

Criterion Four

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Roosevelt Demonstrates Commitment to a Life of Learning (core component 4a)

Freedom of inquiry: Historically, the faculty came first at Roosevelt, and the Board of Trustees was a secondary development. The original faculty established a Board to oversee the functioning of the newly created school. From the beginning, the Board has always included members of faculty and student body. Founded by academics, the importance of academic freedom has always been paramount and closely guarded at Roosevelt.

UNIVERSITY BY-LAWS

Article I of Roosevelt's By-Laws establishes that the purposes of the University are to "provide for the instruction of students in the liberal arts and in scientific, technical and vocational subjects" through a "teaching faculty which shall be both free and responsible in the discovery and dissemination of truth."

<http://intranet.roosevelt.edu/facultymanual/2005/sectionB2005.pdf>

FACULTY CONSTITUTION

Roosevelt's Faculty Constitution defines academic freedom as follows: "full freedom in research and in the publication of results. . .the right to discuss the member's subject in the classroom with full freedom. . .Faculty members speaking or writing as citizens should be free from institutional censorship or discipline." These fundamental principles are an important part of the heritage and the continuing culture of Roosevelt University.

<http://intranet.roosevelt.edu/facultymanual/2005/sectionA2005.pdf>

LIBRARY'S POLICY ON INTELLECTUAL FREEDOM

The Roosevelt University Library has endorsed the position of the American Library Association (ALA) on intellectual freedom as stated in the Library Bill of Rights. This statement says that "Intellectual freedom is the right of every individual both to seek and receive information from all points of view without restriction. It provides for access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas." The Library further supports the Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights as set out by the Association of College and Research Libraries (ACRL), which states "A strong intellectual freedom

perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community.” The complete text of the ALA and ACRL statements may be found on the Library’s website.

http://www2.Roosevelt.edu/library/coll_develop/intellect_freedom.htm

To implement these principles of intellectual freedom, Roosevelt University librarians, in conjunction with the faculty, develop the Library collection based on the instruction and research programs of the University. Materials that represent a variety of perspectives, both current and historical, are selected for all subjects, including those that may be considered controversial.

PERCEPTIONS OF STUDENTS

According to the Student Satisfaction Questionnaires of 2002 and 2004, students at Roosevelt felt that their freedom of expression was protected on campus to the same extent as students at other institutions in the University’s peer group. The results of the 2001 Alumni Survey rated Roosevelt highly in terms of encouraging critical thinking.

Lifelong learning: Historically, Roosevelt supported developmental opportunities for faculty and staff. The proposed budget for the 1947-1948 school year allocated \$8,000 for “institutes and conferences.” The first annual research leave was awarded to Professor D. Crane Taylor of the English Department on May 27, 1948. Today, the 2003 Strategic Plan emphasizes the importance of continuing intellectual and creative growth for the faculty as well as the University’s obligation to support this growth through the allocation of institutional resources.

The 2003 Strategic Plan specifies that the University will seek to “recruit and retain innovative, dedicated, and talented teachers, scholars, artists and other professionals from diverse backgrounds whose work gives them visibility beyond the classroom” (objective 2.1); “support faculty professional development in teaching, scholarship and creative work” (objective 2.2); “[increase] visibility in the academic, artistic, and professional communities by supporting the publications, presentations, and professional service of faculty, staff and students.” (objective 6.10); and “strengthen the capability to compete for and execute sponsored research activities” (objective 5.4).

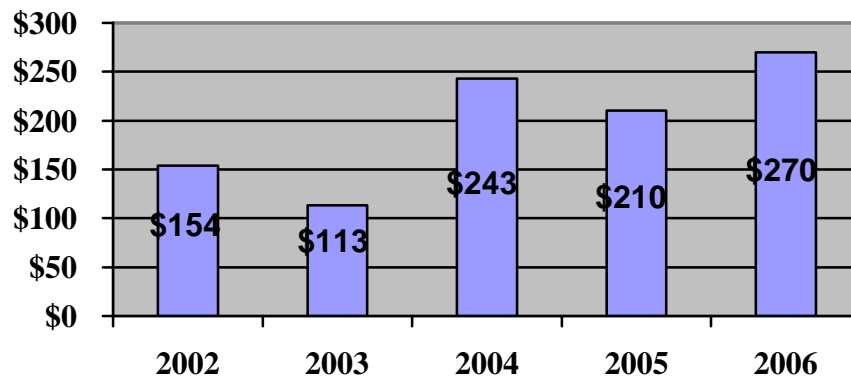
SUPPORT FOR FACULTY DEVELOPMENT

Roosevelt encourages faculty involvement and participation in conferences sponsored by learned and professional organizations (see core component 3b). For the academic year 2004-05, faculty at Roosevelt, representing all colleges, reported 458 instances of participation in conferences. Conference participation includes presentation of a paper (44%), conference attendance (28%), service on a scholarly panel (14%), delivery of an invited address (11%), and presentation of an exhibit (3%).

The University makes funds available annually to support faculty attendance and participation in conferences. These funds are provided to cover costs associated with conference registration fees and associated travel expenses for both professional conferences and conference-related research activities. Graph 1 shows that from fiscal year 2002 through fiscal year 2006 (projected) this budget has increased 75%. This increased level of funding reflects increased activity on the part of a lively and growing faculty as well as the University's determination to support this activity.

Graph 1

**Funding for Faculty Conference Participation
(\$000) FY02 - FY06**



Faculty involvement in professional activities can be funded at any of three levels: the department level, the college dean's office, or the provost's office. Through one or a combination of these sources, funding is typically available for any faculty member who is presenting a paper at a conference. Students who take part in such presentations are also encouraged and helped with their expenses. In 2004-2005 for instance, the School of Psychology granted \$400 each to four students to support their attendance at a professional conference. Faculty participation in conferences is detailed below under "scholarly productivity."

The University provides faculty with research leaves of one fully-paid semester or half-salary for two semesters on a competitive basis. The University's allocated budget for research support has increased annually by an average of 9.5% each year over the last five years (2002 through 2006). The University awarded nine research leaves for the academic year 2004-2005 and approved another eleven leaves for the 2005-2006 academic year. Research leaves are awarded through peer review. The review process examines the quality of research being proposed and additionally strives to represent the diverse research interests of the faculty. Full-time faculty members may also apply for a reduction in their teaching load for projects such as research and teaching improvements.

Six years ago the University started offering Summer Grants to assist faculty in the initiation or completion of research projects. In awarding these grants, the University considers the diverse research interests that are represented in the five colleges. There were 22 grants awarded for Summer 2005, totaling \$27,776. Funding for summer leaves is included in the total research funding indicated earlier.

Faculty members, especially those benefiting from leave or grant awards, are expected to share their research and/or findings in a public forum in the following academic year. The Office of the Provost schedules an average of six Faculty Research Forums each year divided equally between the two campuses. Generally, two faculty research projects are presented at each forum. These events are well-publicized and generally well-attended. They have great value in letting the faculty know the research interests of their colleagues—especially those in colleges other than their own.

Another aspect of professional growth is membership in associations and access to scholarly and professional publications. Faculty members are entitled to \$185 per year for professional dues and subscriptions, and \$60 for costs associated with professional presentations or publications.

Roosevelt has also funded additional expenditures for specific needs or academic disciplines. For example, the University pays the membership fee for the National Council of Schools of Professional Psychology as an aid in the management of the doctoral program in clinical psychology. Each year at least one member of the psychology faculty is funded to attend the winter and summer meetings of this organization.

Beginning with the 2004-2005 academic year, the University reduced the teaching load for full-time, tenure-track faculty from seven, three-credit hour courses to six. Additionally, for newly hired full-time, tenure-track faculty in their first year of service, the normal teaching load is reduced further to five three-credit hour courses. This reduction in teaching load represents a significant move forward by the University for the benefit of faculty and students. With this reduced teaching load, the University hopes to stimulate increased scholarly productivity and attract highly productive new teacher/scholars to the University (see core components 1a and 5c).

Chapter 2 details the University's initiatives in supporting the faculty's quest for external research funds. A new vice provost for research came to Roosevelt in July 2005 with a mandate to increase external funds awarded for research, scholarship, and creative activities of the faculty with an emphasis on community service (see core component 2b). To these ends, the vice provost for research initiated a series in Fall 2005 entitled Research Fridays. These sessions provide information and encouragement to faculty who wish to pursue outside funds. To increase faculty awareness of grant opportunities, the vice provost has also sup-

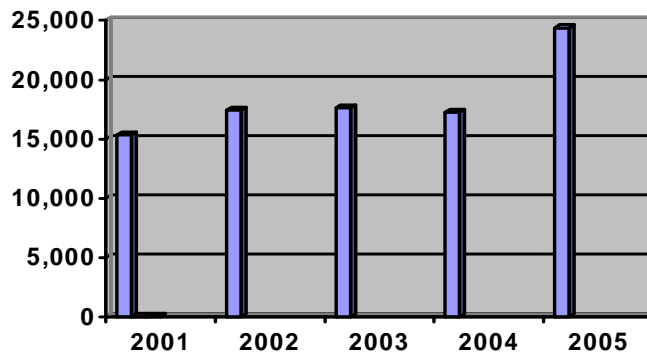
ported faculty participation in special workshops, such as the National Science Foundation Workshop in October 2005.

DEVELOPMENT SUPPORT FOR STAFF AND ADMINISTRATORS

Roosevelt University maintains an annual budget specifically for the purpose of staff and administrator training and development. From 2001 to 2005, this expenditures grew by more than 58.9% overall, (see Graph 2). Specific training programs are offered in the following areas: orientations for non-faculty staff, supervisor training, quality service training, sexual harassment awareness training, professional development, personal development, and safety and security training.

Graph 2

Annual Training and Development Expenditures



The University conducts a two-part orientation for new staff quarterly throughout the year. Participants learn about the history and mission of Roosevelt University, student demographics, service in an academic setting, and an overview of employee benefits. Approximately 75% of all administrative and clerical staff attend these orientations.

The Human Resources Department offers a core set of classes for supervisors at each campus. The Administrative Orientation class is a practical course teaching new administrators the basics including hiring and payroll, budget and accounting practices, and provisions of the clerical union contract. Approximately 30 supervisors have attended this class. This department also offers courses on Supervising within Clerical Union Guidelines and Coaching for Improved Performance as well as supervisor training such as the Roosevelt University Leadership Experience, interviewing skills, and performance appraisals

Because the University maintains a strong commitment to quality service, the training department has emphasized its importance. For the year 2004-2005, quality-service training focused on communication and personal leadership. Currently the department is training supervisors to set standard expectations for performance and coach employees to meet those standards.

Sexual harassment training is mandatory for all full- and part-time administrative and clerical union staff and all full-time faculty. Since 2000, this training has been conducted via an online tutorial followed by a graded exam. Participants must pass the exam with a minimum score of 80%. In addition, all student workers in residence life and student activities must complete the online tutorial.

The University offers all staff and administrators the opportunity to participate in professional development courses including diversity training, legal issues, proofreading, and editing. Roosevelt also offers personal development courses, such as stress management and managing change. In keeping with its commitment to lifelong learning, the University offers courses on important personal matters such as wills and estate planning, eldercare and retirement.

For the 2005-2006 academic year, courses in safety and security training, planned in cooperation with the assistant vice president for campus security and transportation, focused on such important issues as building evacuation and conflict resolution.

SUPPORT FOR MID-LEVEL ADMINISTRATORS

To identify, retain, and develop mid-level administrative leaders, Roosevelt's Office of Staff Training and Development oversees a program entitled RU Perspective. This course, created through the Office of the President, is currently in its second year. The course gives participants the opportunity to learn through organized visits to committees outside their customary areas and to converse with executive administrators and Board members. This exposure increases the administrators' awareness of University functions and provides an opportunity to interact and engage in discussions with the University's top officials.

The University has also supported two year-long ACE fellowships for two vice presidents in 2003-2004 and 2004-2005. Upon their return, these vice presidents have taken on new positions that demand high levels of leadership (see core component 2b). In addition to the ACE fellowships, the University has in recent years supported several deans and other administrators for participation in two-week summer leadership institutes at Harvard University.

TUITION REMISSION BENEFITS

Roosevelt's commitment to lifelong learning is evidenced in its generous tuition benefits, offered to all employees who wish to enroll in courses at the University. Full-time and part-time administrative and clerical employees and full-time faculty enjoy tuition remission benefits. Full-time faculty and staff also have tuition remission benefits for their spouses, partners, and dependent children up to the age of 26. Adjunct faculty members also have partial tuition remission benefits. The University also participates in the national Tuition Exchange Program through which a limited number of Roosevelt employees may apply for tuition grants for their dependents at any of almost 600 other participating institutions.

PROFESSIONAL LEAVES

The president may grant full-time faculty members or administrative staff members a one-year unpaid professional leave if the applicant has been awarded a professional grant, award, or fellowship from a nationally recognized foundation or government agency, or for other demonstrated professional purposes. These leaves provide full fringe benefits to the recipients.

INSTITUTE FOR CONTINUED LEARNING

Since 1998, Roosevelt has provided lifelong learning opportunities for men and women 50 years of age and older on the Schaumburg campus through the Institute for Continued Learning (ICL). Now over 300 members strong, the ICL offers peer-led study groups, lecture series, cultural outings, and lunchtime discussion groups throughout the year. A sampling of peer-led study groups for the Fall 2005 term are Empires and Dynasties, Science in the News, Inventors Who Changed the World, Altered States of Consciousness, Villains: the Dark Side of History, Current Legal Issues, and The Second American Revolution: 1783-1803. Participatory groups include Suiboku Painting, Tai Chi, and Writing Family Stories. ICL members also have access to the Schaumburg campus library, the bookstore, fitness center, and computer labs (see core component 3c). ICL members may also audit Roosevelt courses free of charge. Detailed information on the ICL may be found on their website. www.roosevelt.edu/icl/default.htm

Acknowledgement of achievements: Recognition and acknowledgement of achievement is an important part of Roosevelt's culture of support for continued learning, including recognition of faculty research activities, recognition and acknowledgement of faculty accomplishments in teaching, recognition and celebration of student accomplishments, and recognition of employee contributions to the University.

RECOGNITION OF FACULTY RESEARCH AND PUBLICATION

As mentioned earlier, the provost's office conducts forums for faculty research presentations, both for the edification of the professional community and to provide faculty with a collegial venue for the exchange of ideas. The University also recognizes faculty research in a variety of other ways. For example, the University Library maintains a collection of books authored by Roosevelt faculty, and the University bookstore displays recent faculty books using its street-level storefront windows at the University's downtown campus location.

Another example may be found on the University website where individual colleges feature special pages touting the scholarly accomplishments of the faculty. For example, the College of Arts and Sciences features a page highlighting the books authored by its faculty and the Evelyn T. Stone University College records faculty accomplishments on its website. www.roosevelt.edu/academics/cas
www.roosevelt.edu/etsuc/news.htm

RECOGNITION OF STUDENT ACCOMPLISHMENTS

At an Academic Honors Ceremony in Spring 2005, two students were given awards for their outstanding accomplishments. Lynette Stokes, a student who earned her master's and doctoral degrees at Roosevelt, received an Outstanding Dissertation Award for her work profiling the lives of adults who grew up in the region's child welfare system. Her achievement is all the more remarkable because Stokes herself was a foster child who spent her youth in Chicago moving from one temporary home to another. Anthony Wilmot, a graduate accounting student in the Walter E. Heller College of Business Administration, received the Arthur Crandall Award for his innovation, creativity, and excellence in his approach to problem solving.

The Evelyn T. Stone University College hosts an annual Student Award Ceremony to recognize the academic achievements of outstanding students and provide all students with an incentive to excel. For the academic year 2004-2005, senior Katherine Dawson received the University College award for Outstanding BGS Senior Thesis for her work entitled "Social Security: Time for Privatization." Students from the hospitality and tourism management, paralegal studies, and the graduate program in training and development also received awards.

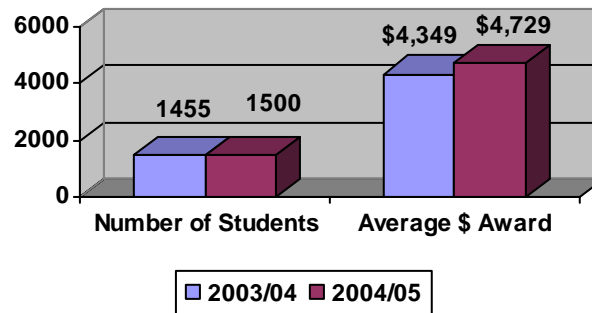
Roosevelt is home to chapters of various academic honor societies, including Delta Mu Delta in business, Alpha Sigma Lambda for adult students, Psi Chi in psychology, Lambda Pi Eta in communications, and Phi Alpha Theta in history. These honor societies induct only the best students in ceremonies that acknowledge their interest, enthusiasm, academic achievements, and professional involvement.

MERIT SCHOLARSHIPS

Another form of recognition is direct support for students with high levels of achievement. Over the past two fiscal years--2004 and 2005--the University awarded a total of almost 3,000 merit scholarships in amounts averaging \$4,349 in FY04 and \$4,729 in FY05. The total of merit scholarship dollars awarded in the past two years was more than \$13 million. Graph 3 below shows the breakdown between the two years indicating an increasing number of students and an increasing average amount of the awards.

Graph 3

Merit Scholarships Awarded by Year



ALUMNI AWARDS

Many of Roosevelt’s outstanding alumni have been recognized for their professional, intellectual, artistic, and humanitarian achievements. In 2004-2005, the Edward J. Sparling Alumni Award was presented to Betty Jane Lazo for her intellectual and humanitarian achievements; the Harold Washington Professional Achievement Award was presented to Aaron Horne for his scholarly and artistic achievements; and the St. Clair Drake Award for Outstanding Scholarship to Lester Telser for his work in economic applications of game theory and macro-economics. A complete list of alumni awards, dating back to the 1960s may be found at on the University’s website. www.roosevelt.edu/alumni/awards.htm

PUBLICATIONS AND PUBLICITY

Roosevelt continuously looks for opportunities to publicize the many accomplishments of its staff, faculty, students, and alumni. In addition to the many practices and honors cited above, this is achieved through media relations, internal communications, alumni publications, and electronic communications.

The Office of Public Relations sends press releases to print and broadcast media locally, regionally, and sometimes nationally on an as-needed basis. Public Relations also contacts the news media with the names of Roosevelt faculty members who are experts on newsworthy topics. A chronological listing of these releases may be found on the University’s website. <http://www2.roosevelt.edu/pr/default.asp>

The University routinely publishes *Roosevelt People* with information about lectures, presentations, and publications by Roosevelt faculty and staff as well as honors and awards they have received. Originally, the University printed *Roosevelt People* three times a year and distributed it throughout the University and to trustees and community leaders. It is now published online. www.roosevelt.edu/rupeople/default.htm

Student success stories are published on the Roosevelt website and printed in the alumni magazine. The Roosevelt Scholars Program features a “scholar of the month” on its website during the academic year. A daily news bulletin, RU News,

is sent to all employees via Roosevelt's internal e-mail system. This broadcast news digest often contains information about the accomplishments of students, faculty, and staff as well as featured events such as faculty research presentations. Roosevelt's alumni magazine, *Roosevelt Review*, published three times a year, contains feature articles about outstanding alumni, faculty, staff, and students. Beginning Fall 2005, this publication will also include scholarly articles by faculty.

Many of Roosevelt's programs have their own web pages and newsletters. A few examples are *The Pineapple*, published by the Mansfield School of Hospitality and Tourism Management (the pineapple is the international symbol of hospitality); the IMA Quarterly published by the Institute for Metropolitan Affairs; *In Focus*, the newsletter published each semester by the students of the Roosevelt Scholars Program; and *ELPInfo* published by the English Language Program.

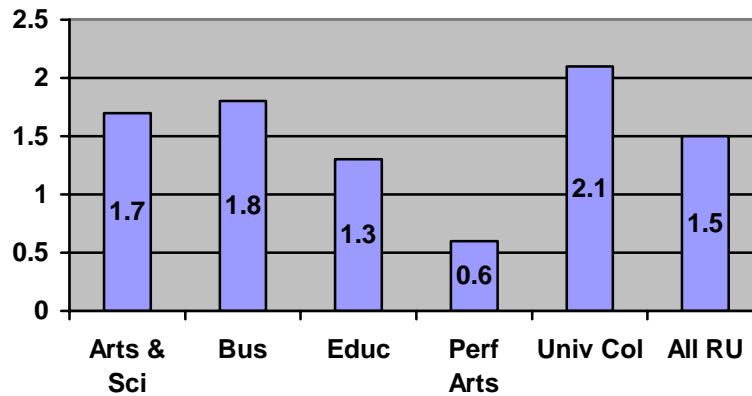
Scholarly productivity: Historically Roosevelt University has been a "teaching oriented" institution, and the 2003 Strategic Plan endorses that emphasis. However, Roosevelt recognizes the essential relationship between teaching and faculty scholarship. The *Faculty Manual* states, "scholarly, professional and creative activities are crucial components in the criteria for reappointment, tenure, and promotion" (see *Faculty Manual*, Section H). The University's financial support for faculty productivity is detailed above under "support for faculty development." It is understood that faculty research and related creative activities enhance the knowledge base and professional reputation of Roosevelt's faculty and, ultimately, its students (see core component 3b).

PUBLICATIONS, PERFORMANCES, AND PRESENTATIONS

In 2004-2005, for the first time, the full-time faculty of Roosevelt posted their annual report of activities and accomplishments into an electronic database. An analysis of this data demonstrates the quantity and breadth of faculty scholarly activities, summarized in the charts below.

Graph 4

**Average Publications per Full-Time Faculty
2004-2005**



In this single year, University faculty posted significant publication activity at an average of 1.5 publications per faculty member, an accomplishment noteworthy for a teaching-based institution. As can be seen in Graph 4, publication activity is reported across all colleges of Roosevelt University. Leading the way in publication productivity is the faculty of the Evelyn T. Stone University College with an average rate of 2.1 publications per faculty member. However, publications are only one part of the scholarly picture at Roosevelt University.

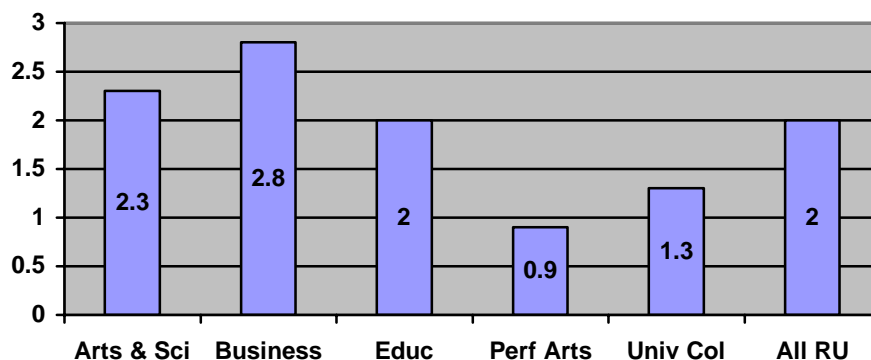
Artistic performances and exhibitions are another major part of the professional accomplishments of Roosevelt faculty. Creative productivity is essential in the Chicago College of Performing Arts, but it is also important for certain faculty in other colleges of Roosevelt University. The Faculty Activity Reports indicate that each college of the University reports some level of performance or exhibition activity. As expected, the Chicago College of Performing Arts leads the way in performance productivity with an average rate of 1.0 major performance per faculty member in 2004-2005.

Conference participation is another important component of scholarly productivity at Roosevelt, particularly among some of the junior, untenured faculty. Conference participation represents an opportunity for all faculty to produce and present their work and gain valuable peer feedback in developing even more advanced scholarly works. While this is true for all faculty, it is particularly true for junior, untenured faculty. These faculty, who comprise approximately one-third of the total full-time faculty, participated in conferences at an average rate of 2.0 for academic year 2004-2005.

Graph 5 shows conference participation for all full-time faculty. The Walter E. Heller College of Business Administration led with conference participation at the rate of 2.8 per faculty member.

Graph 5

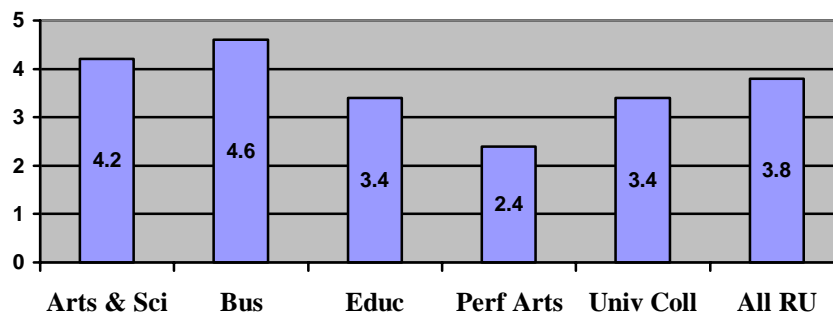
**Conference Participation per Full-Time Faculty
2004-2005**



Taken together, a complete picture emerges of a productive community of faculty scholars. For all three categories combined, the faculty of Roosevelt University publish/perform/participate at an average rate of 3.8 activities per year, per member of the faculty. As a teaching-oriented institution, Roosevelt is proud of this level of scholarly activity among its faculty. Further, across all colleges of Roosevelt University we see a fairly equitable distribution of activities as shown in Graph 6.

Graph 6

**Scholarly Production per Full-Time Faculty
2004-2005**



Student research: At Roosevelt University, the faculty actively works to involve and support students in scholarly activities. Results of an informal survey suggest that as many as 60% of Roosevelt faculty engage students in scholarly activities. The activities reported include co-authorship of journal articles, co-authorship of conference presentations, mentoring of student presentations at conferences, and collection and analysis of data. Faculty also reported that their own scholarly

interests have affected their students' interests and influenced the development of topics for senior theses.

UNDERGRADUATE RESEARCH

Students in many programs at Roosevelt are required to complete an original thesis or project. For example, at the undergraduate level, all students seeking a Bachelor's of General Studies or Bachelor of Professional Studies degree write a senior thesis. Students seeking a Bachelor of Science in Hospitality and Tourism Management conduct independent research as part of a required course.

In Spring 2005, the University funded an Undergraduate Research Opportunity Program (UROP) offered through the Roosevelt Scholars Program. Through this program, the University supported 13 students to work with members of the Roosevelt faculty as research assistants. The Institute for Metropolitan Affairs also employed undergraduate students as research assistants. Research projects included such studies as "Assessing Environmental Arsenic Exposure from CCA-Treated Wood Products Across a Municipal Park System," "American Economic Development 1776-2004," and "Data, Rhetoric, and Fiction in the Economic Textbook."

GRADUATE RESEARCH

Departments offering a master's or a doctoral degree typically require significant original work such as a thesis, the write-up of a training experience, or an original research project. In the case of master's candidates for a degree in Integrated Marketing Communications, students create a portfolio of written works consisting of final projects from each core course requirement in the program. For each student in the program, a completed portfolio contains a selection of projects including finished marketing materials, marketing plan documents, marketing research reports, and at least one original thesis incorporating literature review on a relevant marketing topic.

Contribution of scholarship to institutional improvement: Because Roosevelt is predominantly a teaching institution, many of the faculty consider it their responsibility to find ways to share scholarly learning and accomplishments in their classrooms and among peers in the institution. This sharing of knowledge takes form in several ways including curriculum development, pedagogical innovation, and institutional improvements.

CURRICULUM DEVELOPMENT

Over the last eight years, the faculty of Roosevelt University reported significant curriculum development as a direct result of their scholarly activity. Such development activities include 124 completely new courses and 46 special topics courses. In addition to new courses, almost seven out every ten faculty members at Roosevelt (69%) reported making significant changes to improve existing courses as a result of their scholarly activities. This included such changes as adding new student activities to a course, changing the course emphasis/focus, and incorporating a new unit of study in the context of an existing course.

PEDAGOGICAL INNOVATION

A survey conducted by the Criterion Four subcommittee of the Self-Study Steering Committee showed that 67% of Roosevelt's full-time faculty report that their research activity has influenced their teaching methods in some meaningful way. Faculty reported changes such as new presentation strategies to communicate more effectively, incorporation of case methods, and requiring more student engagement in the learning process. Other faculty reported increased use of the Internet in classroom settings and general changes in student assignments as a result of their own scholarly activities.

INSTITUTIONAL IMPROVEMENT

Among the faculty responding to the survey, 45% report that they have applied the results of their scholarly activities towards the improvement of their department, their college, or the University overall. In addition to the curricular and pedagogical improvement cited earlier, other specific applications included accreditation activities (regional and professional accreditations) and University planning activities such as strategic planning, revenue development, and planning for improvements in student enrollment and retention. Another important area of application cited was improved opportunities for students, including internship and career opportunities as well as performance, presentation, and publication opportunities.

Overall, many faculty reported that their research/creative activities have directly led to institutional improvements in several other ways. For example, almost one fourth of the faculty respondents report their activities have worked to enhance the overall image of Roosevelt University among its peer institutions. Other faculty feel that their research/creative activities have made them better mentors to junior faculty. Complete results of the survey may be found in the Resources Room.

Roosevelt Fosters Breadth of Learning and the Exercise of Intellectual Inquiry (core component 4b)

General education: An important part Roosevelt's mission is to provide higher learning for students who might not otherwise have such an opportunity. Roosevelt takes seriously its responsibility to provide a well-rounded, socially aware, general education experience. Guided by the General Education Committee in the College of Arts and Sciences, the University has established requirements in every college to ensure that students develop the skills and broad knowledge base necessary for informed participation in a democratic society and for the focused study of a major and, in many cases, the advanced study of a master's, doctoral, or professional degree. Syllabi from general education courses are available in the Resources Room.

RU ASSESSMENT (RUA)

Across all colleges of the University, undergraduate students must complete a requirement in English composition--English 101 and 102 or equivalent--and achieve mathematical proficiency at the level of intermediate algebra or higher. Placement in these basic courses is determined by scores on the Roosevelt University Assessment (RUA), an online, adaptive instrument that measures students' basic skills in sentence structure, reading comprehension, arithmetic, and elementary algebra. In 2004, the University adopted Compass, an online assessment instrument developed by ACT. At the same time, the University created two assessment labs--one on each campus--dedicated to administering these tests. All admitted degree-seeking undergraduates, including transfer students, must take the RUA. Beyond this common general education standard, each college of the University requires its own unique general education requirements.

GENERAL EDUCATION IN INDIVIDUAL COLLEGES

In the College of Arts and Sciences the general education courses comprise an average 35% of any bachelor's degree program. These requirements include courses in basic English and math skills, courses in humanities, social and behavioral sciences, physical and natural sciences, and integrative courses that explore themes from the perspective of several different disciplines. In addition, at least one course from the social sciences, humanities, or the student's chosen major must focus on non-Western societies and cultures. Students who enter the College of Arts and Sciences as first-year freshmen are also required to complete a two-semester sequence in Great Ideas. All undergraduate students in Arts and Sciences, with a few exceptions, must take the Roosevelt Signature course, a 200-level offering that emphasizes metropolitanism and cultural diversity. A new requirement was introduced in Spring 2003—Writing Social Justice Across the Academy. Offered in three versions: humanities, social sciences, and natural sciences, this course emphasizes writing, critical thinking, and issues related to social justice. Students in the colleges of Arts and Sciences, Education, and Business Administration are required to take this course.

As an accredited college of the Association of Collegiate Business Schools and Programs (ACBSP), the Walter E. Heller College of Business Administration requires that each undergraduate student's program includes at least 45 semester hours of general education. Specifically, the College requires all its undergraduates to have the following courses: Introduction to Composition; Argumentation, Analysis, Research; Finite Mathematics; College Algebra; Microeconomics; Macroeconomics; Statistics; six hours of social and behavioral sciences; six hours of fine arts and humanities; Great Ideas I and II; a Roosevelt Signature Course; and at least one non-business elective, for a minimum of 48 semester credit hours.

In the College of Education, students majoring in early childhood education, elementary education, and special education are required to complete the general education degree requirements of the College of Arts and Sciences including the University Writing Requirement, Great Ideas, and liberal studies course work.

Students majoring in secondary education may choose between the general education requirements in either the College of Arts and Sciences or the Walter E. Heller College of Business Administration. In addition to these basic degree requirements, all students majoring in teacher education programs must fulfill the general education requirements for teacher certification in the State of Illinois.

Undergraduate degrees in the Chicago College of Performing Arts are offered in an intensive conservatory setting, preparing students for lives and careers in the performing arts. Many of the degrees require more than 120 semester hours of course work to complete. All degrees programs include the University writing requirement and academic (non-music or non-theater) electives. Other general education requirements vary, depending on the specific program. Mathematics is required only in the Bachelor of Music Education and Bachelor of Musical Arts degrees.

The Evelyn T. Stone University College offers bachelor's degree programs for adult students, many of whom are pursuing their college degrees after several years of work experience. For this reason, traditional general education course work is replaced with a series of general education seminars. Required seminars for students in University College include a Pro-Seminar in Critical Thinking and an interdisciplinary senior seminar in each of three areas: humanities, social sciences, and natural sciences. A new course, Technological and Quantitative Literacy, was added to the curriculum in Fall 2005.

Assessment of general education: The General Education Assessment Committee has implemented an active multi-year assessment of the components of the general education curriculum. First to be reviewed was the Senior Seminar because the faculty had doubts about its effectiveness. As a result of that assessment, the General Education Committee eliminated the Senior Seminar, and the director of composition developed a set of new courses, Writing Social Justice in the Academy, introduced in Spring 2002 to provide intensive work in composition early in students' academic careers as well as exposure to the literature of social justice.

In 2004-2005, the General Education Assessment Committee reviewed the Great Ideas courses, the Signature courses, and English 102. An electronic repository for storing and assessing student portfolios was piloted in Summer 2004 and fully implemented in 2004-2005. The assessment of English 102 included a two-hour faculty training session, a focus on inter-rater reliability, and a "debriefing session." Careful analysis of the results of this assessment effort demonstrated consistent and measurable performance improvement over the course of the semester in a two-essay versus a one-essay curriculum. The assessment also suggested the need for continued performance improvement and helped define areas for curricular emphasis.

The mathematics department has made a systematic study of students' progress in the pre-algebra and algebra classes and their ability to fulfill the general education

requirement in mathematics. These studies have pointed the way to program revision to increase student success (see assessment website for details). Similarly, the natural sciences have instituted standardized placement exams, exit exams, and other measures to assure proper placement of students (especially transfers) and to assess learning outcomes.

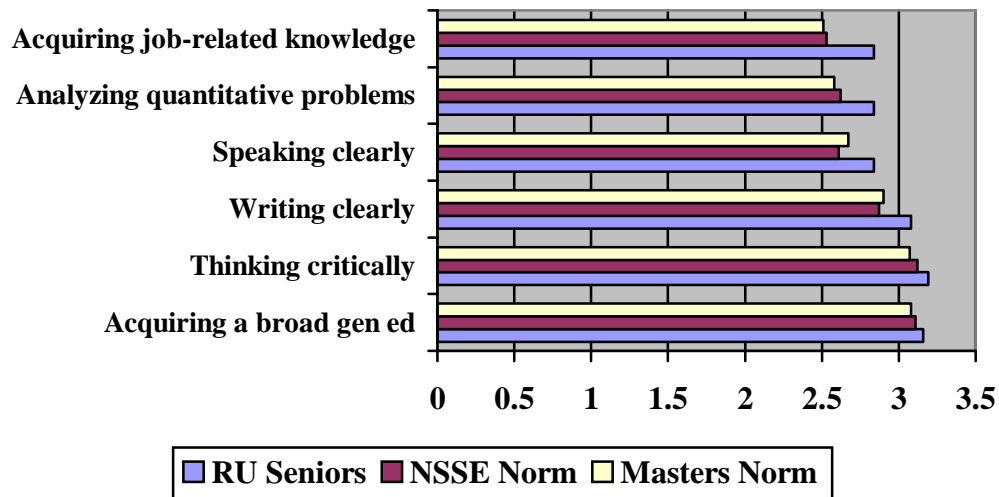
NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) 2002

Graph 7 shows some results of the 2002 survey. Of the graduating seniors who responded to this survey, almost 80% were “adult” students; 60% had transferred from another institution; and more than 60% were female. Perhaps most significantly, more than 80% reported they were “first-generation” students, meaning that neither parent had completed an undergraduate degree.

NSSE 2002 showed that graduating seniors rated their experience at Roosevelt University above that of other institutions in the area of “Educational and Personal Growth.” Graph 7 shows Roosevelt University mean scores for seniors as compared to the NSSE norm and the norm scores for other masters institutions.

Graph 7

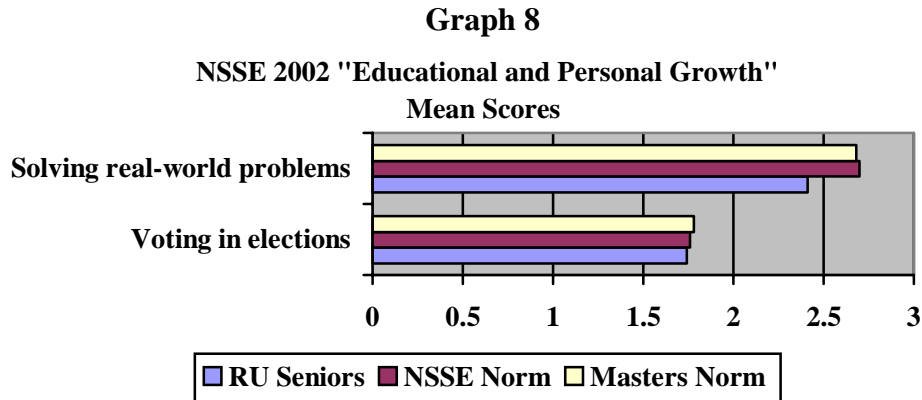
**NSSE 2002 "Educational and Personal Growth"
Mean Scores**



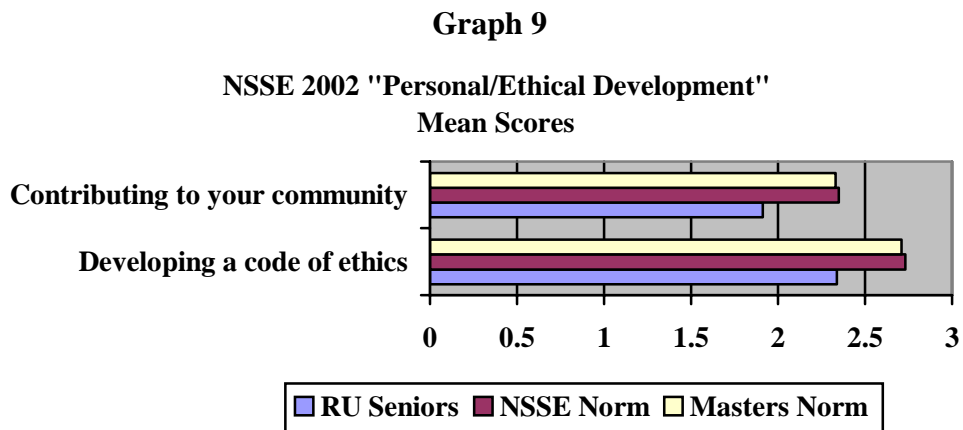
NSSE 2004

Roosevelt participated in the National Survey of Student Engagement again in 2004 in the hope of confirming the findings of 2002 and measuring change, if any, in certain critical areas. Unfortunately, the return rate of the survey was low and, therefore, may not be valid for the entire group surveyed. The results of the 2004 survey, if valid, appear to be consistent with those of 2002 with respect to the success of general education at Roosevelt. A goal for the future is to encourage a greater level of participation on this survey so that the University may be confident of the validity of the results.

Graph 8 shows the degree to which Roosevelt students felt their experiences contributed to their voting behavior and their ability to solve real-world problems. On these measures, Roosevelt students scored their experience somewhat below that of students in other institutions.



The results on Graph 9 showed that Roosevelt seniors rated their experience at Roosevelt significantly lower than other students rated their institutions with respect to concern for community and developing a personal ethic. These results were contrary to expectation and became a significant factor in developing the 2003 Strategic Plan. It became apparent that the University needed to do more to engage students with issues of social justice. In order to fulfill its historic mission, the University would have to infuse awareness of social issues and concern for the community throughout the curriculum and co-curricular activities. Chapters 1 and 5 detail many of the initiatives that have been undertaken in this spirit (see core components 1b and 5c).



Two other survey items not charted here pertained to student involvement in community service. Asked whether they had or planned to participate in community service/volunteer work before graduation, only 35% of Roosevelt seniors said yes compared to 69% at all NSSE institutions and 66% at NSSE Masters institutions. The other question referring to experiential or service-based learning,

asked how often students “participated in a community-based project as part of a regular course.” On a 4-point scale, Roosevelt seniors (1.28) scored slightly lower than all NSSE institutions (1.59) and NSSE Masters institutions (1.63). Throughout the country curricular-driven experiential learning has been shown to increase student awareness and concern for social problems as well as increase aptitudes in various fields of study. These findings reinforce Roosevelt’s determination to build service-learning and other hands-on experiences into the academic and co-curricular life of the University (see core component 1b).

Intellectual inquiry and continued learning: A measure of success for any institution of higher education is its graduates’ ability to learn independently and continuously to challenge the propositions set before them by the world outside of the University. To this end, Roosevelt aspires to equip its graduates with the intellectual and technical skills necessary to adopt a critical approach to information and opinion throughout their lives.

2001 ALUMNI SURVEY

A survey of students who graduated from Roosevelt between 1996 and 2001 included a number of questions about the extent to which their education at Roosevelt provided them with the skills to continue learning and to succeed in their intellectual and professional endeavors. Graduates rated the University highly in both of these areas. The University also received high ratings for developing critical thinking and contributing to the development of research skills. Alumni indicated strong satisfaction with their majors and affirmed that their major courses of study had been intellectually challenging. They believed that Roosevelt offered them a good balance between theory and practice (see core component 2c).

http://intranet.roosevelt.edu/ir/Alumni_Survey.htm

2004-2005 SENIOR EXIT SURVEY

The Assessment Committee working in conjunction with the Office of Institutional Research developed an online survey for graduating seniors that is now an integral part of the application to graduate (see core component 2c). Thus far, data from this survey represent only a portion of one year’s graduating seniors and yields results for only the University experience as a whole; however, as data accumulates over time, information about specific colleges and programs will become available, providing valuable perspectives on Roosevelt students’ experience when they are on the threshold of becoming alumni. Responses to questions touching on intellectual skills and lifelong learning were consistent with findings from other surveys. Table 1 shows some results from the first year’s survey.

Table 1

2004-2005 Graduating Senior Exit Survey	
Question	% responding “very much” or “quite a bit”
My RU education increased my knowledge of theories, skills, and concepts in my major	91.7
My RU education improved my ability to acquire new skills and knowledge on my own	87.4
My RU education improved my ability to continue learning throughout my life	87.4
My RU education improved my ability to communicate effectively in writing	85.9
My RU education improved my ability to analyze arguments and think critically	85.3
My RU education improved my ability to communicate effectively in speaking	80.4

LIBRARY INSTRUCTION AND ASSESSMENT

Information literacy is one of the powerful skills that college students gain as part of their higher education. In an effort to be sure that Roosevelt students are aware of the many resources available in the modern, electronic library and how they may access those resources, Roosevelt librarians offer instruction throughout the year, tailored to individual courses and disciplines. Librarians assess the effectiveness of their efforts through a variety of means and work closely with the faculty in composition to assess students’ ability to define a topic, conduct appropriate research, and express their findings in clear prose with proper citations. The assessment plan for the University Library may be found on the University’s Intranet site. <http://intranet.roosevelt.edu/assessment/03-04-reports/default.asp>

On the graduating senior exit survey, 78.8% of respondents rated “very much” or “quite a bit” for the statement, “My RU education increased my ability to critically evaluate the quality of information,” and 76.1% to the statement, “My RU education improved my ability to conduct effective library research.”

**Roosevelt Assesses the Relevance of its Programs
to the Needs of the 21st Century
(core component 4c)**

Continuing relevance of programs: Sixty years ago, Roosevelt’s founding president, James Sparling, foresaw a world in which people of all races, genders, and national origins would participate at the highest levels of professional and intellectual life. The University was founded on this forward-looking vision and has always sought to prepare academically qualified students from every sector of so-

ciety for leadership roles in government, industry, the media, education, the arts, and the sciences.

At the outset of the 21st century, the 2003 Strategic Plan reaffirmed University's role in preparing students for success in a global, diverse, and technological society. Specific objectives in the Plan are given in the box below.

Objective 1.2	Maintain a diverse study body, reflecting Roosevelt's historic commitment to highly motivated students regardless of their age, gender, sexual orientation, disability, socio-economic class, ethnicity, or cultural background.
Objective 1.6	Provide professional development opportunities for faculty and staff to utilize the heterogeneity of the student body to enhance student success.
Objective 2.4	Implement a systematic program review process that both fosters programs of distinction, rigor, and global reach, and enhances the pedagogy that contributes to successful student outcomes.
Objective 2.9	Assure the continuous use of technology to enhance learning and scholarship.
Objective 3.2	Recruit and retain a more diverse faculty, staff, and administration.
Objective 4.6	Provide faculty, staff, and students with a state-of-the-art computer and network environment, including smart buildings, mobile equipment and anytime/anywhere high-speed access to the Internet.

ACADEMIC ENVIRONMENTAL SCAN

During the Fall 2004, the Office of the Provost led all academic units through a process of academic review (see core component 1a). The final output of this process was an academic environmental scan identifying the strengths, weaknesses, opportunities, threats, and relevance of each academic program. In this manner the University was able to view and evaluate the strength and relevance of the University's overall curriculum and to decide which programs may no longer meet the needs of the student body that Roosevelt serves. While Roosevelt has always taken steps to review, assess, and evaluate its academic programs, this was the first large-scale effort that was standardized across all academic units.

PROGRAM REVIEW

Program review at Roosevelt is designed to evaluate the quality of academic programs, to stimulate program improvement, and to assess the role of each program in fulfilling the University's mission and strategic plan (see core component 1a). Ultimately, program review will result in strategic decisions about each program: its need for improvement, need for additional resources, recommendations for expansion or consolidation, and program viability. Therefore, the final outcome of the program review is an action agenda designed to ensure the relevance of each program to 21st-century imperatives. The format, structure, and schedule for the

program review may be found on the Program Review website.
www.roosevelt.edu/provost/programReview/default.htm

Global focus:

GLOBAL EMPHASIS IN CURRICULA

One of the general education requirements for undergraduate students is a course in World Societies and Cultures with focus on non-Western societies. Beyond that, programs vary, consistent with their individual missions, in the amount of emphasis they place on experiences that will explicitly prepare students for participation in an increasingly global society. Some of the disciplines discussed below place particularly heavy emphasis on international experience and even make such experience a requirement.

Programs in the Walter E. Heller College of Business Administration, for example, prepare students for engagement in the international world of business. All undergraduate students are required to take at least one international business course. They may also elect international courses in accounting, business administration, finance, and marketing. A long-standing partnership with Nottingham Trent University in England includes one-year undergraduate student exchanges that offer internships to participating students.

At the graduate level, the Walter E. Heller College of Business Administration offers a Master of Science in International Business that requires students to have some form of hands-on international work experience. For graduate students, the partnership with Nottingham Trent University offers an intensive one-week joint consulting project. The business school's MBA in International Leadership brings cohorts of international (thus far, all Chinese) business executives to Chicago for an intensive one-year MBA program. The course work includes the MBA core as well as International Leadership, International Business Analysis, International Marketing, and a set of professional experiences. These students also take part in a wide variety of cultural and business experiences, including trade shows, special lectures, and field trips. The program's goals reflect the students' goals—to acquire the knowledge to act as liaisons between their home government/businesses and those of Western nations.

Several departments in the College of Arts and Sciences include international and/or multicultural courses among their degree requirements. For example, the Master of Science in Integrated Marketing Communications requires all students to complete the course, Multicultural Marketing Communication. In this course, students research a culture other than their own, either within or outside the United States, and prepare a plan to market a product not currently available to the people of that country or culture. The department of political science requires all undergraduates to take Introduction to International Relations and all master's students to take a Seminar in Comparative Politics and International Relations. Beyond these required foundational courses, the department offers a wide variety

of courses with international emphasis under the rubrics of comparative politics, international relations, and political theory.

In the Evelyn T. Stone University College the Master of Arts in Training and Development offers a variety of courses that cover issues of diversity in the workforce such as Workplace Diversity and Global Training to prepare students for the realities of corporate training. Undergraduate and graduate students in hospitality and tourism management are particularly apt to find themselves working in international settings. Courses such as International Tourism; Global Healthy Cuisine; and Organizational Development, Multiculturalism, and Cultural Diversity reflect this international focus.

INTERNATIONAL PROGRAMS

An increasing number of Roosevelt students, including part-time students, are seeking educational opportunities abroad. At the same time, Roosevelt is admitting an increasing proportion of full-time students and traditional-aged students who have typically sought semester-long or even year-long experiences at more traditional institutions. As a result, Roosevelt has sought to develop exchange programs and other long- and short-term programs to provide this kind of valuable experience to all who seek it (see core component 3b).

INTERNATIONAL STUDENTS

In addition to curricular offerings, Roosevelt University offers students the advantage of sharing their learning experiences with a very diverse student body. As a result of this diversity, the University offers an environment in which students can learn how to interact with people of different backgrounds.

Although the aftermath of 9/11 has reduced the number of international students at universities across the country, including Roosevelt; nevertheless Roosevelt still has a significant international presence in the student body. International students comprised 6.3% of the student body in 1995 and 3.7% in 2005. Some of the countries from which the University attracts significant numbers of students are China, India, Japan, South Korea, Thailand, Botswana, Taiwan, Cyprus, Poland, and Bulgaria.

Early in 2005, the provost added an assistant provost for Asian programs to her staff to build on existing relationships with communities in China and to develop new cohorts and new opportunities for international students to come to Roosevelt and for Roosevelt students to study abroad. In the Fall 2005, the provost appointed an faculty advisory committee for international study to provide focus and guidance for the University's international outreach efforts.

Students' assessment of diversity and international emphasis at Roosevelt:

Several surveys over the past few years have given the University a picture of how students view their experience at Roosevelt.

NOEL-LEVITZ STUDENT SATISFACTION SURVEY

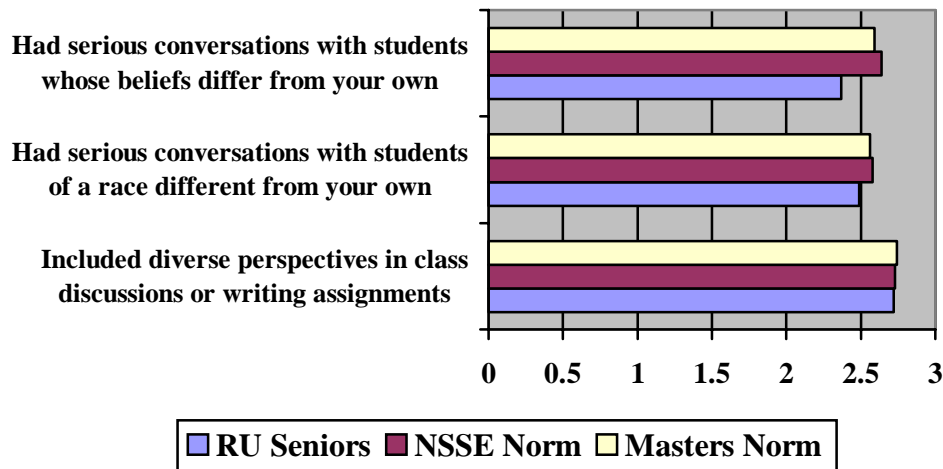
According to the Noel-Levitz Student Satisfaction Surveys of 2002 and 2004 Roosevelt University is above the national group mean for students feeling that the institution offers a strong commitment to racial harmony and is committed to the development of part-time, evening and older students, students with disabilities, and students from underrepresented populations.

NSSE 2002 AND NSSE 2004

Several questions on the 2002 NSSE survey specifically address issues of ethnic and cultural diversity through both classroom and social experiences of students. First, there were three questions considering the occurrence in the past year of specific diversity-related classroom activities. Graph 10 shows that Roosevelt students rated their experiences similarly to students from other institutions on each of these three questions in 2002.

Graph 10

**NSSE 2002 Occurrence of Diversity Experiences Past Year
Mean Scores**



The results of the 2004 NSSE, although based on a smaller set of responses, confirmed the findings of 2002 showing that there was no significant difference between the experience of Roosevelt students and that of students in other urban institutions, master’s institutions, or NSSE institutions as a whole. If the results of NSSE 2004 are valid in spite of the low return rate, indications are that ratings were slightly higher, on several measures, in 2004 rather than slightly lower than those of other institutions in 2002.

Another question on the NSSE 2002 and NSSE 2004 survey asked students about the extent to which their University experiences contributed to their understanding of people of different backgrounds and the extent to which the University encouraged contact among students from different economic, social, ethnic, or ra-

cial backgrounds. Again, NSSE 2002 did not indicate a significant difference between Roosevelt students' responses and those of students at other institutions. If NSSE 2004 results are valid, given the low response rate, they seem to indicate that Roosevelt students now rate their experience more favorably than students of the comparison groups.

TECHNOLOGY

Roosevelt's commitment to providing technology resources appropriate to the rapidly changing external environment is detailed in Chapter 2 (see core components 2b and 2d). An ambitious Technology Strategic Plan, constant University investment in technology resources, and the growth of RU Online attest to the important place of technology in the forward-looking plans of the University.

Roosevelt Supports its Constituents in the Ethical Acquisition and Application of Knowledge (core component 4d)

Roosevelt University uses a combination of policies, procedures, and general instructions to ensure that its faculty, students and staff acquire, discover, and apply knowledge responsibly. The Mission Statement, approved in 2003 by the Board of Trustees, establishes that Roosevelt is dedicated to become "a national leader in educating socially conscious citizens for active and dedicated lives in their communities." Working within this mission, Roosevelt places an institutional emphasis on ethical conduct, practices oversight to ensure adherence to its policies, and demands respect for the persons and properties of others.

Institutional and structural emphasis on ethical conduct: Many of Roosevelt's policies and practices that support and safeguard ethical behavior are detailed in Chapter 1, notably legal and ethical practices with regard to students, employees, faculty research, and external constituencies (see core component 1e). Additional evidence of the University's commitment to ethical conduct, especially in the area of acquisition and application of knowledge are discussed here.

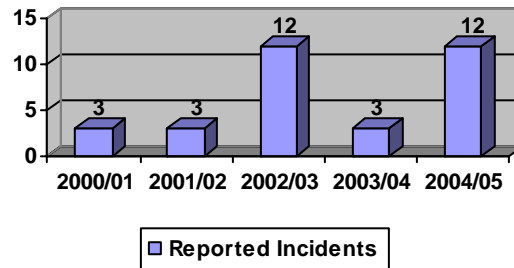
ACADEMIC INTEGRITY

The University's policy on academic integrity is published widely. It appears in the *Student Handbook* that is updated and distributed to students every year; it is on the University's website and available as a handout that is distributed to all new and part-time faculty and available to all faculty. Emphasis is placed on academic integrity in writing courses and the orientations for new students. Individual faculty members judge the severity of any given violation of academic integrity, and they are then expected to report the incident and outcome to the associate vice president for student affairs so that there will be a central record of repeated offenses. Over the past several years, however, this office shows only a small number of reported incidents. Chart 11 shows that, in five years, 33 violations of academic integrity were reported across the University; however, there is a general consensus that occurrences are actually more common than this would

indicate. The Provost's Office plans to take up this issue in Fall 2006 to develop procedures that will lead to a consistent and supportive system to assist faculty faced with these distressing incidents.

Graph 11

Reported Incidents of Academic Dishonesty



INTELLECTUAL PROPERTY

The University demands respect from all constituents for the intellectual property rights of others. The *Faculty Manual* and the *Student Handbook* emphasize these rights, and the University is scrupulous in its acquisition of software, media, scripts, and other intellectual property.

The Division of Information Technology has developed a well publicized Computer and Network Usage Policy to ensure an information infrastructure that promotes the basic missions of the University in teaching, research, and professional and community service. The policy codifies what the University considers appropriate usage of computers and networks by users who remain “mindful of the rights of others to privacy, intellectual property, and other rights.” The scope of this policy specifically covers a comprehensive list of technology-related issues including: copyrights and licenses for software, copying, copyrights for other materials (text, images, icons, etc.), integrity of information resources and system configurations, modification or removal of equipment, encroaching on others’ access and use, unauthorized or destructive programs, unauthorized access or access restriction, abuse of computing privileges, usage, unlawful messages or use, mailing lists (listservs), advertisements, information belonging to others, and political, personal, and commercial use.

This policy makes it clear that any software to be installed in computer labs and classrooms at Roosevelt must be approved by the Software Standards Committee working in conjunction with the individual departments, schools and colleges. The University’s lab managers coordinate the acquisition, installation, and management of instructional software. The Computer Usage and Network Policy may be found on the academic computing website.

<http://www.roosevelt.edu/doi/cnup/default.htm>

The Roosevelt University Library complies with federal copyright regulations as stated in Sections 107 and 108 of Title 17, United States Code. In addition to federal copyright law, the Library follows the guidelines of the National Commission on New Technological Use of Copyright Works (CONTU) on photocopying under interlibrary loan arrangements. The Library also complies with the provisions of [The Digital Millennium Copyright Act of 1998](#) as it affects libraries. A complete description of Library policies with respect to intellectual property may be found on the Library's website.

http://www2.Roosevelt.edu/library/coll_develop/copyright.htm

FACULTY RESEARCH

Chapter 1 describes the composition and functioning of Roosevelt's Institutional Review Board (IRB) that oversees the ethical conduct of faculty research (see core component 1e).

ETHICS IN THE CURRICULUM

Many Roosevelt University programs offer and often require a course in ethics at both the graduate and undergraduate levels. In the College of Arts and Sciences, for example, the graduate psychology program requires students earning an MA in clinical psychology or the PsyD to take Professional, Legal, and Ethical Issues. Students earning an MS in Journalism are required to take Law and Ethics, and students in Integrated Marketing Communications must take Ethics and Society. The required course in Executive Leadership for the MBA program covers ethical issues, and students in the Paralegal Studies program must take Ethics and Professionalism. An example from graduate programs in the College of Education is Professional Orientation, Ethics, and Writing that counseling and human services is requires for the MA.

At the undergraduate level, the BA in Journalism requires students to take Law and Ethics, and the BA in Philosophy requires Ethics. Students earning a BS in Business Administration must take either Ethical Leadership and Corporate Responsibility or Business and Society (see core component 1b).

Conclusion

Roosevelt encourages a life of continued learning by teaching the skills that lead to intellectual independence and by providing resources to students, faculty, and staff to make this learning possible. This supportive environment is cultivated through an emphasis on the ethical use of knowledge and enlightened participation in a world where many cultures may come together to for the common good.

Summary of Recent Achievements

- **University support for faculty participation in conferences increased 75% and University support for faculty research leaves increased 47.5% from fiscal year 2002 to fiscal year 2006.**
- **Full-time faculty averaged 3.8 instances of publication presentation, and/or performance in 2004-2005.**
- **The University funded an Undergraduate Research Opportunity Program in Spring 2005.**
- **In 2004, the University adopted Compass, an online adaptive test, to guide placement of new undergraduates in general education courses.**
- **In 2003, the University added Writing Social Justice in the Academy as a general education requirement.**

Strengths

- **Roosevelt's faculty are active scholars, artists, and professionals in their fields.**
- **Roosevelt provides budgetary support for faculty and staff development.**
- **Roosevelt provides support for faculty research.**
- **Roosevelt has a culture that celebrates the achievements of students, faculty, staff, and alumni.**

Challenges

- **Increase international opportunities for students and faculty.**
- **Stimulate faculty to raise external funding for their research, scholarly, and artistic activities.**

