditional programs. For such programs to work effectively, there needs to be centralized control and support functions.

The proposed entity will provide the support and control systems necessary to develop a significant, successful centralized continuing education branch. Each college and office will have opportunities to offer autonomous programs that provide revenue streams to the "local" level and for the University.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase non-tuition, operating revenues from $8.2 million to $15.7 million (7 percent to 10.3 percent).
- Increase non-operating capital budget revenues from $1.2 million to $3 million.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2***: Enhance the Total Student Experience.* Goal 2 is focused upon the most fundamental strategic need of the University. Successfully accomplishing the proposed outcomes will require that variety of new professionals being added to the payroll, new programs developed, current programs enhanced. All of these essential elements will require additional financial commitments. To the degree that the University can diversify its revenue sources, these programs can be funded without significant, and self-defeating, increases in tuition rates. The revenues funneled to the colleges also provide resources for colleges to offer programs aimed directly at their students' unique requirements.

- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.* As with Goal 2, the most obvious way the activities related to Goal 4 will contribute is in bringing in the additional funds so necessary to accomplish many of the proposed activities (specifically around retirement benefits, salaries, and professional development activities). Continuing education also can prove an excellent supplemental source of income for Roosevelt employees.

- **GOAL 5***: Improve Institutional Effectiveness.* While at the present time it isn't clear that the activities in this goal will require costly changes, it is entirely possible. To the degree that these new costs can be paid for from non-tuition related sources, the impact of the additions will be greatly enhanced (i.e., the student gains additional benefits without having to pay for them through higher tuition).

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Create policies and practices to encourage deans and other campus offices to develop and implement these programs. This should also include an internal noncompete clause to prevent different areas from offering programs that could siphon away participants from each other.

2. Develop policies that address the role of such activities in employee performance evaluation and compensation practices.

3. Create a centralized, University-level coordinating professional group, located in the Office of the Provost, to replace the former Center for Continuing Education that currently serves alumni. This body will provide professional advice and assistance to the colleges and offices as well as coordinate and facilitate the programs' logistical concerns. This group will also develop adaptable advertising elements to facilitate the development of effective advertising campaigns.

4. The University will join the International University Consortium for Executive Education, to be included in the provision of "custom-tailored programs designed to build more cohesive teams, sharpen strategy, and steer their organizations through times of change" (Swanson Crains, 2/18/13). In essence, every faculty member becomes a consultant.

    a. Product line will include half-day seminars, two-day sessions held on Friday/Saturdays.

    b. Utilize University spaces or local on-site visits.

    c. Of particular interest are programs that involve interdepartmental collaboration.

E. POTENTIAL MODELS

Bradley University · bradley.edu/academic/continue/

DePaul University · learning.depaul.edu/standard/content_areas/continuity_application/default.asp

Louisiana State University · outreach.lsu.edu/cms/

STRATEGY 4: Increase unrestricted annual contributions.

Led by: Auditorium Theatre of Roosevelt University and Institutional Advancement

A. INTRODUCTION AND BACKGROUND

The current unrestricted annual contributions are at $1.2 million. The average direct individual gift history for the past three years is:

- **FY10—$220.67**
- **FY11—$241.62**
- **FY12—$295.45**

To reach the $2 million annual goal by 2018, the unrestricted giving program must increase the number of donors and the average gift.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase non-tuition, operating revenues from $8.2 million to $15.7 million (7 percent to 10.3 percent).
- Increase non-operating capital budget revenues from $1.2 million to $3 million.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2***: Enhance the Total Student Experience.* This strategy will provide more financial flexibility to meet immediate needs of the students.
- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.* This strategy will provide more financial flexibility to meet immediate needs of University employees.
- **GOAL 5***: Improve Institutional Effectiveness.* This strategy will improve the cost-to-funds-raised ratio for fund raising.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Streamline transfer of information from academic departments of the University to the Office of Institutional Advancement.
2. Update record keeping system to provide better data and more targeted solicitations.
3. Integrate communication plan among alumni relations and annual giving program to create a balance of messages and events to cultivate, engage, solicit, steward, and inform alumni/donor base.
4. Establish a stewardship recognition program to create a community of giving at annual and major gift levels to help increase donor giving over time.
5. Expand giving vehicles in direct response/annual giving campaign—paper and electronic.
6. Enhance donor engagement in managing their annual giving.
7. Highlight specific donors at every level and their collective impact on the student experience.

E. POTENTIAL MODELS

Columbia College, Chicago • securelb.imodules.com/s/644/index.aspx?sid=644&gid=1&pgid=4221&cid=14680
National Louis University, Chicago • nl.edu/t4/giving/givingpriorities

STRATEGY 5: **Increase restricted annual contributions.**

Led by: Auditorium Theatre of Roosevelt University and Institutional Advancement

A. INTRODUCTION AND BACKGROUND

The current restricted annual contributions are currently at $2.3 million. Restricted gifts commonly support:

- Colleges/academic programs
- Endowment
- Facilities
- Professorships
- Scholarships

To reach the $5 million annual goal by 2018, the restricted giving program must focus on major gift prospects ($10K+) and deepen the donor affinity with their specific giving interest.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase non-tuition, operating revenues from $8.2 million to $15.7 million (7 percent to 10.3 percent).
- Increase non-operating capital budget revenues from $1.2 million to $3 million.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2***: Enhance the Total Student Experience.* This strategy will provide more financial flexibility by utilizing philanthropic dollars to cover expenses of particular programs.
- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.* This strategy will provide more financial flexibility by utilizing philanthropic dollars to meet immediate needs of University employees.
- **GOAL 5***: Improve Institutional Effectiveness.* This strategy will improve the cost-to-funds-raised ratio for fund raising.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. Update record keeping and data mining to quickly evaluate donor capacity, affinity, and likeliness to be philanthropic.
2. Integrate communication and solicitation plans that complement the direct response solicitations and alumni relations to create a balance of messages and events that cultivate, engage, solicit, steward, and inform major gift prospects.
3. Establish stewardship recognition programs to create a community of giving at annual and major gift levels to help increase donor giving over time. Provide greater access to program leaders within Roosevelt's "Centers of Excellence" to deepen affinity.
4. Increase the development staff to attend to more donors in a more efficient, effective manner.
5. Increase the visibility of major donors within and beyond the Roosevelt community to demonstrate and inspire transformational philanthropy.

E. POTENTIAL MODELS

Philadelphia University • philau.edu/development/
University of Hartford • hartford.edu/givingtouofh/donor_report/giving_societies/default.aspx

STRATEGY 6: **Develop mission-related entrepreneurial ventures that generate revenues.**

Led by: Chief Financial Officer, Auditorium Theatre of Roosevelt University, and Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

Many universities have discovered that they have assets, such as underutilized buildings, intellectual capital, positive brand identities, and great amounts of creativity—that can be combined to develop for-profit business enterprises. There are legal and ethical methods that permit universities to develop such enterprises and tap into the revenue streams in a controlled manner that would to not jeopardize their not-for-profit status. Roosevelt's colleges could benefit by developing their own autonomous enterprises focused around their spheres of expertise.

This strategy involves creating stand-alone profit generating business arrangements that permit revenues to be utilized by the University and/or colleges. Examples could include such things as a pharmacy clinic, a business consulting firm, an entertainment booking agency, and long-term leasing of areas such as the old cafeteria space and powerhouse building at the Schaumburg Campus.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase non-tuition, operating revenues from $8.2 million to $15.7 million (7 percent to 10.3 percent).
- Increase non-operating capital budget revenues from $1.2 million to $3 million.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2***: Enhance the Total Student Experience.* Goal 2 is focused upon the most fundamental strategic need of the University. Successfully accomplishing the proposed outcomes will require that a variety of new professionals be added to the payroll, new programs developed, current programs enhanced. To the degree that non-tuition-related revenue can be obtained to pay for these additions, they will have "double" the impact—improved student experiences with no increase in tuition. In addition, many of these activities could provide additional opportunities for students in the form of internships and part-time employment.

- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.* As with Goal 2, the most obvious way the activities related to Goal 4 will contribute is in bringing in the additional funds so necessary to accomplish many of the proposed activities. In addition many of these possibilities provide financial and professional opportunities to faculty and staff.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. The Office of the President, with approval from the Board of Trustees, will develop a set of guiding principles and requirements for these programs.
   a. These should include policies around revenue distribution as well as other legal requirements and restrictions.
   b. There should be a clear description for the acceptance/rejection process for proposals.
   c. The policies should ensure that all such programs developed be congruent with the University's mission and values.

2. Each college and relevant campus office will be encouraged to identify one such business opportunity that would utilize each entity's unique competitive resource set. The ideas should be described in detail in a formal business plan. This business plan should include specific references on how this activity will comply with and/or enhance Roosevelt's mission and values.

3. A thorough review of Roosevelt's properties should be undertaken and those unutilized areas (such as the east parking lot, the powerhouse, and the old cafeteria of the Schaumburg Campus) should be identified. A real estate professional experienced in business opportunities should then be consulted to identify potential tenants for these spaces.

E. POTENTIAL MODELS

University of West Florida · uwf.edu/bci

George Mason University · masonenterprisecenter.org

Wayne State University · law.wayne.edu/academics/business-clinic.php

STRATEGY 7: **Expand the revenues generated from leasing university space.**

Led by: Chief Financial Officer, Auditorium Theatre of Roosevelt University, and Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

Roosevelt University currently receives revenues from several leasing arrangements, including the vending machines on campus, the bookstore, cafeterias, and even antennae placed on our roofs. Many of these arrangements directly contribute to the quality of campus life and provide revenues to the University. Others, such as the antennae, provide revenues with little or no investment on the University's part while having an imperceptible impact on the University's operations. Expanding such revenue-generating opportunities (while somewhat limited in comparison with the other strategies) is highly attractive.

This strategy involves identifying relevant additional opportunities and, through active marketing, approaching, and acquiring them.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Increase non-tuition, operating revenues from $8.2 million to $15.7 million (7 percent to 10.3 percent).
- Increase non-operating capital budget revenues from $1.2 million to $3 million.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 2***: Enhance the Total Student Experience.* Goal 2 is focused upon the most fundamental strategic need of the University. Successfully accomplishing the proposed outcomes will require that a variety of new professionals be added to the payroll, new programs developed, and current programs enhanced. All of these essential elements will require additional financial commitments. To the degree that the University can diversify its revenue sources, these programs can be funded without significant, and self-defeating, increases in tuition rates
- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.* As with Goal 2, the most obvious way the activities related to Goal 4 will contribute is in bringing in the additional funds so necessary to accomplish many of the proposed activities (specifically around retirement benefits, salaries, and professional development activities).
- **GOAL 5***: Improve Institutional Effectiveness.* While at the present time it isn't clear that the activities in this goal will require costly changes, it is entirely possible. To the degree that these new costs can be paid for from non-tuition related sources, the impact of the additions will be greatly enhanced (i.e., the student gains additional benefits without having to pay for them through higher tuition).

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

1. A detailed study of student, faculty, and staff needs and desires will be performed to establish if any opportunities exist to satisfy these issues through the use of licensed vendors.
   a. If any such needs are discovered, a competitive bidding process will be initiated.
   b. A multi-constituency task force will be used to evaluate the various proposals.
2. A current administrator will be given the responsibility of marketing Roosevelt assets, such as roof space, for possible additional licensing opportunities. If needed this individual will be provided with the training to identify and market such opportunities.

3. A contract should be developed with the Chicago Architecture Foundation for the Roosevelt University Auditorium and Wabash buildings to be included in their repertoire of walking tours.

4. The current Barnes and Noble contract should be revised to sell made-to-order/just-in-time inventory online (shirts, tote bags, scarves, notecards, and the like) using the Roosevelt brands and distinctive Adler and Sullivan architectural images.

5. Final products of superior-quality student academic works produced at Roosevelt would get placed into a permanent electronic vault. These items, such as written, audio, and video materials, would then be available for a fee in a searchable format to outside parties. There could also be the possibility of outside sponsors.

6. The project would require its own servers, back-end databases, and web-user interfaces.

7. Submission and retrieval policies and procedures would need to be developed.

8. Speed up the development of the LakersOne cash card, which may be used for most purchases on campus (copiers, GreenPrint, café, vending).

E. POTENTIAL MODELS

Carleton College Library Digital Archive • apps.carleton.edu/campus/library/help/help/digital.comps

Haverford College Library "Senior Thesis Archive" • averford.edu/library/thesis_archieve/index.php

Illinois Wesleyan University Library "IWU Repository" • iwu.edu/library/resources/digital_commons.shtml

Chicago Architecture Foundation Online Shop • archtecture.or/page.aspx?pid=618

Institutional Strategic Plan—Goal 5:

Improve institutional effectiveness.

Institutional Strategic Plan—Goal 5:
Improve institutional effectiveness.

DESIRED OUTCOMES

	By Fall 2018:	Current	Desired	Difference
1.	100% of the strategic plan is implemented by 2018.	0%	100%	100%
2.	100% of academic programs are annually using enrollment, retention, demographic, student learning, and student satisfaction assessment data to improve programs and inform the wider community about their outcomes and continuous improvement plans.	TBD	—	—
3.	100% of student and academic support services are annually using student satisfaction and other assessment data to improve performance and inform the wider community about their outcomes and continuous improvement plans.	Benchmark data needed	—	—
4.	Analyses of existing operational systems (staffing and technological) have been completed, with specific recommendations for improvement identified, and steady progress has been made toward implementing the recommendations.	Benchmark data needed	—	—

STRATEGIES

1. Create an Office of Change Management (OCM) that reports to the President.
   a. Coordinate priorities, implementation, monitoring, and evaluation of the strategic plan.
   b. Serve as a neutral consultative function within the University, charged with managing and facilitating major strategic initiatives across the University.
2. Create a coherent, reliable, and well-communicated system for ongoing assessment that fosters a culture of continuous improvement.
   a. Refine and enhance the existing Student Learning and Assessment Committee.
   b. Create a parallel committee focused on the evaluation of University services.
3. Create a consistent, effective, and efficient institutional service delivery process (e.g., C.A.R.E. initiative).

STRATEGY 1: **Create an Office of Change Management (OCM) that reports to the President.**

Led by: President

A. INTRODUCTION AND BACKGROUND

"Good ideas with no ideas on how to implement them are wasted ideas." Michael Fullan

Change management is a structured approach to shifting/transitioning individuals, teams, and organizations from a current state to a desired future state.* A powerful combination of change forces has been bearing down on higher education in recent years:

- A rapid increase in competition
- A significant decrease in funding from government sources, coupled with greater government scrutiny
- A growing consumer rights' movement—value proposition
- The rapid spread of communications and information technology into every aspect of our lives, including education and training.

In combination, these change forces have brought many colleges and universities to a watershed. Some argue that if they don't respond appropriately and make meaningful change, their very existence, at least in their present form, is threatened**

In June 2013, the Roosevelt University Board of Trustees is slated to formally approve a new Institutional Strategic Plan (ISP), to replace the one that was adopted in 2003, and to set the course for future successes of the University. The new plan will address, in the context of the University's mission, vision and core values statements, the challenges listed above, which the University will encounter in the next three to five years.

Throughout the strategic planning process, the task force for Goal 5, *Improve Institutional Effectiveness*, has identified as its key strategic priority the establishment of an Office of Change Management (OCM), a coherent, reliable, and well-communicated system for prioritizing, implementing, monitoring, and evaluating the strategic objectives of the ISP. This office would also serve as a neutral consultative function within the University, charged with managing and facilitating any and all major strategic initiatives across the University—working in collaboration with the five strategic planning task forces, academic and administrative leaders, and faculty to identify and recommend strategic objectives to achieve institutional effectiveness and then develop, enhance, and implement those objectives across all administrative and student support units.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Analyses of existing operational systems have been completed and steady progress has been made toward implementing the recommendations.
- 100 percent of academic programs are annually using assessment data to improve programs and inform the wider community about their outcomes and continuous improvement plans.
- 100 percent of student and academic support services are annually using student satisfaction and other assessment data to improve performance and inform the wider community about their outcomes and continuous improvement plans.

* msstech.com/perspectives/ocm-complexity.html

** educause.edu/ero/article/effective-change-management-higher-education

C. CONTRIBUTION TO OTHER GOALS

Because this strategy will oversee and coordinate the successful implementation of the strategic plan, it will contribute to the completion of all five goals.

D. BRIEF DESCRIPTION: ACTIONS AND ELEMENTS

The OCM will be led by a newly created FTE position in the Office of the President. Under the direction of the President, the OCM will:

1. Facilitate collaboration with all constituencies within the University—including the faculty, administration, staff, students, alumni, and friends—in implementing the University's strategic priorities and overseeing the execution of those objectives, making sure there is coordination of the University's departments and programs to the ISP.

2. Provide the research and analyses to support the development, implementation, and execution of future strategic planning objectives, policy-making, and other special initiatives.

3. Develop a mechanism by which the ISP's performance indicators and metrics would be clearly articulated, demonstrating that the University is successfully implementing the strategies developed within the ISP and is achieving its strategic objectives—and recommend enhancements as needed in reaching those objectives.

4. Work closely with the Roosevelt University Board of Trustees to ensure that its meeting agendas are aligned with the University's strategic objectives, and provide relevant updates on performance indicators and metrics at the regularly scheduled quarterly meetings.

5. Provide relevant updates at the monthly University Senate meetings, the biweekly President's Executive Council meetings, regular communications with the deans, and other appropriate venues when the opportunity arises.

In addition to managing and facilitating the successful implementation and execution of the new ISP, including setting the prioritization of the strategies and objectives, the office will also:

1. Evaluate and report the performance outcomes with respect to academic programs and University services to all levels of leadership in the University.

2. Incorporate the strategies and objectives of the ISP into the University's planning and budget development process.

3. Ensure that the University has the positions, technologies, and human resources necessary to support and/or evaluate the development of annual program improvement plans.

4. Ensure that all institutional decision-making processes and policies are defined in writing and followed (e.g., planning and budget, hiring, assessment of student learning, etc.).

5. Establish a consistent location for the publication of all policies, processes, and information related to institutional effectiveness.

6. Develop an employee manual, parallel to the faculty manual, to define key University support processes, policies, and procedures.

E. POTENTIAL MODELS

Northwestern University • northwestern.edu/changemanagement/

msstech.com/perspectives/ocm-complexity.html

educause.edu/ero/article/effective-change-management-higher-education

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| STRATEGY 2: | Create a coherent, reliable, and well-communicated system for ongoing assessment that fosters a culture of continuous improvement. |

Led by: Chief Financial Officer and Executive Vice President/Provost

A. INTRODUCTION AND BACKGROUND

A stronger system for ongoing assessment was a need consistently articulated in campus assemblies and focus groups associated with the development of the new Institutional Strategic Plan (ISP). This feedback dovetails with Criterion 5d of the HLC accreditation standards, which states: "The institution works systematically to improve its performance by 1) developing and documenting evidence of performance in its operations, and 2) learning from its operational experiences and applying that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts."

The goal of this strategy is the creation of a culture of continuous improvement with respect to student learning and University support services. The creation of a more effective and better-communicated system is extremely important to Roosevelt University, not only to meet HLC accreditation standards, but, more important, to ensure that academic programs and University support services meet and exceed the expectations of students, and thereby contribute to the overall reputation and appeal of the University.

B. CONTRIBUTION TO DESIRED OUTCOMES

- 100 percent of academic programs are annually using enrollment, retention, demographic, and student learning assessment data to improve programs and inform the wider community about their outcomes and continuous improvement plans.
- 100 percent of student and academic support services are using student satisfaction and other assessment data to improve performance and inform the wider community about their outcomes and continuous improvement plans.
- 100 percent of the strategies endorsed by the ISP have been implemented and are being evaluated annually for effectiveness.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1***: Bring Greater Clarity to the Role and Mission of Roosevelt University.*
- **GOAL 2***: Enhance the Total Student Experience.*
- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.*

D. BRIEF DESCRIPTION - ACTIONS AND ELEMENTS

1. Refine and enhance the existing Student Learning and Assessment Committee.
   a. Reorganize the existing committee by May 15, 2013, to ensure that an assessment coordinator from within the leadership team (dean level) of each college is on the committee; clarify the goals of the committee; ensure appropriate representation from University services that impact student learning.
   b. By August 15, 2013, report to the University community the existing program assessment data and outcomes, as well as the plans for continuous improvement. Develop a website or another consistent communication tool for this reporting.
   c. By May 15, 2013, clarify the timeline and structure for the communication of program learning outcomes, assessment data, and program improvement plans from programs and colleges in 2013–2014 and beyond.
2. Create a parallel committee focused on the evaluation of University services.
   a. By May 15, 2013, the provost, in consultation with the Executive Council, will establish an organizational structure for this committee.
   b. This committee is focused on accountability and the evaluation of performance outcomes that

impact institutional effectiveness. Therefore, by August 15, 2013, create a committee consisting of a knowledgeable decision-maker from each division (see "a," above) responsible for providing and evaluating services and support to students.

c. By October 15, 2013, the committee will use information derived from the new strategic plan to identify strategies the University has planned or is undertaking to enhance student and academic support services.

d. By December 15, 2013, establish a timeline and structure for the annual reporting of evaluation tools and outcomes related to enhancing institutional effectiveness to the University community and external constituencies.

e. The first comprehensive annual report of outcomes across the University, which will include recommendations for new strategies or the improvement of existing tools, will be completed by August 15, 2014.

E. POTENTIAL MODELS

Rice University • oie.rice.edu

Lewis University • lewisu.edu/welcome/offices/assessment/contactus.htm

Dominican University • domin.dom.edu/depts/oira/Assessment/index.htm

Central Piedmont Community College • cpcc.edu/iehttp://domin.dom.edu/depts/oira/Assessment/index.htm

STRATEGY 3: **Create a consistent, effective, and efficient institutional service delivery process, i.e. C.A.R.E.**

Led by: President, Executive Vice President/Provost, Chief Financial Officer, and Chief Information Officer

A. INTRODUCTION AND BACKGROUND

The need for consistency and efficiency in responding to issues presented by students, faculty, and staff across the University has been well articulated through student surveys, campus strategic planning assemblies, University Senate discussions, and daily student interactions. Unfortunately, collaboration among departments is sometimes ineffective and can result in students feeling they get "the runaround." This lack of consistency and efficiency has had a negative impact on some students by lowering their perception of and experiences at Roosevelt University.

Students place a high value on interactions that occur outside of the classroom. These experiences can impact their educational success, maybe even impact their decision to continue at the school. While the classroom experience may be good, students who encounter a "runaround" by the University may feel devalued, and may consider alternatives.

Roosevelt students expect, and should receive, excellence in and out of the classroom. To achieve excellence in student service at Roosevelt first requires identifying the primary recipients or beneficiaries of the service and then evaluating the effectiveness and efficiency of the service they receive. Selected processes across many offices and departments at Roosevelt need to be reviewed and improved with student service in mind. Dysfunctional business processes, or steps in a process that are bottlenecks or are not adding any value to the beneficiary, must be changed or removed. This strategy, while it applies naturally to all student-facing departments, is also applicable to those departments that have an indirect impact on students' educational success.

B. CONTRIBUTION TO DESIRED OUTCOMES

- Analyses of existing operational systems (staffing and technology) have been completed, with specific recommendations for improvement identified, and steady progress has been made toward implementing the recommendations.

C. CONTRIBUTION TO OTHER GOALS

- **GOAL 1***: Bring Greater Clarity to the Role and Mission of Roosevelt University.*
- **GOAL 2***: Enhance the Total Student Experience.*
- **GOAL 3***: Enhance the Quality of Life for Faculty and Staff.*

D. BRIEF DESCRIPTION - ACTIONS AND ELEMENTS

1. Educate the community on how process-related improvements in service to students can enhance students' experiences and outcomes.

2. Train the community on establishing a continuous service improvement program to create and maintain service excellence. In order to accomplish this we must:

   a. Conduct process analysis and redesign workshops so there is a common understanding across the institution.

   b. Train business analysts, technology applications team, and at least one person per college and department on process mapping, analysis, and redesign.

   c. Develop an annual training and accountability plan.

3. Prior to implementing any new systems or processes, map the student experience to ensure new systems/processes are student centered. Each process should take a horizontal view of effectiveness rather than the functional/vertical one displayed in the organization charts.

4. Prioritize business processes to be analyzed and redesigned.

   a. Initially focus on the top 2 to 3 service issues identified in the Student Satisfaction Inventory (SSI) where there is the largest performance gap.

   b. For each broad process, determine all affected departments.

   c. Determine an administrator who is the "process owner" for each issue.

   d. Hire a consulting firm to assist with process analysis and redesign.

5. Hire a consulting firm to conduct operational analysis from a staffing, process, and technology perspective to proactively identify and address other known/potential service gaps.

   a. Staffing requirements—Help right-size staff across the University, and assist with skills/competency assessment to guide staff into roles that are a good fit for them and for the University.

   b. Help establish a cross-functional continuous service improvement methodology for service excellence.

   c. Identify and assist in areas where technology is not optimally leveraged.

E. POTENTIAL MODELS

Miami University, Ohio • muohio.edu/humanresources/lean/leanFAQ.php

Penn State University • psu.edu/president/pia/innovation/insights005.pdf