

ROOSEVELT

A MAGAZINE FOR ALUMNI AND FRIENDS OF ROOSEVELT UNIVERSITY

REVIEW FALL 2007



SOCIAL JUSTICE

At the core of Roosevelt University

MAKING A DIFFERENCE in the lives that follow

"Louise Landau felt it was important to fund scholarships at Roosevelt University because she had a strong belief in the value of higher education and wanted to be sure that as many qualified students as possible would be able to complete their education. Louise felt that her money would be well invested for needy students to receive the opportunity to fulfill their dreams. She was a client of mine for 30 years and was a delightful, warm and caring human being."

MELVIN L. KATTEN
FOUNDER, KATTEN MUCHIN ROSENMAN LLP
SENIOR VICE CHAIRMAN, BOARD OF TRUSTEES
ROOSEVELT UNIVERSITY



ACHIEVING A NEW LEVEL OF SUCCESS THROUGH PLANNED GIVING

We are pleased to announce the establishment of the Melvin L. Katten Endowed Scholarship at Roosevelt University. This scholarship was made possible with a generous estate gift of over \$170,000 by Louise Landau, a friend of the University, who passed away on March 18, 2003. The scholarship will help pay tuition for inner-city students.

Landau named her scholarship after Mel Katten, founder of the law firm Katten, Muchin, Rosenman LLP and a member of Roosevelt's Board of Trustees since 1987. Katten shares Landau's belief in the transformative power of education.

Many of the scholarship funds at Roosevelt are the result of estate or planned gifts, and our students feel tremendous gratitude when they receive these funds. Many would not be able to complete their education without them.

Would you like to leave a legacy, a named scholarship fund that will help students in perpetuity? It can be your own legacy or a legacy in memory of a beloved family member or friend.

For a gift of \$25,000 or more you can create a named scholarship that will continue the mission of Roosevelt University.

To find out more about creating a legacy through your estate plan or outright gift, please contact:

Thomas J. Minar, PhD
Vice President for Institutional Advancement
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Fireside Circle

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ON THE COVER Members of the Roosevelt University task force in favor of making social justice a transformational part of the RU experience link hands in a sign of unity. They include: professors Heather Dalmage (second from left), Steven Meyers (middle row, center), Pamela Robert (first row, center), Nona Burney (back row, center) and administrator Lesley Slavitt (third from right). With them are (from left) senior secretary Rose Sanchez, RU students Allen Manuel, Felipe Ulloa and Rashonda Ross and associate provost Tanweer Hasan.



BIRDELLA BRADEN, PAGE 8

"We are dedicated
to social justice
and we believe
in its power to
transform lives."

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EDITOR'S CIRCLE

Roosevelt University President Chuck Middleton likes to call it "buzz." Others simply call it good PR. Regardless of how you refer to it, coverage of Roosevelt faculty and staff in the media is good exposure for the University.

When reporters are looking for background information, they frequently like to interview university professors. At Roosevelt, we are always happy to connect one of our many experts with the media. Press interviews and articles are a great way to showcase the diverse talents of Roosevelt's outstanding faculty.

Paul Green, the Arthur Rubloff Professor of Policy Studies, is a media favorite who is internationally known for his knowledge of national, Illinois and Chicago politics. Green was quoted more than three dozen times last year in publications in the United States and Europe, plus he gave more than 50 television interviews.

One of the reasons Green is so popular with the press is that he can simplify complex issues and provide reporters with a juicy "sound bite" for their stories. For example, when asked to comment on an appeal of a jail sentence given to former Illinois Governor George Ryan, Green said, "Look, if he were Joe Shmoe, he'd be gone. But then if he were Joe Shmoe, he wouldn't have been governor." That quote was picked up by newspapers across Illinois.

Earlier this year, *USA Today* wrote a story about Chicago Mayor Richard Daley's campaign for a sixth term. When asked about corruption in the city, Green quipped, "Corruption here is the equivalent to smog in Los Angeles: It's there, we all see it. It's not that we like it. It's just simply there."

Middleton also knows how to furnish the press with colorful quotes. When asked by a *Daily Herald* reporter what it takes to be a good university president, he said, "Someone once said 'you must have the wisdom of Solomon, the patience of Job and the stomach of a goat.'"

In separate articles, *Today's Chicago Woman* this year interviewed Lynn Weiner, dean of the College of Arts and Sciences and Deborah Pavelka, professor of accounting, about women returning to college. In her question and answer piece, Weiner said, "Adult students say to me, 'Well, I'm too old.' You're not too old, I respond. Roosevelt tailors programs to meet the needs of students." Pavelka was asked about women taking graduate business courses. Her answer was, "As the number of women in all levels of the workforce is increasing, it is only natural that the number of women in the MBA program is also increasing. Today, when walking into a MBA classroom the first thing that one notices is that approximately half of the students are women."

Frequently newspapers will write about our professors' research, travels or awards. Fulbright Scholar Christian Erickson, assistant professor of political science and an expert on global terrorism, was featured in *Inside*, a newspaper for Chicago's north side. "There is not a lot of awareness in the

U.S. about Central Asia and its politics," he said, "But I believe Central Asia is becoming increasingly important, particularly as it relates to Islamic insurgencies, the global war on terrorism and potential major oil reserves and peoples in the region."

And this summer, *Windy City Times* interviewed Dennis Frank, assistant professor of counseling and human services in the College of Education, about his trip to China where he trained gay and lesbian therapists. "The counselors I spoke to were incredibly open," he told the newspaper. "The most resistance would be from the medical community, who until a few years ago were taught that homosexuality was a mental disease that needs to be fixed."

These are just the tip of the iceberg. There are numerous other examples, which I don't have room to mention, of Roosevelt professors being featured in the press.

Last issue, I invited Roosevelt alums to share their memories of Commencement with our readers. Valerie Runes (BA, '04) sent me the following wonderful letter:

"I graduated from high school in 1970 and spent several years at the University of Minnesota. But at some point (well, I remember exactly which point — I was 19 credits away from graduating), I decided to quit, get married and raise a family. I did just that, but not without a few bumps in the road. After a nasty divorce, I essentially became the single mother of four children.

"My goal was to get them all through college. And at some point I began to include myself in that group. There were some semesters when all five of us were in one college or another. Finally my oldest son graduated from Illinois Institute of Technology in 2000, and my youngest daughter graduated from the local community college. And in December of 2004, my two other children graduated from Northern Illinois University. And a week later, all four of my children watched their mother finally...graduate from Roosevelt with the degree in political science that she had started almost 35 years earlier.

"Despite the difficulties we encountered, I think my children and I influenced each other. We certainly encouraged each other! And it continues — my oldest son now has a Master of Science in Electrical Engineering from IIT and one of my daughters is a year away from an MS in biology. And I... I am about to start my third year at DePaul University School of Law."

Tom Karow

Tom Karow
Editor

We welcome your letters. Please send them to:

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Chicago, IL 60605

Letters may be shortened for space consideration.

PRESIDENT'S PERSPECTIVE

STAYING TRUE TO ROOSEVELT'S MISSION IN CHANGING TIMES

BY PRESIDENT CHUCK MIDDLETON



The two campuses of Roosevelt University have begun, each in its own way, to differentiate themselves from the other.

Both are located in thriving areas of Chicagoland and enable the University to play pivotal roles in the educational, economic and cultural lives of those who live, work and play nearby.

This dual evolution, each campus responding to the opportunities and unique characteristics of its location, has been under way for some time. Only recently, however, have we begun systematically to discuss how to shape it so that the University overall can thrive.

I believe that the long term success of Roosevelt depends upon the existence of two vital campuses, similar in many ways to be sure, but each with its own distinctive characteristics. The conversations we have begun in the past couple of years have focused on what those distinctions might be in terms of degree programs offered, students served and the nature of campus engagement in addressing local needs.

The focal point of the Chicago Campus clearly lies in the growing population of full-time students, both in undergraduate and increasingly in graduate programs. To recognize this trend and to build upon it in thoughtful ways is not to say that our Chicago part-time students at both levels deserve less consideration.

Indeed, many of our programs thrive precisely because they appeal to the interests of those who cannot or choose not to attend classes full time. The challenge is to be responsive to both groups of students and to bring their interests and needs into congruence as fully as we can.

The recent history of the Schaumburg Campus suggests that a parallel trend is emerging there. Driven in part by the extensive economic and social changes in the area that surrounds the campus since 2000, the percentage of full-time students, especially at the undergraduate level, has been increasing.

Furthermore, the student body has become more diverse as the northwest suburbs have attracted a rich array of immigrant communities on a scale never before seen. With these changes the need for a full-service university offering both graduate and undergraduate degrees emerged.

Equally challenging are the new areas of economic activity. There are still many questions to be answered as we contemplate how to provide candidates for the excellent new jobs that are part of this change, but it is clear that among those jobs the health sciences are vital. Nursing degree completion and other new programs to be offered exclusively in Schaumburg

are one way Roosevelt can be an effective contributor to these developments.

The backbone of the new workforce will come increasingly from degree holders who have gone to college full time prior to entering it. Again, part-time students will still succeed in Schaumburg, but more full-time students will join them in that success.

While the faculty and the deans contemplate on a program by program basis how to respond to these trends, the students at the two campuses have already become sufficiently different in interests and background to warrant decentralizing student life functions (clubs, student government, social and community-service activities) and making them campus specific.

This was accomplished over the course of the summer, with noticeable results. Both campuses enjoyed a remarkable beginning of the fall semester, with activities in each location organized and led by students who see their own campus as the best place for their success.

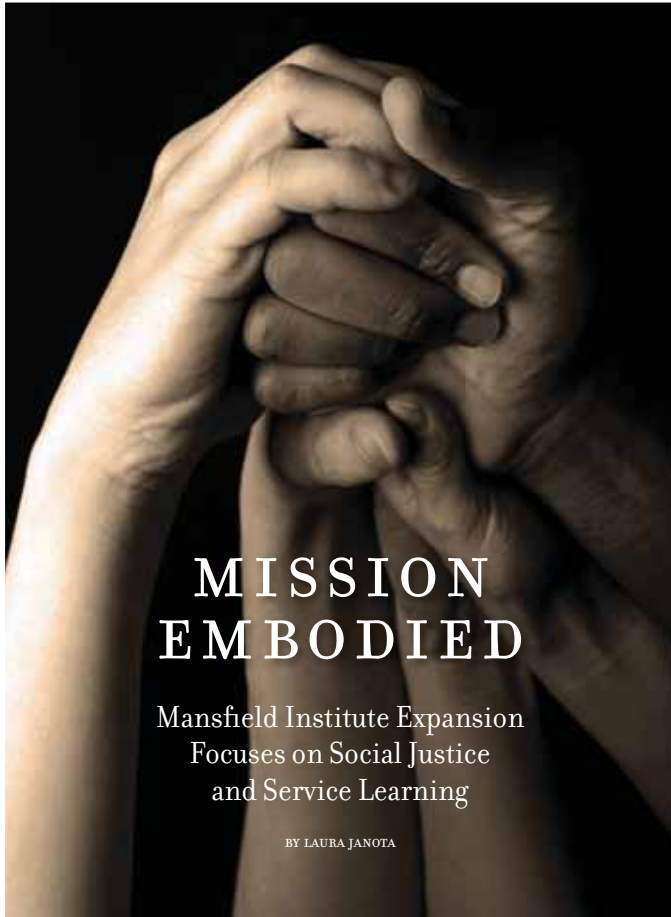
As I watched these changes, and indeed encouraged them when I thought it was appropriate to do so, I still could not help but be impressed by the undercurrent of common values that helped shape the results. It occurred to me in talking to students, faculty members and staff, that despite surface changes a common Rooseveltian world view unites us.

The continuation of the founding mission that can be seen in these underlying commonalities, however, won't just happen. Like the discussions that are driving the changes that are leading purposefully to greater operational differentiation between the two campuses, a robust conversation about those common values and aspirations that will keep us whole is essential.

I think it is irrefutable that every member of the community, both those still on campus and all of our alumni and friends who are elsewhere, desires us to be faithful to our founding commitments to social justice and high academic quality. I know that it is my personal desire in everything I do to ensure that we are.

We all know that our times present vastly different challenges than were evident when Roosevelt was founded. I suppose it is clear to all who think about it, therefore, that the meanings of those founding principles might be different as well. The interpretations that people put on them could also be quite varied.

This year we are going to engage this discussion in earnest. I invite you to weigh in with your ideas and your experiences while at the University on what social justice means or meant, and what high academic quality is and was. You may write or send me an email (cmiddleton@roosevelt.edu). I am certain that the discussion will be informative and energizing, and I will share with you what we learn as the year progresses.



MISSION EMBODIED

Mansfield Institute Expansion
Focuses on Social Justice
and Service Learning

BY LAURA JANOTA



Heather Dalmage (standing), professor of sociology and director of the Mansfield Institute for Social Justice, regularly involves students in institute events and affairs. Pictured are (from left): Mansfield Scholars Nancy Michaelis, Norionna Porter and Melanie Hall.

When Roosevelt University's Mansfield Institute for Social Justice was formed, it was known for its annual lectures.

The first, presented in 1999, was by an alumnus and Nazi camp survivor and the most recent, held last May, was by an international scholar on weaving a multiracial family.

The institute is now entering its ninth year with a history of awarding student scholarships, supporting development of the University's social justice major and sponsoring a plethora of events including book readings and national conferences.

And, as one of the most visible torchbearers for the University's mission of social justice, the Mansfield Institute is likely to have an even brighter future if it is expanded as proposed into a new entity — the Mansfield Institute for Social Justice and Transformation.

"We think the Roosevelt University experience could be more closely aligned with the University's mission of social justice," said Pamela Trotman Reid, provost and executive vice president, who appointed a task force to study how to reach the goal.

"One way to do that is to integrate service-learning into more of our courses, regardless of discipline and regardless of college," said Reid, citing one of the task force's key findings.

"And the conclusion is that the Mansfield Institute should be the one to lead the initiative both inside and outside the University," she said.

Founded with a generous gift from the Albert and Anne Mansfield Foundation, the Mansfield Institute has been promoting social justice largely through programming for nearly a decade.

Besides annual lectures, the institute has put on panel discussions about engaging in social justice.

Its first "One Book/One University" book to be read and discussed by members of the Roosevelt community was Paul Loeb's *Soul of a Citizen* in 2004.

In addition, weighty topics — racial profiling, AIDS, the anti-Wal-Mart campaign and gender violence are just a few — have been addressed very publicly over the years by the institute's many speakers.

"There was a time when we weren't on anyone's radar screen," said Heather Dalmage, professor of sociology who began directing the institute in 2003. "But when we began pushing for collaborations with organizations outside the University, things began to change," she said. The institute co-sponsored a dozen events, many with outside organizations, during the last academic year alone.

Meanwhile, service-learning — a teaching method that requires students to perform practical service in the community along with their theoretical coursework — has been slowly and quietly catching on at Roosevelt as an effective and meaningful way to enhance learning.

Put in practice in the past by faculty members who have had an interest in and experience with the teaching method, service-learning has historically been tried in the College of Education as well as in liberal arts disciplines like sociology and psychology.

"My undergraduates regularly work in underprivileged schools, pediatric hospitals and in social service agencies that deal with kids," said Steven Meyers, professor of psychology and a task force member who has used service-learning in the classroom since 1998.

"And what we've found is that all of them, in uniform ways, agree that the service-learning piece is the most powerful aspect of the courses I teach," said Meyers. "In large part, that's because the experience allows students to see social inequities so they can become catalysts for change," he added.

To date, much of the Mansfield Institute's work has had that aim as well.

For instance, thousands of people, including many in the Roosevelt community, came to understand through Mansfield's "Tubebo (to live again) Project," exhibited in late 2006, what

Continued on next page

Continued from previous page

women in Rwanda faced (rape, AIDS and abuse) in the aftermath of a civil war and genocide in that country in 1994.

"Anyone who came into the Michigan Avenue lobby was pulled into the exhibit, and was moved by what they saw," said Dalmage, who worked with Women's Equity in Access to Care and Treatment (WE-ACT) to put on the exhibit that was later made available to outside groups and organizations in the Chicago area. In fact, the Tubeo exhibit is now on display at the Schaumburg Campus through December.

Meanwhile, one of Mansfield's most jarring and saddening events ever may have been "Vietnam Victims of Agent Orange Need Justice," featuring a conversation in 2005 with four

Vietnamese victims of Agent Orange who told of their ongoing sicknesses and debilitating conditions.

Since then, two of the presenters have died. The others are continuing to fight for reparations from the U.S. government through the Vietnam Agent Orange Relief & Responsibility Campaign in New York, which co-sponsored the event.

"What they had to say that evening was disturbing and frightening, and many people were crying," said Dalmage. "You just couldn't help but feel moved by their cause."

Reaching out and working with groups and causes all over the country undoubtedly has increased recognition of the Mansfield Institute's name and its visibility.

"We were receiving so many calls to co-sponsor events that at one point midway through last year I began to recognize that the Mansfield Institute had greater potential, and that we should be doing more than just co-sponsoring programs and events," she said.

Thus, the task force that Dalmage and others were part of over the summer has proposed the Mansfield Institute take a big step forward in 2008 by expanding its reach and mission to larger segments both inside and outside of the University.

"We want the new institute to be dual-faceted: It should continue to offer social-justice programming, and it also should spearhead social justice-based service-learning," said Dalmage. "In both cases, the institute will have to reach out and make connections externally," she added.

For members of the Roosevelt community, particularly faculty, the new Mansfield Institute for Social Justice and Transformation would be a center of information and training on how to make the most of service-learning.

"The biggest issue about service-learning is that while it's becoming more commonly used at the University, it's still not experienced by the majority of RU students," said Nona Burney, associate professor of education and a member of the task force.

"We need to see that more students do service-learning because they have told us that they expect to be given these kinds of opportunities, no matter what kind of courses they're taking," said Burney, who, along with other task force members, wants service-learning to be a standard part of course curriculum at Roosevelt.

Officially sanctioned in 2005 when Illinois Campus Compact earmarked a \$500,000 grant from the McCormick Tribune Foundation for service-learning at Roosevelt, the maiden project paired the University with the Chicago Christian Industrial League. During the project, Roosevelt students and homeless Chicagoans living in the league's shelter worked closely together.

"My students came to understand what it means to have privilege and what it means not to have privilege," said Pamela Robert, associate professor of sociology and a task force member who led the project and who has been a service-learning pioneer.

"To educate students like that transforms them into socially conscious citizens," added Robert, who has watched as a growing number of faculty members in disciplines from all five colleges have expressed interest in service-learning.

"We believe the teaching method has applicability in all the disciplines — from algebra to zoology," she said. "And I believe that combining service-learning and social justice is an important step because it fulfills our mission and enriches our students."

Under the task force plan, the Mansfield Institute for Social Justice and Transformation would:

- Encourage social justice-driven discussions and networking among faculty from Chicago and beyond
- Create a summer social justice institute for students from all over the country
- Attract visiting scholars in social justice and service-learning
- Host international students and scholars
- Establish and build relations with institutions around the world that students and faculty can visit

- Start a Roosevelt certificate program in social justice

"It will allow us to network and build relationships locally, nationally and internationally, and to create a social justice institute that draws participants from across the country," said Dalmage.

"It's something we need to do because if we are to really live our social justice mission, we've got to continue collaborating with others. It's the only way you can make justice happen in this world," she said.



CHICAGO AUTHOR IS MANSFIELD LECTURER

Once again in the spring, the Roosevelt community will read and discuss a book recommended by the Mansfield Institute for Social Justice.

The choice for the upcoming fifth annual "One Book/One University" event is Alex Kotlowitz's *There Are No Children Here: The Story of Two Boys Growing up in the Other America*.

"We'll be asking faculty to use the book in their courses and to make it part of classroom discussions," said Heather Dalmage, director of the Mansfield Institute for Social Justice.

An award-winning, Chicago-area writer, Kotlowitz will be the Mansfield lecturer in March 2008. His book about two boys growing up in the Henry Horner Homes is a timely selection given the University's endorsement for a Public Housing Museum in a former Jane Addams Homes building at 1322-24 W. Taylor St., Chicago.

"As we work through the project, nothing is more poignant than understanding stories and no one speaks more eloquently about Chicago Housing Authority stories than Alex Kotlowitz," said Lesley Slavitt, Roosevelt's director of programs for non-profit civic engagement and a Public Housing Museum steering committee member.

A FAMILY ON A MISSION

Behind Roosevelt University's Mansfield Institute for Social Justice stands a family.

Its members span three generations. They live in many parts of the country. And they work in a variety of fields.

There is a guiding principle, though, that unites the family of the late Albert and Anne Mansfield — social justice.

"Social justice is a family value," said Alexis Mansfield, one of the late couple's granddaughters and the chair of the Albert and Anne Mansfield Foundation, which gave generously to establish the Mansfield Institute for Social Justice.

"We are dedicated to social justice and we believe in its power to transform lives," she said.

It's common to see Mansfield family members attending institute lectures at Roosevelt or to hear them talking about the institute's latest "One Book, One University" reading selection.

"We wanted to have something that could be a legacy to my parents," recalls Benetta Mansfield, who remembers the family surprising her mother, Anne, shortly before her death with news that the University would create an institute dedicated to social justice.

The late Albert Mansfield, who operated an international auto parts manufacturing company, and his late wife, Anne, who often helped with the business, spent their lives protecting workers' and civil rights and working to stamp out racism and anti-Semitism. They also had three children, Meme Hopmayer and Seymour and Benetta Mansfield, who carry on the tradition today.

"My parents believed in social justice. They wanted to do good things," said Benetta Mansfield. "And we believe the work of the institute should encompass what they were all about."

Over the years, family members have done social justice work as legal-aid and union lawyers and inner-city school teachers, and have headed up drives for food-shelf and feeding programs. They have volunteered in soup kitchens, joined organizations empowering disadvantaged communities and promoted workers' rights, educational opportunities for the disadvantaged, human rights and anti-genocide programs.

In other words, said Alexis Mansfield's father, Seymour Mansfield: "We talk the talk and walk the walk." A senior



The entire family of the late Anne and Albert Mansfield (seated, middle) has a long tradition of living by the guiding principle of social justice.

partner and founder of a private law firm, in Minnesota, Mansfield spent his first 13 years as a lawyer in Illinois and Minnesota doing legal-aid law and then was executive director of Minnesota civil legal services programs.

"The importance of social justice was instilled in me at a young age," adds Alexis, whose biggest lesson growing up was to discover that it is as important to give of ourselves as it is to help fund others' work.

Indeed, such a lesson can be a model for all to follow. "We want the institute to be a place where students and educators come not only for academic learning, but also to be inspired to become, one person at a time, the anvils and hammers by which social justice is forged," said Meme Hopmayer.

"We want it to be at the forefront for bringing social justice closer to being, we want more and more students to be involved in it; and we want the institute to reach out and train people to get actively involved," she added.

The ultimate goal, family members say, is *pro bono publico*, which is Latin for "the public good," and for *Tikkum Olam*, which in Hebrew means "repairing the world."

"We neither want nor seek adulation," adds Seymour Mansfield on behalf of all of the Mansfields. "It is we who are made better humans, more whole and more fulfilled, by being part of that eternal quest."



Change Agent

BY TOM KAROW

RU ALUMNA LEADS FBI'S CHICAGO OUTREACH PROGRAM

When you think about the Federal Bureau of Investigation, the last thing that comes to mind is community relations.

But that is one of the agency's newest areas of emphasis. "When 9/11 happened the FBI changed overnight from a reactive federal law enforcement agency to a proactive law enforcement and intelligence agency. And that meant that the FBI also had to become community relations professionals," said Birdella C. Braden, community outreach specialist for the Chicago field office of the FBI.

A 1980 Roosevelt University graduate with a BA in Public Administration, Braden manages the Community Outreach Program where her primary responsibility is to establish communications between the FBI and the many different communities in the Chicago area.

Birdella Braden (BA, '80) shows her credentials as the community outreach specialist for the FBI in Chicago.

Braden, chair of the Education Committee of Roosevelt's Alumni Council, meets and works with leaders in the African American, Hispanic, Muslim and South Asian communities, as well with youth groups and senior citizens to share information about the FBI.

"In networking and building relationships with various peoples and groups, I get a chance to help them understand the mission of the FBI through programs and presentations," she said.

A good example of that occurred a short time ago when a leader in Chicago's predominately Hispanic Pilsen neighborhood contacted Braden following several high profile youth gang shootings and murders. She contacted the neighborhood YMCA to see how the FBI could reach out to this community.

Braden met with the teen reach director and developed an initiative to have all Teen Reach Programs (youth 13-18 years) in Chicago gather for an evening with FBI agents about the importance of developing lifestyles and skills that could perhaps help them to one day become FBI special agents or profes-

sional support employees. Many of these youth had never had any contact with the FBI so it was a real education for them.

And recently, the principal of an Arab-Muslim parochial school asked Braden to assist in developing a youth leadership academy for its sophomore students. Braden said this is the type of assignment she enjoys "because teenagers are at an age when they are starting to critically think for themselves."

A major outreach effort that is part of the Community Outreach Program (COP) is a six-week Citizen's Academy. This initiative provides community, civic and religious leaders, business executives and members of the media an opportunity to meet FBI personnel and learn about the FBI mission, jurisdiction and operations. Another outreach effort is the Community Relations Executive Seminar Training (CREST) Initiative which is held in the Rockford, Ill., area. Also, each year the COP honors a community leader who has done exemplary work in the community by honoring him or her with the Director's Community Leadership Award.

Braden knew at an early age that she wanted to be a successful professional, to work with diverse groups of people and to be involved in the area of social justice. "And that's what I'm doing right now," she said with a smile.

After considering several universities, Braden decided to attend Roosevelt primarily due to its location in downtown Chicago and the fact that it had a diverse student population. After graduation, she worked in the University's Office of Development (now Institutional Advancement) for four years before applying for a position with the FBI because of a newspaper advertisement.

"The ad surprised me. It said the FBI was looking for women and minorities to join its ranks," she explained. "I immediately contacted the Chicago field office, and I was sent an application package, which I completed. Soon after, I was tested, interviewed and went through the background check. The whole process took nine months. Although I was qualified to be an agent, I ultimately decided to become a professional support employee. If I had become a special agent, I would not be involved with the COP."

Over the course of the last 23 years, she has worked on a number of investigative projects and has met many fascinating individuals. As a matter of fact, Braden recalls the time FBI agents many years ago showed off the proceeds of a drug bust by bringing to the office over \$1 million in small bills. "I had my picture taken in front of the money, which must have been piled five feet high," she said.

As one of the FBI's 60 community outreach specialists, Braden doesn't want the FBI to be a secret or misunderstood. "I would like to hear from anyone who would like more information about our programs," she said. "I would be glad to meet with community representatives or arrange to have our agents speak at a community meeting."

Braden can be reached by telephone at (312) 829-8263 or via email at birdella.braden@ic.fbi.gov.



"In networking and building relationships with various peoples and groups, I get a chance to help them understand the mission of the FBI through programs and presentations."

BIRDELLA BRADEN (BA, '80)



Dennis Frank, assistant professor of counseling and human services, vows to stay in the forefront on gay and lesbian counseling issues after returning from China where he trained Chinese counselors.

GLBT COUNSELING: THE SAME IN ANY LANGUAGE

BY LAURA JANOTA

Gays and lesbians in need of counseling need to obtain that counseling from someone who is open, understanding and accepting of diverse clients.

That's the message of Dennis Frank, assistant professor of counseling and human services at Roosevelt University. And for the last decade, he has been taking that message to both students and professionals in the field of counseling.

Never in his wildest dreams though, did Frank, who has been teaching at Roosevelt since fall 2006, imagine he'd be taking his message to China.

"I never thought something like this would happen because when it comes to understanding gay and lesbian issues, China is where the United States was during the 1950s and 1960s, and that is very far behind the times," said Frank, who trained Chinese counselors in Shanghai in June.

One of the first Americans to be admitted to China as a gay and lesbian counseling trainer, Frank was surprised to learn that most of the counselors he trained were seeing gay and lesbian clients.

After earning his bachelor's degree at Olivet, Frank moved to Florida where he earned a master's degree in mental health counseling from Rollins College.

Frank, who went on to get his PhD from the College of William & Mary in Virginia, compiled a quantitative research dissertation titled "Relationships among Queer Theory Pedagogy, Sexual Orientation Competency and Multicultural Environment in Counselor Education Training Programs."

Since then, one of his goals has been to help society understand that gays and lesbians are no different than anyone else.

"My goal is to effect change one person at a time, and to help people realize that it's okay for each of us to be who we are, and if I can do that, then I believe I am doing something positive," he said.

Since getting his doctorate, Frank has done just that by making many presentations on the topic during conferences with counseling colleagues all over the country. In addition,

RU PROFESSOR DENNIS FRANK TAKES MESSAGE OF UNDERSTANDING AND ACCEPTANCE TO THE FAR EAST.

"They were talking quite a bit about cases they currently had, and were asking a lot of questions about how to deal with the issues, and help their clients. I was surprised to learn how open they were to talking about gay, lesbian, bisexual and transgendered (GLBT) people, particularly since this topic is not discussed much in China," said Frank.

During a three-hour session with 17 Chinese counselors, Frank presented information that shows homosexuality is not a mental disorder, a controversial concept in a nation that had classified it as such until 2001. By comparison, the American Psychological Association stopped defining homosexuality as a mental disorder in 1973.

"Many of the counselors in China were trained as medical doctors, and there is still a lot of misinformation about how homosexuality should be classified," said Frank.

"I provided information showing sexual orientation is innate and not chosen, and I told the counselors during my training session that I wanted to help them come to an understanding of this before we went any further," he said.

Frank has been interested in gay and lesbian counseling issues since he began college as a psychology major at Olivet College in Michigan in 1990, though he didn't come to understand and accept himself as a gay man until 1995.

"One of the points I make in all of my presentations is that counselors must understand that attempts to alter or change a person's sexual orientation can be damaging to that person's psyche and identity," he said.

he has taught sections on gay and lesbian lifestyles that were part of counseling courses while he was an assistant professor and coordinator in the Department of Counseling and Human Services at National-Louis University during 2005-06 and at Roosevelt since then.

"The international arena is going to stay part of the big picture for me," he said.

The Chinese government has estimated that there are as many as 48 million gays and lesbians living in China, Frank said. Diversity, however, is not valued in China the way it is in America and has not always been an important part of the Chinese experience. Thus, acceptance of gays and lesbians has lagged behind in China, he said.

With that in mind, Frank administered a survey measuring attitudes toward gays and lesbians while he was in China. He plans to write an article about the findings this fall. He also will be making a similar presentation to counselors in Columbus, Ohio, and hopes to travel to Beijing in October 2008 to continue his work with Chinese counselors.

"I'd like to be in the forefront on gay and lesbian counseling issues," added Frank. "And it doesn't really matter whether I'm doing it in China or I'm doing it in Chattanooga, Tenn. People everywhere need information so they can recognize that homosexuality exists in all cultures, all countries, all social classes and all generations," he said.

"Homosexuality is not a disorder that needs to be treated. It is a natural orientation that is one part of an individual's makeup," he said.

THE HIGHER IN HIGHER EDUCATION

BY LAURA JANOTA

Becoming a full professor is the pinnacle of most higher education careers and the symbol of success in universities around the world today.

"It's the body of one's work, completed over the course of a career or even a lifetime, that leads an institution to promote its educators to full professors," said Pamela Trotman Reid, provost and executive vice president at Roosevelt University.

"We are proud of those who have earned the distinction in 2007," she said.

A photographer and photo exhibit curator, a scientist who collects small mammals and studies lions, a sociologist who studies percolating multiracial issues, a management professor and consultant whose advice has helped make Ireland's public sector workers more productive, and a child and family clinical psychologist who has published prolifically on parenting and at-risk children — these are Roosevelt's new full professors.



Heather Dalmage • PROFESSOR OF SOCIOLOGY

She started as an assistant professor of sociology at Roosevelt in 1996, and has been hard at work promoting social justice and pursuing scholarly activities on racial issues ever since.

The author and editor of three books including the forthcoming *Racial Thinking in the 21st Century*, Heather Dalmage, professor of sociology, believes that a value for social justice and progressive change must guide her teaching and research.

The author of nearly 20 articles, book chapters, newsletters, book reviews and encyclopedia entries and an experienced presenter who has given dozens of conference presentations and invited talks, Dalmage's work is in the area of multi-racial studies.

"I write in an accessible way so that everyone — including the public at large — can understand what I'm saying. If folks can understand what is being said, they can join the discussion, debates and ultimately engage in progressive social change," said Dalmage.

A nationally known race scholar and media expert on multiracial issues that are at the forefront of much discussion and debate in the United States today, Dalmage has analyzed how

America's growing multiracial movement is shifting the definition of whiteness and blackness and how the nation's politics are being affected by it. She also has done much work in the area of transracial adoption, and her work on racial borders has appeared in several upper division race readers being used in classrooms across the country.

She became the director of the University's Mansfield Institute for Social Justice in 2002. Since then, she has worked on programming, student scholarships and creating partnerships with advocacy groups nationwide. She has also mentored dozens of students and facilitated creation of Roosevelt University Students for Social Justice.

In the spring, Dalmage will be offering a course on Global Whiteness, her most recent research interest. She is hoping to conduct research in South Africa in 2009.

"I didn't intend to go through the process of becoming a full professor this year," said Dalmage, who submitted her application after being asked to be an outside reviewer for a colleague undergoing the process at another university. "I thought 'If he can do it, I can do it,'" she said.



Michael Ens Dorf • PROFESSOR OF COMMUNICATIONS



Steven Meyers • PROFESSOR OF PSYCHOLOGY

He started teaching a beginning photography class in an old Auditorium Building lab as a part-time instructor in 1989.

He brought computers into the mix with a class called "Photography: From Chemical to Digital" in 1995.

And he was well on his way toward establishing a career that has blossomed in amazing ways when he got on the tenure track as an assistant professor of communications at Roosevelt in 1997.

"My first interest forever has been photography — making it, exhibiting it, publishing it, and now I'm branching out into curating it," said Michael Ens Dorf, professor of communications and associate dean of the College of Arts and Sciences.

A respected photographer who is known in the field for his manipulation of images, Ens Dorf is probably best known at Roosevelt for co-researching and co-curating the Gage Gallery's photo exhibit "The Promise of Public Housing."

The historical Chicago Housing Authority exhibit, which garnered much media attention and has become nationally

known, is only one of many exhibits that Ens Dorf has organized at Gage since 2002.

"With all of the media attention we've received, we've been able to establish the Gage Gallery and Roosevelt University as players in the city of Chicago's cultural environment," said Ens Dorf. He is currently organizing a spring Gage exhibit, "The Border Film Project," which will feature photos by migrants and minutemen on the United States-Mexico border.

Taking photographs since he was nine years old, Ens Dorf has shown his work in more than 60 exhibitions, galleries, museums and on the web. In addition, he has organized approximately 20 exhibitions featuring the work of other photographers and has curated about a dozen different exhibitions to date.

His plans for the future include doing more web-based exhibits as well as photo books. "I'm happy to have been given a promotion," said Ens Dorf. "I want to continue on with what I'm doing, and I want to continue making a difference, both at Roosevelt, as well as in my field."

Child and family clinical psychologist Steven Meyers joined Roosevelt as an assistant professor of psychology in 1996.

Since then, the professor of psychology has been one of the University's most prolific scholars, publishing more than 50 articles and giving more than 50 presentations on parenting, at-risk children and on best college teaching practices.

"The thing I'm proudest of in my academic career is that I was able to document that successful parenting depends on where one lives," said Meyers.

The finding flies in the face of much research suggesting authoritative parenting has the best results with children, regardless of race, class or neighborhood risk.

"I discovered it was not as simple as that, and that the level of risk a child faces can be key to his or her success," said Meyers, who also has done research focusing on why some families and children manage to thrive in spite of adversities.

Meyers also has been a leader in making service-learning part of his classes.

"Undergraduates in my classes have devoted approximately 12,000 hours to working with at-risk children in the community,"

said Meyers, who is currently doing research in the area of teaching psychology from a social justice perspective.

Meyers is the founder of Roosevelt's Initiative for Child and Family Studies, which has developed two certificate programs and has facilitated service-learning placements of his students with community agencies that assist children.

He has also done much research and writing on effective college teaching practices and on development of college teaching skills, and is the editor of the book, *Teaching Assistant Training Handbook*.

Over the last four years, he has coordinated annual conferences at Roosevelt on how to improve college teaching practices, and has been involved recently with an exchange between Roosevelt and a university in St. Petersburg, Russia, on effective teaching practices. He is currently organizing a conference in conjunction with his Russian colleagues that will be held at Roosevelt in March 2009.

"Becoming a full professor requires validation from many different groups in the University, and I'm honored to have received this promotion because it shows that my work at the University is truly valued," he said.



Julian Kerbis Peterhans • PROFESSOR OF NATURAL SCIENCE



Carolyn Wiley • PROFESSOR OF MANAGEMENT

He started at Roosevelt in 1994 with a one-year appointment as a visiting assistant professor in the University's External Studies Program.

Within a year, however, there was a need for full-time science instructors in Roosevelt's Evelyn T. Stone College of Professional Studies. From that point on, Julian Kerbis Peterhans, professor of natural science, whose body of research at the Field Museum in Chicago includes an understanding of the historical habits and motivations of the man-eating lions of Tsavo in Africa, was on the tenure track.

Known as a taphonomist, Peterhans started his career documenting what happens between the time an animal dies and its bones are found by scientists. His work has involved frequent trips to Africa.

"I'm very similar to a crime-scene investigator. I reconstruct the species of animal, its sex, its age, what happened to it and how it met its demise," he said.

That's how he got involved in 1997 with extensive research about the lions of Tsavo that killed 130 people in Kenya in 1898 and whose remains are on permanent display at the Field Museum.

Since then, his research and writings on causes of conflict between humans and lions have been featured in television documentaries, *National Geographic*, *Science* and many scholarly publications. He's also conducted research and published articles on why the lions of Tsavo were maneless and has made a career surveying and identifying small mammals including bats, rodents and shrews. Currently, he is at work describing 10 new species discovered in Africa over recent years.

Peterhans, who has published approximately 40 articles and who works with and mentors students from all over the world, teaches Roosevelt's Seminar in Natural Science, a course taken mainly by adult Bachelor of General Studies and Bachelor of Professional Studies students seeking fast-track undergraduate degrees.

"I've mentored plenty of students from other universities around the country and across the world," he said. "But for me, it's been rewarding to turn on students who don't have a particular interest in science to things they might not have otherwise known, and I have to say that some of my best students are at Roosevelt."

Joining Roosevelt University as a professor of management in early 2007, Carolyn Wiley is the author of more than 50 publications, including numerous articles in top journals and three books for practicing managers.

As former European principal and as global expertise faculty in performance and talent management with Mercer HR Consulting, Wiley has been an adviser on management practices and workplace performance in the United States, Ireland, France and Japan. In fact, she was the lead consultant in establishing organizational metrics for numerous private sector companies, in evaluating national change initiatives designed to have an impact on the work culture for 30,000 employees in Ireland's public sector, and in evaluating pay levels to ensure parity between jobs in the private and public sectors.

"I worked with people on the ground and in senior management roles, I surveyed them, and I put together, with a national team, a set of recommendations that is being incorporated to change things for the better and to ensure sustainable progress," she said of the projects she has completed at the request of the Irish government.

The winner of many awards, including the 2004-05 Enterprise Award from the Academy of Management, Wiley has had a

distinguished career in academia as: associate professor of management at Texas Woman's University; UC Foundation associate professor at the University of Tennessee at Chattanooga; visiting scholar at University of California at Los Angeles; visiting associate professor at Georgia State University; senior visiting associate professor at Smurfit Graduate School of Business at University College Dublin in Ireland and at the ESCM School of Business Management in Tours, France. She has been a keynote speaker for academic and executive conferences in Russia, the United Kingdom, Ireland, the Czech Republic and Japan.

While she continued her research, Wiley left the academic world for about five years to be a consultant so she could work directly with companies to come up with innovative ways to solve critical business management and human capital issues. Her decision to return to academia was based in part on a desire to make a difference in the lives of others.

Wiley is currently leading a project for integration of service-learning in the Walter E. Heller College of Business Administration, starting with a management class that includes service-learning and social justice components.

MARK MY WORDS

Writing Center Tutors Inspire Generation XYZ

BY LAURA JANOTA

Roosevelt University undergraduates Maribel Villegas and Meg Cichantk didn't have a lot in common the first time they met last spring at the University's new Writing Center.

In fact, Villegas, a Bachelor of General Studies student majoring in paralegal studies, and Cichantk, an English and history double major and a Roosevelt scholar, may never have met at all if not for the Writing Center.

However, Villegas, who was doing a term paper on the question of the licensing of paralegals, and Cichantk, who was tutoring at the Writing Center to fulfill a requirement in an honors English class, hit it off almost immediately.

"It doesn't matter
what level you're
at. It's just a really
good place to go
if you need feedback
on your writing
or if you don't
know where you're
going with a paper."

—Meg Cichantk

Maribel Villegas (left), a paralegal studies major, and Meg Cichantk, an English and history double major, have a conversation about Villegas' writing during a tutoring session in Roosevelt's new Writing Center.

Why? The answer is that they had a real give-and-take conversation about writing.

Early on, Cichantk was surprised to discover that Villegas was quite receptive to suggestions. Meanwhile, Villegas also was surprised to find that Cichantk chose to go the extra mile by demonstrating step by step how resources could be found on the Internet and in the library.

"We ended up having a lot of fun together," recalls Cichantk of the Writing Center pairing, which lasted for about half of last semester. "It was great. We really talked a lot and got into a lot of details about my paper," added Villegas.

Indeed, on several points the two wholeheartedly agree: Each learned a lot from the other and the three hours or so that they spent together each week passed very, very quickly.

"The Writing Center is not about fixing papers," said Carrie Brecke, an instructor in English and women's and gender studies and the director of one of Roosevelt's newest student services, which opened its doors at the Chicago Campus for the first time last semester.

"It's about having a conversation on writing, which is empowering and is the way we learn from one another," added Brecke, who previously had been assistant director of a similar writing center at University of Illinois at Chicago for 12 years.

The Writing Center, which is located in Room 650 of the University's Auditorium Building, was originally proposed

by Emily Tedrowe, who has been director of composition at Roosevelt for the last two years.

"A lot of our peer institutions were offering this service, and I felt it was a resource that Roosevelt students could really benefit from," she said.

Open from 11 a.m. to 6 p.m. Mondays through Thursdays, the Writing Center so far has paired about 34 tutors with 372 writers seeking help on everything from grammar to organization to spelling.

"I didn't have anyone to look over my senior thesis, and I was glad I came in because the tutors I saw helped me make my thesis statement stronger," said Ngina Ali, a Bachelor of General Studies student who believes the time was well spent.

Indeed, going to the Writing Center has helped many students get higher grades on their papers, said Julie Sanford, a full-time instructor of composition who teaches several English 100 basic writing practice courses each semester.

"I've been encouraging my students to go to the Writing Center at least once for each draft of the essays that they turn in," said Sanford, who believes feedback from tutors has greatly helped her students improve their writing skills.

"What I've found is that some students are skeptical at first about going," she added. "But when they come back to the classroom, they tell me it's a very different kind of experience than they thought it would be, and are very positive about it as well."

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"The Writing Center is not about fixing papers. It's about having a conversation on writing, which is empowering and is the way we learn from one another."

—Carrie Brecke

Continued from previous page

From essays to research papers and business proposals to lab reports, the Writing Center can be a source for help no matter the writing project and no matter the skill level of the writer.

Student tutors, who are trained by Brecke at the Writing Center, can brainstorm ideas, help with organization, narrow topics, focus thesis statements, demonstrate connections between arguments and evidence, work on grammar, spelling and sentence structure, suggest editing strategies and provide tips on how to do research citations.

"A lot of what we train the tutors to do is to teach confidence," said Brecke. "We want our students to get out of the experience a willingness to try new ideas," she added. "And we want them to feel that they can acquire the skill of writing through practice."

In its first semester of operation, students were sent to the Writing Center by more than 60 different Roosevelt instructors. They came from all five colleges in the University, and from most of the disciplines within each college. Plus, more than half of those who used the Writing Center visited it on more than one occasion last semester, Brecke said.

To be sure, the Writing Center helped native writers as well as English as a Second Language students better their assignments and their skills, and the tutors who served them were better for the experience as well.

"Taking an honors course with a practical outlet like this really appealed to me," said Shelley Zeiger, an undergraduate journalism major who became a Writing Center tutor to fulfill an English course requirement and ended up comparing the work she did there to a social-justice-styled, service-learning experience.

"I've been fortunate to have an education in journalism and writing, and I felt it was a great way to give back to others," Zeiger said.

Villegas, who touched on everything from research techniques to the organization of new ideas, believes she got so much out of the experience that she plans on going back for help to the Writing Center again this fall.

"I could have just written my paper and said 'Whatever,' but I don't think I would have learned as much as I did," said Villegas.

Meanwhile, Cichantk, who believes she also learned a lot about the process of writing by working with Villegas, unfortunately won't have time to be a regular tutor at the Writing Center in the near future.

However, even she is planning on returning soon to use its services.

"It doesn't matter what level you're at. It's just a really good place to go if you need feedback on your writing or if you don't know where you're going with a paper," said Cichantk. "And I know I'll be going back there with my writing."

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WHY SCIENCE EDUCATION MUST GO BEYOND THE CLASSROOM AND LABORATORY

Faculty Essay by Cornelius Watson, associate professor of biology and chair of the Department of Biological, Chemical and Physical Sciences

Early life experiences shape our career choices, impact our jobs and affect our philosophies. In the Department of Biological, Chemical and Physical Sciences at Roosevelt University, we are working to provide programs that will positively influence how our students conduct their professional lives.

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I can link my career choice to experiences in my high school biology class. My science teacher, Mr. Lloyd, had the ability to lead me to the answers by posing questions himself. He never provided direct answers. This approach led to an increased curiosity about the mechanisms of action in biological systems—a curiosity that remains strong to this day and guides my pedagogical methods in the classroom.

Another experience that has exerted strong influence on my teaching philosophy came several years later when I attended the national conference of the American Society of Cell Biology in San Francisco. As a postdoctoral fellow, I was very excited about the massive amount of new scientific information being presented in the form of papers, mini symposia and plenary sessions. While scanning the thick program booklet, my attention was drawn to an announcement of a one-hour session on science and public policy. I decided to put this event on my list of sessions to attend even though I felt that it was not really science and should not get much attention. (It was not unusual to feel this way because my graduate training only emphasized the importance of scientific skills and knowledge in total isolation from societal issues.)

The main speaker at the policy session was Senator Tom Harkin, D-Iowa, who had a keen interest in biomedical research. He began his speech by stating that American scientists are smart, but at the same time naïve—smart in that they produce excellent work in the laboratory, but naïve because they continue to believe that if they stay in the laboratory and do their work, appropriate increases in research funding will automatically be awarded by Congress. At the time of this session, funding levels for the National Institutes of Health and the National Science Foundation were at critically low levels. The senator implored the audience of about 200 scientists to extend their reach beyond the laboratory by educating lawmakers and the public about science and the need to invest in these critical areas.

After the session, there were informal group discussions on how we train students to become aware of the value of public science education. This event has had a profound impact on the way I see my role in helping to spread scientific awareness. It was also at this meeting that an announcement was made of the formation of a new Joint Steering Committee on Public Policy to work more closely with Congressional leaders.

Soon after arriving at Roosevelt in 1996, where I was attracted because of the University's rich social justice mission, the opportunity arose for me to become a local liaison for

the Joint Steering Committee on Public Policy. As a liaison, I am involved in contacting local representatives to encourage support for scientific research funding initiatives, stem cell and cancer initiatives and any other pertinent scientific issues.

I have visited Washington, D.C. on more than one occasion to meet with Congressional representatives on research and educational issues that are of importance to Roosevelt in particular and science in general. These visits are a learning experience for both the scientists and Congressional representatives. They get to learn more about science and we get deeper insights into the legislative process and the workings of Congress. The visits are very intense. They usually begin with a boot camp where veteran senators give us briefings on the House and Senate structure and then subject us to impromptu drills of mock visits to a representative's office. The boot camp is the most intimidating part of the day because we are randomly selected to talk about a topic or issue. For example, I had to explain the importance of stem-cell research to a senator who is opposed to it.

A highlight of the day is a luncheon seminar sponsored by the Congressional Biomedical Caucus. An important topical issue is presented with the opportunity for open discussion. I am always impressed by the level of interest and the willingness to learn demonstrated by those who attend. During one of my visits, news had just come out that Nancy Reagan supported embryonic stem cell research. Our delegation was immediately tapped for more information on the topic. There was a flurry of activity as staff members pre-

pared information for press conferences. A sense of excitement was palpable as hope for a possible breakthrough in this area increased.

I believe that our representatives have been profoundly impacted by the increased interaction with the scientific community. They are more aware of their local institutions and the important role they play in training qualified, well-rounded scientists. The scientists, in turn, bring back a wealth of experience and information to the classroom and renewed determination to use new approaches to train students.

In the Department of Biological, Chemical and Physical Sciences, we are excited about the new paradigms in curriculum. Our faculty members strongly believe that they must do more than train science students to correctly balance a chemical equation or plan and execute a successful biological experiment. Experiential learning must be coupled with global perspectives and leadership skills. With programs in allied health, biology, biotechnology, chemistry and pre-medical sciences, it is important to train our students as broadly as possible.

"The future looks bright for students completing our science program because new graduates will be more socially conscious, have a strong sense of civic responsibility and have an acute awareness of the importance of sound public policy."



Cornelius Watson (right), chair of the Department of Biological, Chemical and Physical Sciences, believes that it is important for the scientific community to work closely with elected officials. Here he shows off a biology project to Illinois State Rep. Maria Antonia "Toni" Berrios (39th District) and Roosevelt President Chuck Middleton.

We are fortunate that another member of the department, Robert Seiser, assistant professor of biology, is also a member of the Joint Steering Committee on Public Policy, giving Roosevelt University two representatives and more opportunities for students to be influenced by their experiences.

Another curriculum initiative generating excitement in the department is the Science Education for New Civic Engagements and Responsibilities (SENCER). This approach was introduced three years ago by Seiser and Kristen Leckrone, assistant professor of chemistry, who travel to national conferences to share their work in the classroom with others across the country.

The SENCER initiative is a campus-based project to promote reform in science education by strengthening learning and building civic accountability. Classroom lessons are expanded by assigning projects on public health, democracy, globalization and the environment. In the past, a lecture on acids and bases would have been limited to reactions and equations. Using the SENCER strategy, the lecture includes projects and news analyses involving acid rain. In cell biology, a lecture on cell biology will extend into all the social, cultural, legal and religious issues relevant to stem cell research.

We hope to implement additional programs where students can obtain internships in local and national governmental offices to observe and learn about policies. The future looks bright for students completing our science program because new graduates will be more socially conscious, have a strong sense of civic responsibility and have an acute awareness of the importance of sound public policy. The Department of Biological, Chemical and Physical Sciences is well positioned to continue producing graduates who will make significant contributions to a more politically and technologically complex world.

I also would like to encourage our science alumni to contact us with feedback on how well our programs have prepared them for the workplace.

Cornelius Watson joined the science faculty of Roosevelt University in 1996. He received BSc and MSc degrees in biology from Tuskegee University and a PhD from Wesleyan University. His academic interests include gene expression, hormones, radiation effects and vascular endothelium.



FROM MINORITY

TO MAJORITY

BY LAURA JANOTA

THEN AND NOW: RU WOMEN THRIVE IN TIMELESS WOMEN'S AND GENDER STUDIES PROGRAM

When Roosevelt College first opened its doors in 1945, women heard its call.

They poured into the College's School of Arts and Sciences; they flocked to the institution's School of Music; and while they didn't dominate in Roosevelt's business-oriented School of Commerce, women were a slight majority of the overall student body early on, according to a Nov. 15, 1945, issue of *Roosevelt College News*.

"As a place that welcomed those who were discriminated against, Roosevelt always has had an open-door policy toward women," said Lynn Weiner, professor of history and dean of the College of Arts and Sciences.

While the male vs. female ratio of the student body has fluctuated over the years, women today make up nearly 70 percent of the University's overall student body.

And while many continue to favor traditional majors in liberal arts, music and education, some of Roosevelt's most progressive female students today are blazing a trail of activism and scholarship in the University's Women's and Gender Studies (WGS) program, which offers a master's degree, graduate certificate and undergraduate minor.

One of last year's students, Alison Murray (MA, '07), co-founded the first Girls Rock Chicago! summer camp, which is an example of the kind of community activism that students can opt to do as their final project toward a master's degree.

"I learned from the ground up how to organize a major grass-roots community event," said Murray, who organized a panel on the organization for the National Women's Studies Association conference this past June. Girls Rock Chicago!, a summer camp for girls who want to be rock-and-roll stars, recently completed its second successful year.

Another WGS student, Melissa Meegan (MA, '07), began a chapter of the Feminist Majority Leadership Alliance. The 20-member alliance sponsored a number of Chicago Campus events last year that contributed to the group's winning an award as student organization of the year.

"Going through the women's and gender studies program was an empowering experience for me," said Meegan, who was president of the alliance.

"It gave me self-confidence and allowed me to take what I learned in the classroom and apply it in the community," she added.

Indeed, the WGS program has become visible on the academic conference circuit where Roosevelt students made 10 presentations of their original work in the last year alone.

"I wanted to examine how often rape myths exist on TV shows like *Law and Order*," said Lauren Benatti (MA, '07), who expected her research to show that the program's "special victim's unit" routinely dealt with rapes committed by strangers and/or rapes that could be blamed on a victim's actions.

After watching and studying multiple episodes, however, Benatti found that rapes weren't the kinds of crimes being highlighted at all. Instead, she discovered the show's special victim's unit dealt with murders and kidnappings in which both

In the early days, Roosevelt women (above left) often studied in the Michigan Avenue lobby. Meanwhile at right, today's Roosevelt women, Melissa Meegan (left) (MA '07) and Ann Brigham, associate professor and director of the Women's and Gender Studies program, use the lobby as a meeting place to discuss relevant issues.

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the offenders and victims were people who traditionally haven't held power, among them, women, children, the mentally ill, gays and lesbians.

Benatti presented findings on the topic last year at a National Women's Studies Association conference in St. Charles, Ill., and the Midwestern Conference on Literature, Language and Media at Northern Illinois University. For her final project, she developed a freshman college course on issues of gender and violence.

"We are trying to combine rigorous academic programming with professional development and with work in the community," said Ann Brigham, associate professor of WGS and director of the program that has been expanding in many ways over the last three years.

"And I'm really excited about the kinds of community projects and writing that our students have been doing," she said.

The program got its start as an idea in the early 1990s when a group of female students, faculty members, clerical and other staff members formed the Association of Roosevelt Women, a group that was active with women's issues.

"The graduate women's studies program was an outgrowth of what our group had been doing," said Weiner, who co-founded the program with Susan Weinger, professor of art history and chair of the Department of History, Philosophy and Art History.

"But we built on the experience of an earlier group of Roosevelt women who had actually initiated an undergraduate concentration in women's studies in what was then known as University College during the late 1970s," added Weiner.

Weinger worked with Weiner during the 1990s to create a proposal for the University's first graduate-degree program in women's studies.

"We believed there might be an interest in having a graduate degree program on campus, and the Curriculum Committee agreed that such a program would be a good fit for the University," said Weinger.

Since its beginning in the mid 1990s, the program has grown in size, scope and stature.

"We're seeing a higher quality of student, including many who are coming from out of state," said Brigham, who was hired in 1999 as the first full-time faculty member with part of her faculty line dedicated to directing the program.

In 2000, Brigham renamed and refocused the program to include gender studies.

"It was a brilliant move to change the focus of the program to include both women's and gender studies," said Regina Buccola, associate professor of English and joint faculty in the WGS program, who developed and taught a course on feminist theories of performance last spring.

"By doing that, the program has been raised to a new level that is more relevant to the questions and issues percolating today about gender roles and how they are constructed," she said.

In 2005, Brigham assembled a core faculty for the WGS program. The group includes six faculty members who regularly teach in other disciplines, but have received joint appointments in WGS.

The program's interdisciplinary approach to WGS is one of the factors driving the overall field's growing popularity and its move into the mainstream of higher education today, according to Brigham.

"Institutions across the country are beginning to realize that interdisciplinary studies and programs like ours have a lot to offer, and as a result, WGS programs are growing more popular around the country," said Brigham, who is seeing more applicants with undergraduate experiences and training in WGS.

The program is being expanded in a number of ways. Among them:

- A new full-time WGS professor will be hired during 2007-08.
- The program's curriculum, which gives students the option of doing a traditional thesis research paper of original scholarship or a community activist project and linked academic paper, will be broadened and deepened to reflect current trends in the field.
- A comprehensive internship program for students has been introduced this academic year. In fact, the program hosted the annual Chicago Area Women's and Gender Studies Internship, Job and Volunteer Fair in October.
- More connections and partnerships between the program and outside community organizations and agencies are being sought.

"I didn't want to just be a number," recalled Liz Thomson (MA, '05), a Roosevelt WGS graduate who interned for the University of Illinois at Chicago's Gay, Lesbian, Bisexual and Transgender program. Because of that experience, Thomson stayed on with the program after graduating. She also has been teaching women's studies courses at Northeastern Illinois University.

"My degree in WGS opened doors for me," said Thomson.

The program also opened doors for Mary Pflugshaupt (MA, '06). A composition instructor who has taught at Roosevelt, Columbia College Chicago and Indiana University, Pflugshaupt saw connections between composition and WGS while in the program. Since then, she has developed courses combining the two disciplines, including one that engages students in productive conflict in the classroom, teaching them a major tenet of WGS — how to find a voice to be an activist.

"You get a lot of support in the program to do creative things and to be confident that you have a voice," she said.

At Roosevelt, women long have had opportunities to have a voice.

"Roosevelt hired women professors at a time before it was common; we appointed women department chairs early in our history; we had a pioneering woman business college dean during the mid-'80s; and now we have a woman provost, women trustees, women deans and department heads, and an increasing number of women professors," Weiner said.

"Roosevelt has had a long tradition of being inclusive, and that means being a place where women and WGS can flourish," she added. "And we're proud of where we've been and where we're going."

PITCHING SPORTS

RU Task Force Considers Expanded Athletics

BY LAURA JANOTA

After nearly two decades, sports are making a comeback at Roosevelt University.

Intramural flag football, three-on-three basketball, dodgeball, softball, volleyball, rugby and club baseball are just a few of the athletics Roosevelt's growing body of traditional-aged students has participated in.

And if all goes according to plan, men's and women's sports teams from the University could be playing in the future at the more competitive and visible intercollegiate level.

The idea to revive sports and sports teams at the University came from Matt Gebhardt (BS, '07) and Ashley Kehoe (BS, '07). They believe that sports can be successful at Roosevelt, provided administrators and students take athletics seriously.

"When I was a student at Roosevelt, the issue of bringing sports to Roosevelt was very important to me," said Gebhardt. "As an alumnus, it will only be important if there is a finished product, and by that, I mean a sports team that I can come back and watch."

Both Gebhardt and Kehoe are currently studying for master's degrees in student personnel services at Loyola University Chicago.

As Roosevelt students, the two formed the Intramural Sports Club, which grew to about 300 participants, and the Roosevelt Lakers club baseball team, which has competed regularly against other university club teams.

As part of their efforts, Gebhardt and Kehoe approached President Chuck Middleton and appeared before Roosevelt's Board of Trustees to argue for the need for Roosevelt students to have better and more organized sports opportunities. Among evidence they presented were findings from a student survey, which

showed 91 percent of respondents were in favor of the creation of an athletics program at Roosevelt.

What's more, Gebhardt did an honor's thesis last spring outlining how Roosevelt could revive its historical commitment to sports, which began in 1948 with an intramural program and ended about 40 years later when interest in its sports clubs and intercollegiate teams had dwindled to almost nothing.

"We have a lot of ideas on the table for reviving sports at Roosevelt," said Mary Hendry, vice president for enrollment and student services and chair of the University's Task Force on Intercollegiate Athletics. "And the nice part about it is that the initial idea for this came from our students. It's a project that's really student driven," she said.

Made up of administrators, faculty members, students and Board of Trustees members, the Task Force on Intercollegiate Athletics was called together by Middleton in December 2006 to investigate the possibility of reviving a sports program at Roosevelt.

After meeting four times, the task force concluded that the University should begin to work toward building a sports program that eventually could include teams that play in Division III of the National Collegiate Athletic Association (NCAA).

"The fact is that college students look for a number of things to be part of their campus and university environment — and one of those things is sports," said George Lofton, who sits on the Roosevelt University Board of Trustees and is a member of the task force.

"Students want the opportunity to participate and to compete," he added. "And I believe that competing at the intercollegiate level is a great way to bring our students closer to the University and to lead them into a lifelong relationship with the University."



The idea to revive sports and sports teams at Roosevelt came from Matt Gebhardt (left) (BS, '07) and Ashley Kehoe (right) (BS, '07). They are pictured above with President Chuck Middleton.

"When I was a student at Roosevelt, the issue of bringing sports to Roosevelt was very important to me. As an alumnus, it will only be important if there is a finished product, and by that, I mean a sports team that I can come back and watch."

—MATT GEBHARDT (BS, '07)



Sports have been a part of the Roosevelt University experience over the years. Pictured here are a Roosevelt Lakers basketball team from 1982 and a Roosevelt Lakers baseball team from 2006.



Under the task force plan, Roosevelt is already taking the first step toward reinstating a sports program by bringing on board a coordinator of wellness and recreation. Besides overseeing operations at the University's Marvin Moss Fitness Center, the coordinator is working for the first time with students to help them organize and enhance sports clubs at both the Chicago and Schaumburg campuses.

"This is a major, first step toward the longer-range goal of joining NCAA Division III," said Hendry.

The task force plan suggests the University apply for admission on an exploratory basis into NCAA Division III "when feasible," perhaps in time for play during the 2008-09 academic year.

However, a moratorium on admission of new teams would have to be lifted first, possibly in January of 2008.

Teams that are currently in NCAA Division III include: Alverno College in Milwaukee, Wis.; Aurora University in Aurora, Ill.; Benedictine University in Lisle, Ill.; Concordia University Chicago in River Forest, Ill.; Concordia University in Mequon, Wis.; Dominican University in River Forest, Ill.; Edgewood College in Madison, Wis.; Lakeland College in Plymouth, Wis.; Maranatha Baptist Bible College in Watertown, Wis.; Marian College in Fond du Lac, Wis.; Rockford College in Rockford, Ill.; Wisconsin Lutheran College in Milwaukee and a provisional member, the Milwaukee School of Engineering.

If admitted on an exploratory basis, the University would become a provisional member its second year, and could become a full member after its fifth year, according to the task force report.

However, before being admitted as a provisional member, at least 10 Roosevelt sports teams would have to be in place.

Reasonable choices for sports teams that would comply with NCAA Division III play may include men's cross country, women's cross country, women's volleyball, men's soccer, women's soccer, men's basketball, women's basketball, men's baseball,

women's softball, men's track and field and women's track and field, according to the task force report.

"There's a shift that the University will have to make in pursuing admission into the NCAA Division III," said Lawrence Howe, associate professor of English, a faculty member on Roosevelt's Board of Trustees and a member of the task force.

Indeed, Howe believes locating and/or building facilities, hiring appropriate people, including coaches and trainers, and paying for hidden costs, including liability insurance and transportation, will present challenges.

It's been estimated by the task force that formation of an NCAA Division III program at Roosevelt would cost approximately \$1 million a year.

At the same time, however, it's being projected that establishment of such a program could attract several hundred additional students each year, and bring the University wider visibility.

"We think athletics in Chicago and beyond are so popular that we don't see a problem in attracting even more new traditional-aged students to campus than we've been projecting," said Hendry.

Joining the NCAA Division III also could be a win-win situation if the University follows the path of other institutions with sports teams that have either generated money or have been self-sustaining due to increased enrollments and greater visibility, Lofton said.

In moving forward one step at a time, however, the University and its Task Force on Intercollegiate Athletics won't be forgetting priorities.

"We're not seeing this as something where we're going to sell out our values in order to field high-profile sports teams," said Howe. "We're hoping to give our students more opportunities to participate in regional sports, which in turn may improve their satisfaction with the Roosevelt experience," he said.

TWO OF A KIND

BY TOM KAROW

It's not easy interviewing Roosevelt University graduates Grace Graves Dawson (BA, '54) and Frances Graves Carroll (BA, '54).

For one thing, the identical twin sisters are always completing each other's sentences, making it nearly impossible to recall who said what. For another, they have so many friends that people are always stopping by to say hello, including the President of Roosevelt.

Grace and Frances not only look alike, but they think alike and act alike. "There are only two things different about us," said Grace (or was that Frances?). "We are members of different sororities, and we got our doctorates from different universities."

From the time they were five years old, the Chicago natives knew that they wanted to become teachers. Over the years, they have achieved that goal and so much more. Incredibly, both have been teachers, principals, administrators, university professors and trustees of major universities.

"They've always known exactly what they want to do," said Carl Dawson (BS, '70) Grace's husband of 52 years. "Being identical twins, they are each other's greatest ally."

Not surprisingly, the sisters live across the street from each other on Chicago's South Side and their husbands, although not brothers, were always extremely close. "None of our children call us by our names," said Grace. "We're 'auntie' and 'uncle,' to everybody in the family."

Both families are members of the same Baptist church and they sit in pews near each other on Sunday. Carl is a deacon and trustee, while Floyd Carroll, Frances' husband, who died in October, was chairman of the deacon board and a trustee. Both men also attended Roosevelt, and Carl earned a bachelor's degree in psychology in 1970. Frances' son, Floyd II, also graduated from Roosevelt with a master's degree in educational leadership in 1988.

"If you ask me the main reason for our success, I would say it is our faith in God and the support system of our family and friends," Grace said. "It was not just because of hard work. There are a lot of hard workers, and they don't always get their due."

Fashionable dressers who love to wear hats, the sisters wore identical clothes until they got married. "Our husbands said we couldn't do it any more because they often couldn't tell us apart," Frances said. "Now we just dress similarly. For exam-

It's too hard for people to tell them apart, so identical twins Frances Graves Carroll (left) (BA, '54) and Grace Graves Dawson (BA, '54) don't dress identically any more, except for this photograph taken in the University's Sullivan Room.

ple, at church on Sunday, Grace wore yellow and blue and I had on yellow and white."

After graduating from Chicago's DuSable High School, the sisters, both honors students, enrolled at Roosevelt College in 1952, because it had a reputation for nurturing students of all races.

"Our Roosevelt experience was the best and the most profound time in our life," said Frances. "Roosevelt taught us how to think, how to analyze, how to be concerned and involved, and how to make a difference. The professors were the best of the best."

During their time at Roosevelt, they recall visiting professors' homes in suburbs like Winnetka and attending activities for students at the Chicago Cultural Center, Union League Club and Chicago Athletic Club, as well as at other clubs that did not traditionally include blacks.

It was at Roosevelt that the twins realized the importance of pursuing their dreams and giving back to the community. Both women were popular with their classmates and enjoyed

"Our Roosevelt experience was the best and the most profound time in our life. Roosevelt taught us how to think, how to analyze, how to be concerned and involved, and how to make a difference. The professors were the best of the best."

FRANCES GRAVES CARROLL

participating in extracurricular activities, including the Future Teachers of America Club and the Prom Committee. Frances was secretary of the Student Council and chair of the Entertainment Committee.

After earning bachelor's degrees in education from Roosevelt in 1954, the sisters joined the Chicago Public School (CPS) system where Grace worked until 1992 and Frances until 1999. "When I was a kindergarten teacher and a primary school teacher, I loved it," said Frances. "And

when I was in special ed, I loved it, and when I was a coordinator or a counselor, or an administrator, I loved it. We are born educators."

"Both of us were good principals," added Grace. "I trained teachers to become principals because a principal can reach more kids than a teacher can."

In addition to being CPS teachers and principals, Grace was the director of Dropout Prevention, while Frances held senior administrative positions with numerous CPS departments, including mental health, special education and early childhood. She was an award-winning principal at the Nancy B. Jefferson Alternative School (formerly, the Cook County Juvenile Temporary Detention Center).

Now, a few decades later — we won't say exactly how many — the twin sisters are still involved in education. Frances is a trustee of the University of Illinois and member of the Illinois Board of Higher Education, while Grace is a trustee of Northeastern Illinois University.

Continued on next page



Left: Identical twins Frances Graves Carroll (left) and Grace Graves Dawson were appropriately photographed together for their graduation from Chicago's DuSable High School in 1950. Right: Grace (left) and Frances attend a reception at their church, Greater Bethesda Baptist Church. The women and their husbands have been leaders in church activities.

Continued from previous page

"One of the major things I gained from Roosevelt was confidence," Frances said. "I was never shy about reaching out for higher-level jobs because I felt that my education and preparation was second to none."

Grace and Frances earned master's degrees in education in 1961 from Chicago State University. Frances then went on to earn an EdD in 1980 from the University of Sarasota. Grace, on the other hand, earned her doctorate in 1984 in educational administration from Southern Illinois University.

At the same time they were teaching in CPS, the twins taught numerous graduate courses in Roosevelt's College of Education. They also were asked to be advisors to the college when the curriculum for a doctorate in educational administration was being developed.

Shortly after being hired as CPS teachers, the sisters joined Roosevelt's Alumni Association and have been members ever since. Grace was elected to the Alumni Board of Governors in 1971 and 1973. And as president of the Southside Alumni Club in 1961, Frances raised more money than any club president.

"The Alumni Association was a great way for us to continue broadening the friendships and relationships we made while we were students," Grace explained. "Florence Meadow and the other directors of the Alumni Association had an extraordinary way of reaching out to alumni. They had lots of activities, including tours to Hawaii, Peru and Africa."

Grace was honored as Roosevelt's outstanding alumnus in 1988 and received the Edward J. Sparling Award for her work at Beethoven Elementary School, where, as principal, she inspired many students from the Robert Taylor Homes to excel. After retiring from CPS, Grace became a principal in Indiana where she received the "Sagamores of the Wabash" award from the governor of Indiana and was inducted into the Indiana House of Representatives as an honorary member.

Frances has received numerous awards in recognition of her career, including the CPS' Principal of Excellence Award, and the Distinguished Educators Award from the Chicago Academy of School Leadership. Both Grace and Frances received the Mary Herrick Award for Distinguished Lifetime Achievement.

POLICY WITHOUT BORDERS

INTERNATIONAL MPA PROGRAM COMPLETES FIRST SUCCESSFUL YEAR

BY LAURA JANOTA

They met Chicago Mayor Richard M. Daley, visited Springfield, Ill., while the state legislature was in session, and traveled by car across parts of America.

Now, the 21 mid-level employees from the Beijing Municipal Statistical Bureau in China are preparing to complete their studies toward their master's in public administration (MPA) degrees at Roosevelt University.

"We've learned how American organizations and governments are organized and how problems are solved," said Youliang Li, an analyst for the census bureau in Beijing who is nicknamed Peter. "And I think what we've learned will be useful when we return home in December," he said.

The group, which arrived in February, has been taking classes at Roosevelt's Chicago Campus.

"We're getting to know true Americans, and that's good because before we just read about the United States in newspapers and on the Internet," said Hong Hong, who works in the publicity department for the Beijing Municipal Statistical Bureau, and whose nickname is Emily.

The International Executive MPA program, now completing its first year, includes intensive training in English, a 12-course curriculum and five-week internships with governments including the city of Chicago, Cook County and the state of Illinois. The goal of the program is to give the Chinese a better understanding of how America does public administration so they can adapt and use the skills they've learned on the job when they return home later this year.

"These students have picked up English very rapidly," said David Hamilton, professor of public administration and program coordinator. "They have demonstrated ability in understanding the material and in doing their assignments, and along the way they've learned a lot of cultural things as well."

The program includes 12 courses: Public Service in the United States, Management Practices for Public Service, Issues in the Development and Administration of Public Policy, Quantitative Methods and Tools for Public Administrators, Human Resource Management, Public Budgeting and Financial Management, Research and Evaluation Methods, Leadership in Public Policy, Economics of the Public Sector, Geographic Information Systems, Urban and Regional Development Policy and a capstone course involving field experience and individual projects.

"We've learned a lot from our professors," said Yanxia Guo, who is a population surveyor in China and is known by the nickname Alicia. "They give us very good examples of how things they talk about in class affect them."



Employees from the Municipal Statistical Bureau in Beijing, China, are preparing to complete their studies in Roosevelt University's Master's in Public Administration Program.

Some of the most amazing things the students have learned, however, have nothing to do with their coursework.

For instance, some said it was surprising that Chicago's government is such a minor player, behind state and federal governments in the United States.

Others said they were surprised to see state lawmakers in Springfield arguing and debating in public — a scene that is not typical in China.

Still others said they were surprised that governments in America give jobs and contracts to private contractors and businesses.

Things that have fascinated the students include designated seats for those who have disabilities on Chicago Transit Authority buses and trains, and flower planters along Michigan Avenue in Chicago that are changed seasonally.

"When I first came to Chicago, I thought it was a cold, windy, crazy place," said Juan Du, who is a social statistician in Beijing and is known by the nickname of Jasmine.

"But when spring came in the city, I began to like it more and more," she said. "And I've been impressed with the diversity of the city and the diversity of America."

Members of the group will return home with diplomas in hand at the end of December, and plans are being made to welcome even more groups into the program in the future.

"It's not just an educational experience. It's a cultural experience as well," said Hamilton. "And we are hoping that additional groups from the statistical bureau will come to Roosevelt for their MPA degrees in the near future."



STEVEN MEYERS

RU PROFESSOR NAMED ILLINOIS PROFESSOR OF THE YEAR

As *Roosevelt Review* was going to press, it was announced that Steven Meyers, professor of psychology at Roosevelt University, has been selected as the Illinois Professor of the Year for 2007 by the Carnegie Foundation for the Advancement of Teaching. Meyers is the founder and director of Roosevelt's Initiative for Child and Family Studies. Since joining Roosevelt in 1996, he has been a leader in making service-learning an important part of his classes. A profile of the new Professor of the Year will appear in the next issue of the magazine.

ROOSEVELT DIVESTS FUNDS DOING BUSINESS IN THE SUDAN

Roosevelt University, which was founded on the principles of social justice, announced that it will not invest in companies or mutual funds doing business in the Sudan. The Roosevelt University Board of Trustees passed a resolution stating that the University "abhors the human tragedy unfolding in Darfur" and directing the University's Investment Committee to investigate whether any mutual funds under control of its investment firms should be divested from the University's long-term investment pool "because of problematic business activity in the Sudan."

"Our resolution is designed to exert pressure on the Sudanese government to change its genocidal and ethnic cleansing policies," said James J. Mitchell III, chairman of the board. "The board believes that Roosevelt University must abide by its commitment to social justice in a global setting."

FIVE NEW TRUSTEES JOIN BOARD

Five new trustees were elected to the Roosevelt University Board of Trustees. Steven H. Abbey was elected as a public trustee, Sharon H. Grant and Samuel Rosenberg were elected as faculty trustees and Candice M. Norris and Brian A. Bellows were elected as student trustees.

Abbey is senior vice president and group sales manager of JP Morgan Chase. Abbey received a bachelor's degree from Tufts University and an MBA from the University of Chicago. He has been part of JP Morgan Chase and its predecessors since 1982.

Grant is associate professor and chair of the Department of Teaching and Learning in Roosevelt University's College of

Education. She joined Roosevelt in 1997 and holds a PhD from the University of Illinois at Chicago. Rosenberg is professor of economics and director of the Roosevelt Scholars Program. He joined Roosevelt in 1982 and holds a PhD from the University of California at Berkeley.

Bellows, a member of Roosevelt's Scholars Program, is studying political science at Roosevelt. Norris is a second-year graduate student at Roosevelt in the Clinical Professional Psychology Program.



LAURA MILLS

RU HIRES FIRST ARCHIVIST

With thousands of historical artifacts on everything from Franklin and Eleanor Roosevelt to the late Chicago Mayor Harold Washington, Roosevelt University has begun the process of creating comprehensive archives that one day could be opened to the public.

"There are a lot of good materials on the Roosevelt family, a lot of good materials on the history of the University and a lot of history about different movements like the New Deal and social justice in Chicago," said Laura Mills, who recently was appointed as the University's first full-time archivist. Previously an archivist with the State Archives of Michigan, the Jefferson National Expansion Memorial in St. Louis and most recently for Rotary International in Evanston, Ill., Mills has begun boxing and categorizing documents specifically pertaining to the University's history.

However, the comprehensive archives that Mills will be building document by document and artifact by artifact will have much, much more in it besides strictly University history. For instance, it will include Franklin Roosevelt election memorabilia, letters from Eleanor Roosevelt and thousands of artifacts that are part of the University's Center for New Deal Studies collection. It also will contain recordings, music scores and other history from the 140-year-old Chicago Musical College,

which merged with Roosevelt in 1954, and is now part of the University's Chicago College of Performing Arts (CCPA). Finally, the comprehensive archives will include artifacts from and much history about Roosevelt's Auditorium Theatre.

"We've had librarians working on and off in the past on our archives, but this is the first time we've had a full-time archivist whose charge is to pull all four of our collections together in one database and eventually under one roof," said Mary Beth Riedner, who is University librarian.

PRESIDENT MIDDLETON AGREES TO SECOND FIVE-YEAR CONTRACT

Chuck Middleton has accepted a second five-year contract as President of Roosevelt University, Board of Trustees Chairman James J. Mitchell III announced.

"The Board of Trustees is delighted that Dr. Middleton has accepted our offer to continue to lead the University," Mitchell said. "We are extremely pleased with the direction the University is going and the many successes Roosevelt has enjoyed over the past five years. Chuck Middleton is an innovative and progressive university president and Roosevelt is fortunate to have him as its leader."

"I appreciate the confidence the board has shown in me," Middleton said. "Much has been accomplished, yet Roosevelt still has a number of ambitious goals which I will be working on in the years ahead with my colleagues in the University and on the Board of Trustees."



CHANGES PROPOSED FOR SCHAUMBURG CAMPUS

Roosevelt University President Chuck Middleton has announced plans to take the Chicago and Schaumburg campuses in separate directions in the months and years to come. "Campus differentiation is not only desirable; it is imperative if we are to ensure our overall future," Middleton told members of the Roosevelt

community during the University's annual Convocation held at the Auditorium Theatre.

"Whenever possible, we must make our programs, academic and support, campus specific," said Middleton. The President also told trustees, faculty, students and staff that changes also will be made at the Schaumburg Campus to improve student life and to enhance educational programming.

One of the changes being made is establishment of a multicultural center, providing academic and personal support for under-represented students, he said. The new center will take up new themes annually according to changes in student demographics, he said. Another change is that the Schaumburg Campus Office of Student Activities has been renamed the Center for Campus Life. "This change will provide strong and comprehensive co-curricular programs for Schaumburg students, promoting student engagement and strengthening the voice of students," he predicted.

A third change involves appearances at the Schaumburg Campus, where the community courtyard is being redesigned so it will function better as a gathering place for students, he said.

RU WELCOMES 22 NEW FACULTY MEMBERS

Twenty-two new professors from universities throughout the country and the world joined Roosevelt University for the 2007-08 academic year. The new faculty group, which includes 12 men and 10 women and four African Americans and four Asian Americans, is one of the largest and most diverse in the history of the University, according to Pamela Trotman Reid, provost and executive vice president.

New faculty members include:

Tsun Chow, visiting assistant professor of accounting; Chris Chulos, assistant professor of history; John Cicero, professor of computer science and dean of the Evelyn T. Stone College of Professional Studies; Telly Courialis, visiting assistant professor of criminal justice leadership and organizational leadership; Pamela Davies, assistant professor of integrated marketing communications; Ben-Roy Do, instructor of psychology; Maria Earman-Stetter, assistant professor of special education; Lynne Firsell, assistant professor of early childhood education and special education; Larry Fisher, assistant professor of integrated marketing communications; John Fountain, professor of journalism; Scott Gilmore, assistant professor of opera and vocal coaching; Rifat Gornier, assistant professor of finance; Vickie Gukenberger, professor of nursing and director of nursing; Joanne Howard, visiting assistant professor of public administration; Tasneem Islam, assistant professor of chemistry; Lisa

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Lu, assistant professor of psychology; Charles Madigan, presidential writer in residence; Jeri Morris, assistant professor of psychology; Kimberly Ruffin, assistant professor of English; Keland Scher, assistant professor of theatre; Brian Siers, assistant professor of psychology; and Carolyn Wiley, professor of management.



CCPA RECEIVES 10-YEAR REACCREDITATION

Roosevelt's Chicago College of Performing Arts (CCPA) has received notification of reaccreditation by the National Association of Schools of Music (NASM) and will continue to be a member in good standing for the next 10 years. The NASM Commission on Accreditation said the action was taken after a thorough peer review of CCPA.

The site team's report to the Commission lauded the College and its ongoing successes: "The visitors are strongly impressed by the dynamic of positive change characterizing the music program at CCPA," the report stated. "Considerable wisdom and judgment have obviously led to stunning improvements in faculty, student selectivity, equipment and condition of the facility. The courage to make strategic decisions is strongly in evidence ... The remarkable growth of quality in the student body, faculty morale, improvements in facility and staff are eloquent testimony of the strengths of evaluation, planning and projections at CCPA."

ROOSEVELT HONORS SOCIETY RECEIVES GRANT TO HOST CONFERENCE IN 2008

Roosevelt's newly created student chapter of Omicron Delta Epsilon, an international honors society in economics, has received a grant to host a conference on economic issues raised by candidates in the 2008 U.S. Presidential election. Initiated by two Roosevelt economics honors students, the grant will allow the University's new economics honors society, known as the Omega Chapter of Illinois, to hold a conference exploring presidential candidates' positions on economics issues.

"This is a great beginning for our new economics honors society chapter and a great opportunity for increasing student awareness in general about the role that economics play in our lives and in our elections," said June Lapidus, associate professor and chair of the Department of Economics at Roosevelt.

COLLEGE NAME CHANGED TO PROFESSIONAL STUDIES

The Evelyn T. Stone University College has been renamed the Evelyn T. Stone College of Professional Studies to more accurately reflect its mission and practice. The college will continue to be a place of interdisciplinary learning, innovative teaching and research, and flexible educational opportunities, said Dean John Cicero. "The College of Professional Studies provides exciting and distinctive learning environments for students of all ages, including many programs tailored specifically for adults," he said. When it was founded in the 1960s, the college was named the College of Continuing Education.



JOHN CICERO

FUNDING HIGHLIGHTS CCPA Students Thank Foundation with Special Performance

BY LAURA JANOTA

A Siragusa Foundation Scholarship recital held recently at Roosevelt University featured the best from two Chicago College of Performing Arts (CCPA) students — that is, freshman Tyler Hodges' voice and graduate student Kelsey Erdahl's (BA, '06) harp.

Make no mistake about it, though. Stellar performances by the two weren't the sole reason the luncheon recital was so special and successful.

Indeed, the most amazing thing about the event was the chance it offered for the two students, who each have received \$10,000 Siragusa Foundation scholarships, to get to know foundation president Irene Phelps.

"I try every year to meet with students who are receiving our scholarships," said Phelps. "But to sit here and to be able to listen to their music is marvelous. It has to be one of the best meetings with students I've ever had."

Held in May, the recital featured freshman baritone Hodges singing classical pieces by Alessandro Stradella, Wolfgang Amadeus Mozart, Gerald Finzi and Robert Schuman and harpist Erdahl, who is currently a master's in music candidate, playing music by Johann Sebastian Bach and David Watkins.

"I received scholarships as an undergraduate and as a graduate student, but this is the first time I've ever had the chance to actually meet someone who gave me a scholarship, and it's been a fantastic experience," said Erdahl, who currently studies with CCPA instructor Sarah Bullen, principal harpist of the Chicago Symphony Orchestra.

Hodges, who studies with CCPA instructor and Metropolitan Opera baritone Richard Stilwell, also enjoyed the opportunity to meet with and to perform for Phelps.

"Receiving this scholarship means a lot," Hodges told Phelps. "It allows us not to have to worry as much about money and it allows us to focus on what we're really here for — which is the music."

The Siragusa Foundation was established in 1950 by the late Ross Siragusa, a high school-educated entrepreneur who built the Admiral Corp. into a \$50-million-dollar-a-year TV, radio and electronics giant. By the end of 2006, the foundation

had awarded more than \$30 million to more than 450 organizations located primarily in the Chicago area. In fact, over the last 19 years, the foundation has made 20 scholarship grants to Roosevelt's music students.

"These are the only college-level musical scholarships we offer," said Phelps, whose grandfather, Ross Siragusa, also was a classical pianist and had a great appreciation for music and music education.

"My grandfather was trained as a classical pianist, but he couldn't afford to go to college, and he always felt that was a mistake," said Phelps. "That's why we support education, and why these scholarships for Roosevelt students are so important."

Hodges and Erdahl, who both are aiming for careers as classical musicians, dedicated their performances to Phelps as a thank you not only for their scholarships, but also as a thank you for all the foundation has done over the years to help Roosevelt students.

"I'm so proud of what you have accomplished," Phelps told the students and CCPA Dean James Gandre. "And I really hope we can make this kind of a recital an annual event."

Irene Phelps (second from left), who is president of the Siragusa Foundation, met recently with (from left) Siragusa scholarship winners Tyler Hodges and Kelsey Erdahl (BA, '06) and James Gandre, dean of Chicago College of Performing Arts.



SAVE THE DATE

Saturday, March 1, 2008

Torchlight Gala

Join Roosevelt alumni, faculty, staff and friends of the University at the Community Advisory Board's Torchlight Gala. This annual fundraiser is instrumental in helping make the dream of a college education come true for deserving students by providing financial support to the University's scholarship fund.

Enjoy a silent and live auction with incredible prizes for you and your family!

More event details coming soon.



SAVE THE DATE

Friday, April 25 - Saturday, April 26, 2008

ALUMNI WEEKEND

Join the Roosevelt University Alumni Association for its annual alumni reunion — reconnect with your favorite faculty members, meet and mingle with current RU students, and enjoy great alumni activities, including educational lectures, master classes, tours, celebrations, exhibits, performances and a Golden reunion.

This year at Alumni Weekend, we will present a special tribute to the late Harold Washington (BA '49), the first African American mayor of the City of Chicago, with a unique exhibit and evening celebration.



We called.
You answered.
Thank you!

The students from the Roosevelt University Phonathon Program thank you for the stories, the laughs and the gifts. The support of our many generous alumni, parents and friends helps us provide for the University's greatest needs.



INSTITUTIONAL ADVANCEMENT'S TEAM GREEN!

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DEVELOPMENT

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A Message

FROM THE ALUMNI ASSOCIATION PRESIDENT



MICHI PEÑA (MBA, '78)
President, Roosevelt University
Alumni Association

Dear Fellow Alumni:

This summer the Roosevelt University Alumni Association hosted its annual Alumni Boat Cruise at Navy Pier. We are proud to say that it was a successful alumni event! This year we used Kanan Cruises, which operates Chicago's newest private charter yacht, and extended the cruise to three hours. More than 400 RU alumni, students, faculty and staff attended. Despite inclement weather due to rain, alumni had a wonderful time socializing and reconnecting with former classmates. Enjoy the event photos and captions in this issue's "RU Alumni Events: On the Road and in Chicago" section.

As part of the Roosevelt University Alumni Association's "Next Stop" event series, President Chuck Middleton, Board of Trustees member Anne Roosevelt and other members of the University community hosted an alumni event at the Capitol in Washington, D.C., in October. Nearly 50 alumni and governmental officials attended. At the evening reception, Middleton and Roosevelt led a discussion about Roosevelt University's mission and vision. Our "Next Stop" will be New York City in November. Log on to www.roosevelt.edu/alumni to see photos of this event series.

The Roosevelt University Alumni Association also hosted an Alumni Jazz and Gospel Brunch in October. The brunch took place in RU's Congress Lounge. Nearly 100 alumni and friends of the University attended a delicious brunch and outstanding performances by the Jazz and Gospel groups. We hope to make this incredibly successful Chicago gathering part of our annual Alumni Association events.

Lastly, I would like for you to join me in welcoming Dinah C. Zebot to the Roosevelt University alumni relations team as the new assistant director. Dinah comes from The Chicago Foundation for Women and is an active class agent and regional volunteer for Grinnell College in Iowa. We are excited to have her on board and are looking forward to her assistance in continuing to grow our alumni outreach.

Michi Peña (MBA, '78)

President

Roosevelt University Alumni Association

RU ALUMNI EVENTS *On the Road and in Chicago*

SCHAUMBURG, ILL.

Roosevelt University Alumni and Family Day with the Schaumburg Flyers

RU alumni and staff members gathered to watch the Schaumburg Flyers game on Sunday, Aug. 12. The Schaumburg Flyers played against the Edmonton Cracker-Cats of Alberta, Canada.



Pictured from left to right: Ryan Hoeflinger, representing Alexian Brothers Hospital; Darío Delgado, a Schaumburg Flyers player and President Chuck Middleton posed before the start of a Schaumburg Flyers game on Aug. 12, which was attended by alumni and members of the Roosevelt community.

ARLINGTON HEIGHTS, ILL.

RU Alumni Day at the Races, Arlington Park Racecourse

More than 100 alumni and friends attended the annual Alumni Day at the Races at the Arlington Park Racecourse on Sunday, Sept. 9. Alumni enjoyed betting on the winning horses and reconnecting with former classmates.

CHICAGO

RU Alumni Association Annual Alumni Boat Cruise on the Kanan

On Sunday, Aug. 19, more than 400 Roosevelt alumni, students, faculty and staff attended the annual Alumni Boat Cruise on the Kanan at Chicago's Navy Pier.



RU Alumni Council member and RU Community Advisory Board member Pat Henriksen (BSBA, '68) (center) with wife Mitzy and family pictured with President Chuck Middleton (second from right).



Roosevelt Chicago Alumni Chapter President Carolyn Patterson (BSGS, '89; MBA, '01) (left) and RU Alumni Council member Celeste James (BA, '80; MA, '93).



BY BEATRICE A. FRANCIS, ALUMNI RELATIONS

1940s

Eugene Telser's (BA, '49) new novel *How To Become President of the United States* was published by Inkwater Press in July.

1950s

The Missouri Bar has honored **Robert Mogley** (BA, '51) with the title of senior counselor in recognition of his long and distinguished law career in the state of Missouri.

Howard I. Niederman (BA, '51) has retired from Rowe Furniture after 28 years. Niederman, who was senior design consultant, played a key role in the styling and manufacturing of the Rowe home furnishings line.

Cathy Emma ('57) is president of Voice Power in Business of St. Charles, Ill. Emma began her career as a Chicago school teacher, then changed professions and began performing as a vocalist and entertainer. In 2000, she decided to combine her professional experiences by offering training and coaching in voice and speech and in image and telephone etiquette to businesses and individuals.

1960s

Christopher R. Reed (BA, '63; MA, '68) was appointed to the Commission on Chicago Landmarks by Mayor Richard M. Daley. He also serves as a member on the State of Illinois Slave Trade Commission.

Seppo Aarnos (MA, '64) is a professional sculptor whose works are featured in various private and public collections throughout the United States and several foreign countries.



Richard I. Reeder (BA, '68; MA, '75) is corporate liaison with Service Works, a city of Chicago program that works with hotels and restaurants to help recruit and screen applicants for positions within the hospitality industry.

1970s

Robert Sternberg (BA, '71) is executive director of the Hatikvah Holocaust Education Center in Springfield, Mass.

Agnes Fowles Stempniak (MPA, '75) is public information coordinator for the city of Park Ridge, Ill. One of her main responsibilities is editing the city's bimonthly newsletter that is mailed to all residences.

William Braun (BM, '77) is a financial educator for the U.S. Navy.

Paul J. Bara (BM, '78), a trombone instructor at Fort Lewis College in Durango, Colo., also owns and operates BaraTone Piano Tuning and Rebuilding of Aztec, N.M.



Gov. Deval Patrick recently appointed **Dr. Michele David** (BS, '78) to the Massachusetts Public Health Council. David is assistant professor of medicine at Boston University School of Medicine, director of community health programs for Boston University Center of Excellence in Women's Health and co-director of the Boston Medical Center Haitian Health Institute. She received her medical degree from the University of Chicago's Pritzker School of Medicine. She also holds a Master of Public Health degree from the Harvard School of Public Health.

Marilyn Jax (LP, '79) has written her first mystery novel, *The Find*. Jax was a veteran senior government enforcement investigator for two decades and is a retired certified fraud examiner.

1980s

Irene Smith Steele (BA, '83) whose debut novel, *Some Glad Morning*, was published by Blacksmith Books in April, wrote to thank Roosevelt "for nurturing [her] creative writing skills and providing an opportunity to pursue [her] love of writing." Johnson

currently works as a counselor for an educational outreach program in Alabama.

Jamal Din (MK, '85) is vice president of client services at Directions Research, Inc., in Chicago.

Mary Storrer (BGS, '85) recently retired and moved to Arizona.

Vicki Polin (BGS, '89) is founder and executive director of The Awareness Center, Inc., a Jewish coalition dedicated to addressing sexual violence.

1990s

James Krischke (BB, '90) was recently appointed city administrator of Republic, Mo.

Virginia B. Martin (BGS, '90; MS '92) is assistant director of DePaul University's Center for Black Diaspora. In addition to managing the day-to-day operations, she oversees the center's budget, compiles reports and coordinates details for sponsored programs and events.

Earlier this year, Roamware, Inc. named **Derek Seow** (BS, '90) general manager of its South Asia region operations.



The Joyce Foundation, a charitable foundation based in Chicago that supports policies affecting the Great Lakes region, appointed **Kimberly Broome McMorris** (BA, '94; MSIMC, '00) as communications officer. McMorris formerly was public information officer for the city of Chicago's Department of Human Resources and served as its Freedom of Information Act officer.

Pedro DeJesus, Jr. (BA, '96) was appointed vice president and general counsel of Tampico Beverages, Inc. in July. He will oversee Tampico's legal activities in North America and in 50 international markets.

Darrin Klopp (BGS, '96) is currently living in Mesa, Ariz., and working for Isagenix International.

Tom Sylvester (BGS, '96) was promoted to vice president of technical services by Datalink of Chanssen, Minn.

Sara Oussar Tovar (MSIB, '96) was named director of development for the Gerald D. Hines College of Architecture at the University of Houston.

Kimberly Foster-Thomas (MA, '97) was appointed principal of Garfield Elementary School in Elgin, Ill.

Nancy Gebhardt (BA, '97) is associate director of Jewish Studies at University of Illinois at Chicago. This summer she traveled to Israel as one of 20 participants in Brandeis University's Summer Institute on Israel Studies.



Willa J. Winston (BGS, '99; MPA, '04) (left) volunteers her time as a member of The Caring Ladies, a group that donates knitted and crocheted hats and blankets for use in hospital nurseries on Chicago's south side and south suburbs.

2000s

Gloria Frank (BSBA, '00) was named development accountant for Hendricks Development Group. Franks, a certified public accountant, will be responsible for financial accounting for real estate development projects and fixed assets.

Derrick Mitchell (BSBA, '00; MBA, '02) is an auditor with the city of Chicago.

Steven Lubiarsz (MM, '02) is a violinist with the Calgary Philharmonic Orchestra. In October, he was featured in the performance of J.S. Bach's *Concerto in C minor for Violin and Oboe BWV 1060*.

Stephanie Richards (MA, '02) is agent for the Pike County Extension Fine Arts program in Kentucky, the first program of its kind in the United States to focus on the arts. Richards' job is to help rural communities identify and develop arts programs. She is also artistic director and chief executive officer for the Artists Collaborative Theatre in Elkhorst City.



Continued on next page



Continued from previous page

Muhammad Siddiqui (MS, '02) is research scientist III at Sprint Nextel Corp. in Overland Park, Kan.

William Holderfield (BA, '03; BS, '01) was hired as research analyst by Oakton Community College. His first book, *Schaumburg Woodfield Mall*, was published by Arcadia Publishing earlier this year.

Michael Zels (BPS, '03) has been appointed general manager for the newly reopened Hotel Cass Mag Mile in downtown Chicago.

Michelle Moore (BM, '04) was the featured artist for Polyhythm's Third Sunday Jazz Matinee and Workshop Series in Davenport, Iowa, in May. The jazz, gospel, R&B and pop vocalist has also performed in a variety of venues in Chicago, Florida and Korea.

Michelle Grana Netterstrom (MA, '04) and **Ethan Netterstrom** (MA, '04), who were married in 2004, had their first child, a boy, Logan James, on April 24, 2007. Ethan is currently assistant principal at Burroughs School in Chicago and Michelle is now a stay-at-home mom after teaching for three years.

Chlymelle Proby Nunn (MSHRM, '04) married Matthew Nunn on July 28, 2007.

Bassist and composer **Matthew Ulery** (BM, '04) is a member of Eastern Blok, Grazyna Auguscik Quintet, as well as his own group, Matt Ulery's Loom, for which he composes the entire repertoire. He appears regularly at a variety of Chicago venues when he's not touring nationally or internationally.

John Pietrolaj (LP, '05) recently joined Exit Realty Advantage's Arlington Heights, Ill., office as a sales representative.

Jennifer Shin (BF, '05) recently played the starring role in *The Intelligent Design of Jenny Chow* at the Chicago Center for the Performing Arts West Town Studios.

Amelia M. Gates (BA, '06) works for Sunshine Media, a publishing company in Scottsdale, Ariz., as a proofreader.

Dawn Svoboda (BPS, '06) and her husband, Brent, welcomed a new addition to the family. On April 11, 2007, Svoboda gave birth to a baby girl, Jenna Kate.



Brandon Miller (BFA, '06) made his debut with the Court Theatre in Chicago this past spring as "Frank" in the Pearl Cleage play, *Flyin' West*, for which he earned a Black Theater Alliance Award nomination for best supporting actor. He went on to perform in William Link's *Columbo Takes the Rap* at the International Mystery Writer's Festival in Owensboro, Ky., and playwright Belinda Bremner's *Envoy* at the Theatre Building in Chicago.

Currently he is in rehearsals for a show called *The Siddhartha Project*, based on Herman Hesse's novel. He has also performed in productions at Congo Square Theatre and at Steppenwolf Theatre.

Matthew Minchew (BM, '07) recently moved to New York City to pursue a career as a songwriter and performer. He is also currently teaching general music to grades K through eight at St. Athanasius, a parochial school in the Bronx, where he was placed by Education through Music, a non-profit organization that matches qualified teaching-artists in inner city schools with limited arts funding.

Memories of the East Africa Airlift Program at Roosevelt
In the late 1950s and early 1960s, Preston Pule Mwenya (BA, '64), Philip Nick Ochengi and John Charles Kangethe (BA, '63) came to Roosevelt University through the East Africa Student Airlift Program funded by the Kennedy Foundation.

Now, Cora Weiss, president of the Hague Appeal for Peace, and Pamela Mboya, wife of Tom Mboya, Kenya's late minister for Justice and Constitutional Affairs, are writing a book about the history of the East Africa Student Airlift Program and its impact on students who participated.

If you have memories of these three students while they attended Roosevelt and would like to share them with Weiss and Mboya, please contact Damaris Tapia, director of Alumni Relations, at (312) 341-3627 or email dtapia@roosevelt.edu.

IN MEMORIAM

Roosevelt University is sad to report the deaths of the following RU community members.

1940s

Leonard A.C. Eisener (BA, '37, YMCA College) of Silver Spring, Md., on May 18, 2007
Adolph T. Massman (BA, '40, YMCA College) of Garden City, Mich., on Jan. 21, 2007
Basil O. Phillips ('47) of Chicago, on Sept. 3, 2007
Martin R. Goldstein (BA, '48) of Chicago, on April 4, 2007
Paul Fabricant (BSC, '49) of Silver Spring, Md., on April 18, 2007
Joseph Herskovitz (BSC, '49) of Los Angeles, Calif., on Feb. 16, 2007
Edwin Lund (BA, '49) of Freeport, Ill., on Jan. 22, 2007
Charles R. McDonald (BSC, '49) of Oxnard, Calif., on March 18, 2007
Stanton E. Mintz (BSC, '49) of Sun City West, Ariz., on Jan. 10, 2007

1950s

David Holtzblatt (BSC, '50) of Skokie, Ill., on Jan. 25, 2007
Lowell Zollar, M.D. (BS, '51) of Chicago, on June 13, 2007
Loramue Moss (BA, '52) of Schaumburg, Ill., on March 10, 2007
Clark Everhart (BS, '53) of Plainfield, Ill., on May 13, 2007
George Scherer (MM, '53) of Country Club Hills, Ill., on May 9, 2007
Alvin F. Mistak (BM, '54) of Park Ridge, Ill., on Feb. 26, 2007
Paul Redlich (BA, '54; MA '58) of Petaluma, Calif., on March 23, 2007
Lila K. Feitler (BA, '56) of Boynton Beach, Fla., on May 23, 2007
Donald Kellman (BSC, '56) of Morton Grove, Ill., on Dec. 21, 2006
Frank Marsillo (BSC, '58) of Chicago and Detroit, Mich., on Jan. 10, 2007
Marion E. Smith Porter (BA, '58) of Chicago, on June 24, 2007
Richard Ericson (BA, '59) of Minneapolis, Minn., on Aug. 9, 2007

1960s

Howard Gordon (BSBA, '60) of Palm Springs, Calif., on July 9, 2007
Bonita Horwitz Halprin (BA, '60) of Nashville, Tenn., on March 30, 2007
Sheila Newman Kleiman (BA, '60) of Glen Allen, Va., on Jan. 8, 2007
Sue Lofton (BA, '62; MA, '67) of Chicago, on Aug. 5, 2007. Ms. Lofton was retired assistant dean of the College of Continuing Education.
Lawrence Jelinek (MA, '68) of Waukegan, Ill., on March 12, 2007
Edward Skoczylas (BSBA, '69; MC, '70) of Willowbrook, Ill., on May 13, 2007

1970s

Sallyann Elam (BA, '71) of Evanston, Ill., on Feb. 27, 2007
Douglas W. Richardson (MA, '71) of Boca Raton, Fla., on March 15, 2007
Edna Hanson (MA, '72) of Mesa, Ariz., on April 30, 2007
Basileia Oswald (BGS, '72) of Chicago, on Feb. 13, 2007
Carol Epstein (BGS, '73) of Paradise Valley, Ariz., on Feb. 25, 2007
Shai I. Feferman (BA, '74) of Braidwood, Fla., on May 7, 2007
Salvatore J. Lamargo ('74) of Tinley Park, Ill., on Jan. 31, 2007
John Venclovas (MA, '75; MC, '78) of Seattle, Wash., on Aug. 23, 2007

2000s

Peter Lambert (MSIB, '01) of Chicago and Arlington Heights, Ill., on May 16, 2007

Bismarck Williams, professor emeritus of finance, died Sept. 18, 2007, at the age of 79. He began his teaching career at Roosevelt University in 1954 and retired in 1992, after 38 years of service. During his tenure, Mr. Williams taught in the undergraduate program, was a member of the graduate faculty and served as associate dean of academic affairs for the Walter E. Heller College of Business Administration.

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ANNUAL GIVING REPORT 2007

Dear Alumni and Friends,

On behalf of President Chuck Middleton, the Board of Trustees, students, faculty and staff of Roosevelt University, I thank you for your generous support for fiscal year 2006-07.

As chair of the Development Committee of the Board of Trustees and an alumnus of the University, I am truly grateful to be a part of an institution that provides opportunities



to those who want to enrich their lives with a college education — an education that will shape their future and give them a solid foundation to make significant contributions in whatever they pursue.

Roosevelt graduates become alumni with an acute understanding of social justice, leadership, civic responsibility and the value of hard work. These characteristics that we share exemplify Roosevelt University's mission.

By giving to Roosevelt, you are ensuring a quality education for future generations. Roosevelt has a strong tradition of giving back, and we are honored to be the recipient of your generous contributions; you are making a difference.

We have experienced remarkable success during fiscal year 2006-07 thanks to your generosity, and hope that you take pride in being among those listed on this Honor Roll.

Each year contributions continue to be better than the last. We know this will continue as we move to make Roosevelt better academically and socially and a model to our community.

It is my great pleasure to be in your company, and I hope we can continue to work together in years to come.

Sincerely,

Ken Tucker
Chair, Development Committee
Board of Trustees



Dear Alumni and Friends,

It is with a great deal of pride and appreciation that I share with you Roosevelt University's fiscal year 2006-07 Honor Roll of Donors.

Roosevelt University is privileged to have many alumni and friends who realize that the development of a signature campus experience depends upon significant and continued private financial support. This year

Roosevelt University has received gifts from alumni, friends, staff, corporations, foundations and other organizations that are committed to making a real difference in the lives of our students.

In our 2007-08 academic year we hope to honor all the alumni and friends who have given to this unique institution and seek to convey the depth of our vision for the future of Roosevelt with our Annual Fund Campaign: Imagine. Invest. Impact. In the coming year, we will be asking you: "How do you imagine the future of Roosevelt University?" The investment you make today has an enormous impact on the future of Roosevelt University.

This year, the University will focus on recruiting more full-time students; realizing new degree programs, such as Nursing, Pharmacy and Criminal Justice for the Schaumburg Campus; and implementing services to meet the needs of the Roosevelt community on both campuses. Our growing student body requires that the Herman Crown Center be replaced. The Wabash Avenue Development Project will present tremendous challenges as well as opportunities for alumni and friends to invest in a state-of-the-art facility that will take Roosevelt University to the next level.

We strive to be your liaison to the University for your further involvement in promoting the mission of Roosevelt University. Through this magazine, our student-driven phonathon, postcards, letters and events, we want you to stay connected with Roosevelt. We would welcome the opportunity to see you at future events to thank you personally for your involvement.

As always, we enter all endeavors guided by the key values of social justice and academic excellence. It is our belief that the combination of these two ideals will ensure Roosevelt's place among top private universities for years to come.

Very truly yours,

Thomas J. Minar, PhD
Vice President for Institutional Advancement



ANNUAL FUND

ROOSEVELT UNIVERSITY ANNUAL FUND

The Roosevelt University Annual Fund consists of several different fundraising drives held each year. These gifts are used to support the areas of greatest need at RU including student scholarships, technology upgrades, academic and faculty development, current operating costs, library resources, and facility renovation and restoration across both the Chicago and Schaumburg campuses. Contributions solicited in support of the Annual Fund are generated through direct mail and telemarketing efforts.

The following pages, also known as the Honor Roll of Donors, recognize individuals, faculty, staff, students, companies, organizations and foundations that gave or provided for gifts during the 2006-07 fiscal year, from Sept. 1, 2006, through Aug. 31, 2007. Those gifts received after Sept. 1, 2007, will be recognized in next year's Honor Roll.

The Advancement Team at Roosevelt University, also known as Team Green, makes every effort to ensure the accuracy of our alumni and donor records. We apologize for any errors or omissions and hope you will contact us to let us know if you find anything unsatisfactory, so we may resolve the issue. If you would like your name listed differently than it appears in this publication or if you have any questions regarding the Honor Roll, please feel free to contact the Office of Institutional Advancement at (312) 341-2138 or email us at annualgiving@roosevelt.edu.

If you want to see your name on these pages, make a gift now. To make a contribution use the reply envelope enclosed with this magazine or give online at www.roosevelt.edu/giving! Click *Give Now* to make a secure credit card gift. Roosevelt University accepts Visa, MasterCard and Discover.

Please note: Asterisks denote deceased individuals.

FIRESIDE CIRCLE 2007

Fireside Circle members are alumni and friends who have decided to invest in the future of the University through legacies included in their estate plans. Current members are:

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- Initiated an innovative scholarship program with Chicago's Social Justice High School, enabling all qualified SJHS graduates in 2009 and 2010 who attend Roosevelt to receive a full tuition scholarship
- Celebrated 10 years at our Schaumburg Campus
- Hosted an award-winning photography exhibit by emerging and established Illinois female artists
- Finalized a new partnership with China's Shijiazhuang Posts and Telecommunications Technical College to train up to 10 senior students.

Last, but not least, our new baseball team won its first game!

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We imagine modern wired classrooms to accommodate the needs of a technologically-savvy student body. We imagine the completion of the Wabash Avenue Development Project to advance Roosevelt University's ability to provide the very best college experience for its students.

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SATURDAY, APRIL 26



Here's Looking at You, Sis

It's nearly impossible to tell twin sisters Grace Graves Dawson (right) (BA, '54) and Frances Graves Carroll (BA, '54) apart. And their careers have been nearly identical as well. After receiving Roosevelt degrees in education, both have been teachers, principals, administrators, university professors and trustees of major universities. Meet these remarkable women on page 30.