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ROOSEVELT

SPRING 2013

REVIEW



Coming Full Circle

LEED-certified buildings, a growing sustainability program and an ambitious composting and recycling effort have Roosevelt reaping what it sows. **Page 15**

Meet Irving and Muriel Schnayer, Fireside Circle's newest members

Irving (Irv) Schnayer (BA,'48) and his wife, Muriel (BA,'51) are proud Roosevelt alumni. Following World War II, Irv used the GI Bill to attend Roosevelt at its first location on Wells Street. The new college was particularly welcoming to returning GIs and worked to assist them with admission, classes and readjustment to their new lives. Muriel came to Roosevelt following graduation from the Cook County School of Nursing where she was a member of the U.S. Army's Cadet Nurses Corps.

The Schnayers recall that professors and students ate in the same cafeteria, often sitting and talking together the entire time. They remember St. Clair Drake as being one of the most accessible professors, noting that he was often found in the cafeteria deep in conversation with groups of students. They were both taking a course from Drake when they were married and their honeymoon became a joint study of small town community life in rural Wisconsin, which they called "Little Town, USA."

Irv's career was in fields dealing with psychology. He retired as a training and safety officer for Alameda County (in San Francisco Bay). In that position, he "developed programs that created safety protocols and then convinced people to use them to decrease on-the-job injuries." Muriel remained in the nursing field, completing her career as an elementary school nurse. Taking early retirement, they purchased, renovated and managed a number of multi-family rental properties in the Bay Area. Irv's psychology training and experience no doubt served him well in this arena!

Irv and Muriel are grateful for how much they gained through their experiences and

connections while at Roosevelt, and how they benefited from exposure to places like the Jane Addams Hull House and the Chicago Symphony Orchestra. They recently decided to give back to Roosevelt which gave so much to them by purchasing a Charitable Gift Annuity. This allows them to give to the University now, while receiving a quarterly annuity payment for the rest of their lives. They also receive a charitable deduction for their gift, but more importantly, they have the satisfaction of aiding Roosevelt students in pursuing dreams, just as they once themselves did.

"Roosevelt was such a meaningful part of our lives," Muriel said. "We are delighted to contribute to the important work of the University."

The Schnayers are the newest members of Roosevelt's Fireside Circle, an honorary group established to recognize alumni and friends who have made provisions for Roosevelt in their estate plans. If Roosevelt helped shaped your success, consider joining the Schnayers in their efforts.



For more information on how you can support Roosevelt University through estate and planned giving, please contact:

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“My hope is that this building will be a catalyst for the growth of the University and that it will add to the vitality of our great city.”

- LARRY GOODMAN

PHOTO BY BILL HANYZEWSKI



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The University closes a loop with a new sustainability initiative involving dining centers at both the Chicago and Schaumburg campuses.

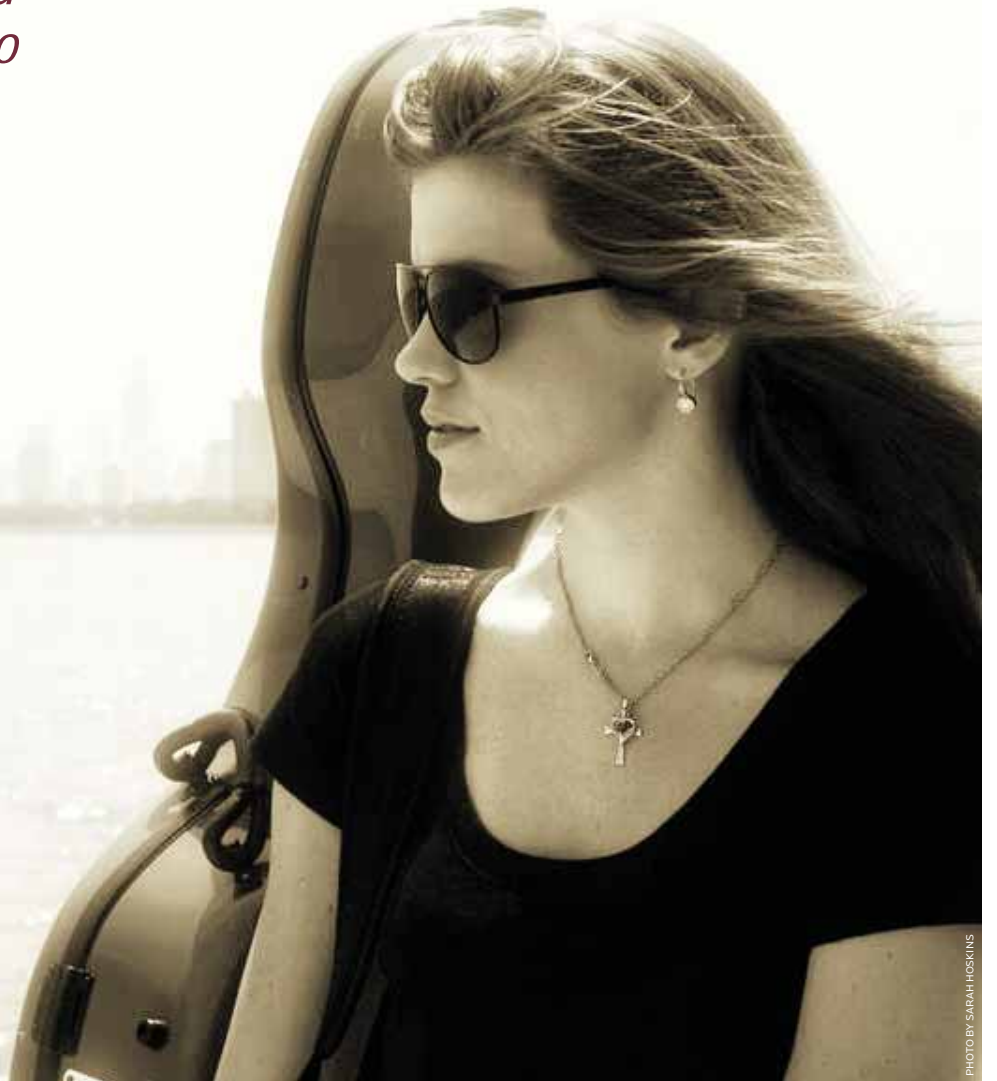
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Roosevelt's newest LEED-certified building, the Lillian and Larry Goodman Center, opens its doors.

*"If you want to be
a serious artist, you
have to give back to
those who might
not otherwise hear
your music."*

ALLEGRA MONTANARI



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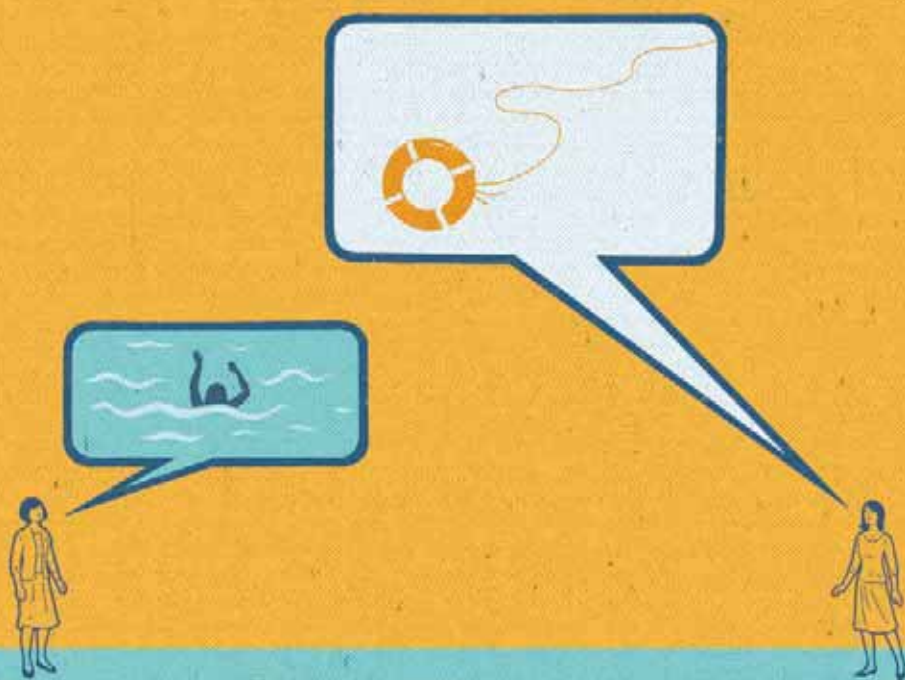
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"Ron Kubit is living Roosevelt University's social justice mission."

- DEAN LYNN WEINER





Fin de Siècle: Living in Interesting Times BY ROOSEVELT UNIVERSITY PRESIDENT CHUCK MIDDLETON

HAVE YOU EVER NOTICED

how these days seem to be full of moments where the world just doesn't seem to be quite like it always was before?

There used to be verities that we could count on. It would snow in Chicago in the winter. Your grandmother would make the most delicious dinners imaginable using primitive equipment. Earning a college degree guaranteed a life of financial and personal success. The Cubs would not win another World Series this year.

OK, so one of those remains true, at least as of this writing. But the others? Even grandma has all the new gadgetry of the modern kitchen, though she really prefers to eat out if given half a chance.

I mention these examples of contemporary flux because the press is full of stories these days about higher education and whether going to college justifies the expense. Good question.

This is not an issue that used to be there. In fact, for the last half century there has been a consensus that not only was the answer yes, but why would anyone even ask the question in the first place?

Funny how a tough economy and declining government financial support for students over the past decade or longer uncovers shoals that nobody knew about in days gone by. The evidence that it remains a very good thing to earn a college degree is clear elsewhere. Just ask the Chinese or the Indians or various peoples living in South America or Europe. In these places the national investment in higher education institutions has accelerated and is helping drive economic growth and development to new levels of prosperity led, in part, by a growing middle class of college-educated citizens.

Used to be they had to study abroad. Not so much anymore as higher education has come to

them. Today, according to some surveys of academic quality, fewer than half of the top 100 universities in the world are in the United States. Not a good trend line given the unquestioned pre-eminence of our universities when Roosevelt was founded and in six of the ensuing seven decades.

One of the things I have noticed through casual observation as a teacher and writer of history is how transformational the first decade and a half or so of a new century has been for the last half millennium. As the French say, the end of a century (*fin de siècle*) and the ensuing arrival of a new one always provide a moment when upsetting things can and frequently do happen.

While it is clear that the old order is changing, what is uncertain is what's next.

This phenomenon is compounded in our time because it's not just a new century; it's a new millennium. The current undergraduates are the first to attend college and come to adulthood in the midst of this transition. They aren't labeled "the millennial generation" for nothing.

These are interesting times full of perplexing events and new views on old verities. It's worrisome. I'm sure leaders in other walks of life have their own version of this, but the circumstances of higher education generally these days are actually cause for great concern.

There is a sea change going on as our "industry" faces unprecedented challenges not just to how we do our work, but to the very assumptions that for all five decades I have been in



the academy have driven that work to extraordinary levels of attainment for individuals, their communities, and our country.

While it is clear that the old order is changing, what is uncertain is what's next. Several possibilities present themselves, but whatever they may be, two seem clear to me.

First, academic quality, always important, will become more so. Students want to get a good return on their investment, and if they don't think they are, they will find another place. I think you have to work them hard and that the evidence that you are doing so is the level of complaint about how tough it is. Silence about that bodes ill for a college.

A second verity is that we have to re-think the mix of faculty work. It's variable from institutional type to institutional type, but it boils down to how much relative time is spent on teaching students, how much in creating new knowledge (arguably the one thing that separates faculty members from teachers at other levels) and how to provide a bit of the remaining hours to attend to governance issues and other forms of service.


Whatever that mix may be at any particular university,

it is likely that the scale will tip to more teaching and less knowledge creation for a simple reason. Teaching is attached to revenue generation while research and scholarship success may drive reputation but except in the sciences and engineering not much revenue is to be had for funding the operation.

In other words, income for the individual will be tied more explicitly to income generated for the institution.

There is a crassness about that, I know. I personally prefer the principled argument that the American Historical Association is now actively discussing. For historians, enhancing the teaching enterprise takes us back to our roots as a discipline.

I say, bravo! For if we do not gladly teach and do not give our greatest rewards to those who do that work at a very high level of quality, then students will surely look elsewhere for intellectual sustenance.

Here at Roosevelt we know these things intuitively. We are a teaching institution and proudly so, but we still could do more of it. The world of knowledge and the levels of service provided will not materially suffer as a result of this modest redirection of effort, but our students will thrive. It's good work, if you can get it. 

Chuck Middleton welcomes your comments. Email him at cmiddleton@roosevelt.edu.



Recent graduate Allegra Montanari wanted to do more as a cellist than play in an orchestra, so she started Musicians in Action, a volunteer music corps of largely Roosevelt students, who regularly lift the spirits of the sick with music.

MUSIC AS MEDICINE

Roosevelt alumna Allegra Montanari believes her cello has power.

Convinced its beauty and sound can resonate beyond auditoriums and concert halls, the 2012 graduate of Chicago College of Performing Arts (CCPA) is using the instrument to reach people confronting serious illness.

“Do you know what this is made of?” Montanari asked recently, extending the bow of her cello to a three-year-old girl in a wheelchair at La Rabida Children’s Hospital in Chicago.

“It’s from a horse – made from horse hair,” the cellist says to the child, who is suffering from a condition that requires she be fed through a tube in order to be able to absorb life-giving nutrients.

Taking one of the child’s hands, and guiding it under her own, Montanari and the girl position the bow, its taut ribbon touching the cello’s strings, until the sounds of “Twinkle Twinkle Little Star” emanate from the instrument.

Among five little ones wheeled into La Rabida’s sundeck lounge for an early-evening performance by the cellist and two student flutists from CCPA, the little girl is all smiles and giggles — until the bow and music stop.

“One more song,” she says, as if to bring the music and its musicians back into action for an encore. “One more song. One more song. One more song.” »

BY LAURA JANOTA

That is as good an introduction as any for Musicians in Action, CCPA's new volunteer music corps, which performs regularly at several Chicago-area hospitals. Started a year ago by Montanari, the growing initiative aims to share the comforting and healing sound of music with the sick and those who care for the sick, most of whom don't have the time, ability or inclination to get out for live performances.

"Music is special. It has power, life and spirituality," said Montanari, who came up with the idea for a performance-giving organization while working on her Master's in Music in cello performance at CCPA.

Trained by veteran Roosevelt cello instructor John Sharp, who is also principal cello for the Chicago Symphony Orchestra (CSO), Montanari has wanted to be a professional cellist since buying her own cello while in high school. This winter she landed her first professional job, a two-month position with the cello section of the Sarasota Opera Orchestra in Florida.

"Allegra is a terrific cellist and a terrific musician whose passion

for music is quite strong," remarked Sharp. "She's also able to communicate and follow through on a business level, which aren't qualities you often find in musicians," he said.

So strong is Montanari's commitment to music that she recognized, after attending Indiana University as an undergraduate and then as a graduate student at Roosevelt, that there wasn't enough emphasis on the importance of sharing music outside the concert-hall setting.

"If you want to be a serious artist, you have to give back to those who might not otherwise hear your music," said Montanari. "I believe giving back helps create balance for those who are engaged in a craft that is intensely competitive and highly focused on the individual."

Montanari began looking at what professional musicians' groups were doing with outreach in order to formulate a plan. "I came to the conclusion that music is a gift that's meant for others and it's something that we, as college musicians, need to be giving," said Montanari, who shared her idea shortly before graduating with CCPA Dean Henry Fogel.

A veteran performing arts administrator who has headed the CSO and the League of American Orchestras, Fogel readily embraced the idea, recognizing its potential for CCPA, its students and the community.

"In today's world, professional musicians need to do more if they are to succeed than just sit on a stage and play," said Fogel. "They need to know how to engage with people, and that's what makes this initiative so exciting. It also fulfills the University's mission of social justice and it fits perfectly with a trend in which orchestras and chamber-music organizations everywhere are placing more emphasis on community engagement activities."

Recently at Northwestern Memorial Hospital's Prentice Hospital, baritone Gabriel Di Gennaro and soprano Sara Schabas, both graduate vocal performance students at CCPA, performed a medley of pop songs because bone-marrow transplant candidate Jim Rinehardt mentioned he enjoyed songs like "The Summer Wind," "The Way You Look Tonight," "Fever" and "For Once in My Life."

GIVING BACK Allegra Montanari (right) believes that music is a gift meant to be shared widely.



PHOTO BY BILL HANZENSKI



"Music is special. It has power, life and spirituality."

ALLEGRA MONTANARI

"There are a lot of things with healing power," Rinehardt remarked as he watched from a visitor's lounge inside the hospital's cancer ward. "There is faith in God, faith in yourself, faith in friends, your doctors, your nurses, and there is music," he said, taking photos while wearing the plastic gloves that protect his low-immunity system from total devastation.

"It's uplifting. It gets your mind off things you don't want to think of," he said. "And even though so many here can't get out of bed, I tell as many as I can: 'Open your door and listen. You can hear a concert. It's positive for your attitude and maybe even your outcome.'"

Hearing the music while making his rounds through the cancer ward, Steven Newman, senior attending physician in hematology oncology at Prentice, had no doubt about the group's positive effect.

"What's not to like?" he said, pausing in the lounge to listen. "Anything you can do to lift patients' spirits is good. If you can make them feel calm and engage them in some way, it's going to make them feel better," the doctor said.



PHOTO BY BILL HANYZEWSKI



"It might seem like these kids need us, but I feel like I'm the one who needs them. Their energy is just fantastic. It's truly a blessing."

ROLANDO HERNANDEZ, MUSICIANS IN ACTION

The group's music also has been a delight for nurses and other caretakers who regularly focus on the needs of the sick, no matter the mood or the prognosis.

"We have clowns who come by and really inspire our children with valuable therapy," said Julie Catarello, charge nurse at La Rabida Children's Hospital. "But this is something a little different," she said as the little ones bobbed, clapped and swayed in their wheelchairs to selections from Mary Poppins and Johann Sebastian Bach's *Minuet in G Major*. "It's something the kids can interact with. We really need to do this more often."

Laura Block, a post-graduate flute performance student at CCPA, reached that conclusion, too, after playing the Irish ballad *Danny Boy*. "I was amazed that such a simple tune could evoke such memory and emotion," said Block, whose rendition of the song in the Prentice Hospital cancer ward was particularly moving for one of the patients.

"The experience reminded me that music has a lot of power. It touches lives," said Block, who

has become a regular volunteer with Musicians in Action.

Adriana Triggs, who will receive a Master's in Music in violin performance from Roosevelt in May, joined the group because she had previously accompanied her mother, a breast cancer survivor, to a hospital in Orange, Calif., for chemotherapy treatments.

After playing Cesar Franck's *Pavane Angelicus*, which brought another Prentice patient to tears, and a Wolfgang Amadeus Mozart duet with her husband and viola player, Phillip Triggs, the CCPA student regretted that she hadn't performed in a hospital years earlier.

"If I ever move back to California, I would like to start something like this at the hospital where my mom was treated. It would mean a lot to me," Triggs said.

Being a part of Musicians in Action also is having an impact on CCPA student musicians from other parts of the world.

"This is the first time that I've ever been able to do something like this, and I'm really excited about it," said Rolando Hernandez, a Costa Rica

native and graduate flute performance student who joined Block and Montanari recently in the sundeck lounge at La Rabida.

Beaming at the three-year old's request for "One more song, one more song, one more song," Hernandez confided: "It might seem like these kids need us, but I feel like I'm the one who needs them. Their energy is just fantastic. It's truly a blessing."

For her part, Montanari plans to form additional partnerships with Chicago-area hospitals and music organizations so that Musicians in Action can continue to bring music to patients and hospital employees.

"We hope this initiative will become a model for community engagement at the college level, and this is an important first step toward that goal," said Linda Berna, associate dean of CCPA's Music Conservatory.

During a recent performance break at Prentice, Montanari extended her cello to Jean Griffin, whose husband was dying of cancer in a hospital room in the ward.

"I've never seen anyone play this kind of instrument

before. How did you find it?" asked Griffin, who was thankful to be able to take a moment away from worry and grief to just relax.

"It's from the 1890s, but I bought it when I was a junior in high school," said Montanari, encouraging Griffin to touch the cello's strings. "When you're getting a musical instrument," the cellist added, "it's kind of like finding a mate."

"It's well worth it," Griffin replied, taking her hand away so that Montanari and other members of Musicians in Action could perform again for the audience of patients, family members and hospital staff gathered in the visitor's lounge.

"You play so beautifully – every one of you," Griffin told the group. "It will always be a positive memory for me of these days spent in the hospital." 🎵

POWER IN MUSIC

Opposite: Roosevelt alumna Allegra Montanari greets a youngster at La Rabida Children's Hospital.

Above left: Roosevelt student flutist Laura Block shows her flute to a child at La Rabida.

Above right: Musicians in Action perform at Prentice Women's Hospital.

Q & A

WITH **CHANNING REDDITT**
STUDENT GOVERNMENT ASSOCIATION PRESIDENT



In 2009, Roosevelt University President Chuck Middleton made an unprecedented offer to all students in the first two graduating classes at Chicago's recently opened Social Justice High School: if they excelled in high school and met certain academic standards, they would receive a full-tuition, four-year scholarship to Roosevelt.

Fifteen students from those classes met the challenge and enrolled at Roosevelt, including Channing Redditt, who would go on to become president of the Student Government Association at the Chicago Campus.

One of the most popular and engaging students at Roosevelt, Redditt is a fixture at University events and activities, but he's best known for being a leader. In addition to serving in student government for three years, he started the Proclaim Gospel Choir and was president of RU Prime, a student organization that promotes AIDS awareness and testing.

When Middleton announced the scholarship, he said one of his goals was to form a bond between two institutions which share a mission of social justice. Through his volunteer and leadership activities, Redditt, a Social Justice Studies major, exemplifies the commitment of both schools to community service and educational opportunities.

In an interview with *Roosevelt Review* Editor Tom Karow, Redditt reflects on his family, goals and experiences at Roosevelt.

TOM KAROW Did you grow up in a family that encouraged education?

CHANNING REDDITT Both of my parents really know the importance of education. My mom wouldn't let us watch TV or play video games unless we had done our homework. And when we didn't have homework, she often had us do a book report before we could have fun.

TK Can you tell me about your family?

CR My mom is a stay-at-home mom and my dad works at Family Focus, a community organization, helping men who were incarcerated. They've been married for 27 years. My brother Cecil goes to Alabama A&M and is currently getting his master's in music education. My parents made me who I am today. They taught me how to be respectful and treat people the way I want to be treated, which is the Golden Rule.

TK What is your neighborhood like?

CR I grew up in Chicago's North Lawndale neighborhood. It's my home and I love it. I wouldn't say it's dangerous, but it certainly is a place where you need to stay on your toes, stay alert.

TK Why did you attend Social Justice High School?

CR The school leaders came to my elementary school and talked about the school. At first I thought it was for criminal justice and police matters, but then I learned it is about differences and the struggles people go through every day in life. It turned out to be a great introduction to attending Roosevelt. It was almost like I was destined to go from Social Justice High School to Roosevelt University.

TK Were you a leader in high school?

CR I was the student representative to our local school council and I was on the Campus Council, which is the equivalent of a student government association. That's where my interest in leadership started.

TK What was it like when you learned that you were accepted to Roosevelt on a full-tuition, four-year scholarship?

CR I was at the high school working on a math project when they called and told me I won. It was so exciting. I went home and told my parents and we were all very happy. The scholarship just made coming to Roosevelt even better. I was also considering Illinois State, but the full-ride helped a lot.

TK Was freshman year a major transition for you?

CR Even before freshman year started, I went through the Summer Bridge Program at Roosevelt, which is part of Project Prime. It definitely helped prepare me for college life. I took math and science courses and learned more about how to balance my time for studying and homework. I also lived on campus for a week, which was good because I found that it was different being on my own without my mom telling me to do my homework before I watch TV. As a result, freshman year was actually the easiest year for me. I also wasn't as involved as I am now.

TK Did you live on campus as a freshman?

CR I've lived on campus my entire four years at Roosevelt. Freshman year I was in University Center and I was able to meet all kinds of people. That's one of the things that Social Justice High School did for me – it gave me an opportunity to be open and know how to interact with different types of people. My neighborhood is predominately African-American. Now I have lots of white friends, international friends.



A GRAND OFFER Channing Redditt was in the back row to the left of Roosevelt University President Chuck Middleton in 2009 when Middleton announced a scholarship program for students at Social Justice High School.

TK How did you become involved in the Student Government Association?

CR Sophomore year one of my friends who was in student government kept urging me to join SGA, so I did. I was a senator for a year and then was elected vice president. In my junior year I became president.

TK As SGA president, do you meet very often with President Middleton?

CR Yes, at least once a month. We talk about issues around the University and I give him updates on what the students are doing and feeling. Plus I can talk to him whenever I need to, if he's available. That's pretty great access.

TK What are some of the issues facing SGA?

CR One thing we're pushing for is the creation of a Student Health Center. Many schools have one and we believe Roosevelt should too. Students also want to have a multi-cultural space. Even with the new Wabash Building, there is something missing. It would be a place where everybody could get together, a place of inclusion. The election of senators was another big issue. I'm glad we recently changed the rules so that from now on senators will be elected, rather than appointed.

TK How do you handle students who have complaints or ideas?

CR I say that if you really want something to be done, come and talk to me about it. I'll encourage them to attend a SGA meeting or email us with their thoughts. If they don't do those things, then their complaint is just a complaint. We want to make sure that if they want something, they are willing to work with us.

TK As a student leader, are you asked to be involved in other areas?

CR I was selected to be a member of Roosevelt's Strategic Planning Steering Committee and welcomed new students at the annual Convocation. I also was the opening speaker at Roosevelt's New Deal Service Days one year. It's easy for me to talk in front of groups. I guess I got that preparation being a singer in church.

TK What advice do you have for members of the Strategic Planning Committee?

CR I think Roosevelt needs to focus more on students who have been here for a year or more. We do lots of things for freshmen, but I'm starting to see that people who have been here for a while feel left out. I think that also will help our retention.

TK Tell me about your major and career goals.

CR I am a Social Justice Studies major. The program is part of the Economics Department and combines economics, history, political science and sociology as they relate to social justice activities. My plan is to work with youth, especially minorities who come from low-income families. I want to let them know that there are opportunities out there for them and to make sure they take advantage of them. The kids in my community have a lot of talent, but some of that talent goes to waste. They need someone to encourage them, keep them going. This year, I'm working for the Jump-start program. I am reading to preschool-aged children, kind of like a teacher's assistant.

TK From your perspective, what does it take to be successful?

CR It takes great friends, a great support system at home and at school. You need to know what resources are available and then take advantage of them. For me, Project Prime was definitely the main thing that helped me at Roosevelt.

TK When you talk with high school students about Roosevelt, what do you tell them?

CR I tell them that if they want to make an impact in life, they should come to Roosevelt. Roosevelt can help you become a leader. It is something they do really well.

TK You'll be graduating in December, are you ready to move on?

CR I'm still enjoying college life. I'm not going to rush it or speed it up, but I'll be ready when the time comes. ☑



BY LAURA JANOTA

waste not want not

Imagine a cafeteria where all uneaten food and its associated containers, utensils, cups and napkins are composted and used to grow new food. It is a place where nothing is wasted and everything has a purpose.

Welcome to Roosevelt's new dining center.



Nikki Schmidt used to assume that her uneaten food in the McCormick Dining Center of Roosevelt's Wabash Building was headed for the trash.

But the undergraduate history major was surprised to learn that the bits of pizza and salad she couldn't finish are being ground up and reused as compost in the community garden at the Schaumburg Campus and in the rooftop gardens in the Wabash Building.

And left-over food isn't the only thing being recycled. Biodegradable-cardboard meal containers, unbleached napkins, coffee cups made from corn products and utensils of soy also are in the gardens' compost mix.

"Sustainability is ultimately about closing a loop and completing a cycle," said Paul Matthews, assistant vice president for campus planning and operations. "As an institution we are saying 'It's not okay anymore to simply consume resources. We've got to rebuild and reuse everything we can.'"

In addition to being environmentally and economically advantageous, recycling and composting help produce great food. Produce grown from compost has an intense flavor and is often in demand by chefs, including those who work in high-end restaurants.

"It's really neat to be part of something that is coming full circle," said Schmidt, a Chicago Campus student, who got the ball rolling recently by depositing her lunch tray in the dishwasher's rack outside the dining center's kitchen. "I am amazed to think that what I am starting will make a mark at the Schaumburg Campus."

Nancy Soudy, executive secretary for the College of Education in Schaumburg, could be one who benefits. By late summer, when she eats at the Schaumburg Campus Snack Café, she will be able to order meals made from vegetables grown in the campus' community garden with compost containing food waste from the Chicago Campus' dining center. "It's an incredible concept and something that I am happy to be part of," she said.

Trays like the one Schmidt recently dropped off in Chicago go immediately to the kitchen where food-service employees with Roosevelt's Chicago dining center contractor, Food Services Inc., (FSI), sort waste for recycling, washing, pulping or trash.

"We are in a position to divert up to 90 percent of our waste for recycling," said William Reich, FSI director at the dining center. Under his direction, trained workers separate plastic, petroleum products, bleached paper, metal and glass from the compostable food waste and biodegradables.

"About 60 percent of our waste is being composted," added Reich. "That puts us in the forefront for Midwest food

operations, as there are only a handful of others in the greater Chicago area doing it to that extent."

The achievement is due largely to the dining center's new Somat pulper machine and hydro-extractor, an estimated \$40,000 investment made by the University when it built the Wabash Building in 2011.

"It's a big capital investment and usually one of the things removed from building plans as a wish-list item," said Bill Rzasa of Don Camacho & Associates, manufacturer's representative for Somat, which is a recognized leader in food waste reduction and diversion equipment.

"In the University's case, those who led the building project told us: 'We definitely want the product. It's something that will help reduce waste and increase sustainability,'" he said.

The Somat pulper is one of the green design items contributing to the Wabash Building's certification as a Gold Leadership in Energy and Environmental Design (LEED) project by the U.S. Green Building Council. (See article on page 49.)

"A lot of new-building plans don't have this feature," said Susan Heinking, sustainability leader for the Wabash Building's architect, VOA Associates, overseer of the LEED certification process for the project.

"The inclusion of this kind of technology and the use of its by-products for composting goes beyond LEED," she said.

90%

of the University's
food service waste
can be recycled

60%

of Roosevelt's food
service waste is
being composted

NOTHING WASTED Left-over food, cardboard containers, other paper products and utensils made of soy are among items that go into the compost mix.

PHOTO BY BOB COSCARELLI

Step-by-Step: How does the University's composting program work?



Roosevelt University: A Model for Sustainability

Roosevelt University is becoming widely recognized for initiatives aimed at sustainability. Here is a list of some recent major accomplishments:

LEED Gold Certification

FROM: U.S. Green Building Council

DATE: November 2012

FOR: Sustainable Design/Construction – Wabash Building

Inaugural Conservation@Work award

FROM: The Conservation Foundation

DATE: September 2012

FOR: Sustainable landscape – Schaumburg Campus

Bronze-level Illinois Campus Compact University

FROM: State of Illinois/Green Governments Coordinating Council

DATE: November 2012

FOR: Institution-wide sustainability (one of 11 Illinois universities)

Tree Campus USA member

FROM: National Arbor Day Foundation

DATE: March 2013

FOR: Schaumburg Campus tree planting/nurturing of healthy trees

Green Innovation Award: Green School

FROM: U.S. Green Building Council, Illinois Chapter

DATE: April 2013

FOR: The University's holistic approach to environmental sustainability at both the Chicago and Schaumburg campuses in areas including construction, rehab, land stewardship, education and community involvement.

Green Power Partner, Leadership Club

FROM: U.S. Environmental Protection Agency

DATE: 2012 and 2013 awardee

FOR: Renewable energy credit leader/ reducing fossil fuel use

LEED Silver Certification nominee

FROM: U.S. Green Building Council

DATE: Expected in 2013

FOR: Sustainable Design and Construction/ Roosevelt University's new Lillian and Larry Goodman Center

Greenest Institution

FROM: Alliance for a Greener South Loop

DATE: November 2012

FOR: Sustainability efforts that improve the South Loop community.



“As an institution we’re saying, ‘It’s not okay anymore to simply consume resources. **We’ve got to rebuild and reuse everything we can.**’”

PAUL MATTHEWS, ASSISTANT VP FOR
CAMPUS PLANNING AND OPERATIONS

“We believe it can be a learning opportunity and strategy for closing the loop with sustainable design that others will want to incorporate into future projects.”

At Roosevelt’s Chicago Campus, the RU Green student organization is taking the lead in sustainability efforts and is growing vegetables in compost material in two rooftop gardens located on the Wabash Building’s fifth floor.

“We are working to turn these gardens into living-and-learning laboratories,” said Troy Withers, president of RU Green and a major in the University’s growing Sustainability Studies program. (See sidebar on page 21.)

The compost initiative is also helping Schaumburg Campus gardeners like Greg Ingles, manager of the Snack Café.

“We grew a lot of tomatoes, zucchini and other vegetables last year,” said Ingles, one of the pioneering gardeners who tried his green thumb during 2012 in the Schaumburg Campus community garden located near McConnor Parkway.

“We had some good harvests, but I came to realize that the ground out there isn’t as suitable as it could be for gardening,” added Ingles. “It needs the compost material and it makes sense to get it from a source that is doing industrial composting.”

Somat pulpers initially were used by the U.S. Navy to reduce waste volume on submarines. Today, the equipment is widely in use as a means to shrink the size of waste going into landfills.

Approximately 100 entities in northern Illinois, including Great Lakes Naval Air Base, the Metropolitan Correctional Center, Abbott Laboratories, Caterpillar and HSBC Bank, use the technology to save money on waste removal. Few have taken the next

food for thought

1/3 OF ALL FOOD ON EARTH IS WASTED.

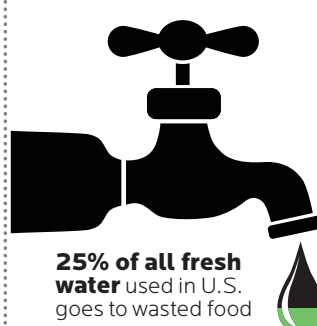
That’s **1.3 billion tons** or **\$250 billion dollars** worth of uneaten food.



40% of food grown or raised in the United States is not eaten.



15% of Americans' food scraps could feed 25 million people.



300 MILLION BARRELS OF OIL are used by the U.S. annually in the production of wasted food.



FOOD WASTE is the single largest contributor to U.S. landfills.

SOURCES: CleanMetrics; *Global Food Losses and Food Waste*, Food and Agriculture Organization of the United Nations; LeanPath; National Institute of Diabetes and Digestive and Kidney Diseases; NRDC; U.S. Environmental Protection Agency

step of closing the sustainability loop, but that day may be coming as investors take advantage of a new state law providing incentives for commercial composting.

“The University is among a small group — about 25 percent of our customers — using the technology for composting,” said Rzasas. “We expect that number to grow to as high as 75 percent as commercial composting catches on in Illinois.”

Roosevelt’s pulper can grind 1,200 pounds of food waste with water every hour, producing a “slurry” of one-eighth-inch-sized confetti-like pieces weighing 300 pounds. The mixture is piped to the Wabash Building loading dock where a hydro-extractor squeezes out the water, recycling the water back to the pulper for reuse. In the process, the material, which resembles cooked hamburger, and is dotted with green and orange particles from lettuce, carrots and other vegetables, can be condensed to less than half its pulped weight and 20 percent of its volume.

Each week, approximately 1,000 pounds of this partially-dehydrated pulp is picked up from containers on the Wabash Building’s basement dock, loaded into a specially-designed small fuel-efficient truck, and transported to Chicago’s South Side.

Collecting pulped material from about 40 Chicago sites, including many of the city’s high-end restaurants, the Resource Center grinds the matter down further, adds wood shavings and other carbon-rich materials and then lets it sit for six weeks of decomposition.

Microorganisms break it down, heating the material and killing harmful bacteria; white strands of fungi form to continue the decomposition once the matter cools; then, millipedes, rolybugs and other insects chomp on it, reducing it further; and finally earthworms take over, enriching what remains with nutrients capable of feeding plants.

“It sticks together like a good soil, it’s high in organic content and high in nutrition,” said Ken Dunn, founder and president of the Resource Center.

Called a genius by *Chicago Magazine* for his holistic approach to solving systemic



PHOTO COURTESY OF LETITIA STAR, WWW.GRIT.COM

URBAN PIONEER Ken Dunn (right), founder and president of the Resource Center, uses compost from Roosevelt and other organizations to grow vegetables.

problems and profiled by the media as Chicago’s guru of recycling and urban gardening, Dunn uses the compost to grow 80 varieties of vegetables on three acres of vacant lots – a land area he hopes to be able to expand. He then closes the sustainability loop by selling the produce back to top Chicago restaurateurs like Frontera Grill, North Pond, 312 Italian Restaurant and Lula Café, to name just a few.

SMALL CHOICES, BIG DIFFERENCES Environmental sustainability drives the kind of packaging ordered for Roosevelt’s dining center. Pictured below, Earth Choice cups are among paper products made of reusable compostable materials.



This spring, the compost material is being delivered back to the Wabash Building and Schaumburg Campus garden sites so Roosevelt can close its own sustainability loop.

Additionally, the size of the Schaumburg Campus community garden has been expanded from 11 to 21 plots to support additional produce.

“We want a production garden that can supply much of the produce, particularly during harvest season, for the Snack Café,” said Ingles, who now has two garden plots.

“I have a bigger space this season and my goal is to increase output,” added Shaun Keating, director of student and enrollment services for the College of Pharmacy at the Schaumburg Campus.

Last year, Keating harvested 860 pounds of tomatoes, peppers, leafy greens, radishes, carrots, cucumbers, broccoli, zucchini, onions and potatoes. This season, he hopes to increase the take to 1,000 pounds. This will enable the Roosevelt administrator to give away more of his produce at harvest time to the Loaves and Fishes Food Pantry in Naperville, which helps feed the needy in the region’s far western suburbs.

“The University’s compost project is a great idea on many levels,” said Keating. “Not only does it cut down on waste, but it also allows us to grow more delicious food, which can help a lot of people in our community,” he said. 🌱



Troy Withers and Kenton Franklin believe there is no issue more critical to the future than sustainability.

Undergraduate majors in Roosevelt University's growing Sustainability Studies program, the two are a big part of the reason why the University's new compost and gardening program — engaging both campuses in reusing food and related resources — is off to a promising start, with a big growing season just ahead.

Withers, 33, president of RU Green, dedicated vegan and spring 2013 graduate, is the organizer behind the spread of compost and planting of several varieties of vegetables in two rooftop gardens located on the fifth floor of the new Wabash Building on the University's Chicago Campus. "This project is an example of what can be done to make us more sustainable," he said.

Franklin, 38, who graduated in December 2012 and is the first winner of the University's annual Outstanding Student Achievement award in Sustainability Studies, has been a leader and troubleshooter behind startup of the Schaumburg Campus' community garden, which is expanding in size and scope.

"I've tried to keep things organized and to steer our

efforts away from being a mass of random things," said Franklin. "What I've learned through research is that the Schaumburg garden experiment has been a success in part because the people we have can work together. I predict more of the same will happen this season and for seasons to come."

While Withers aims to promote veganism as a brand of activism that can reduce energy consumption and the planet's carbon footprint, Franklin wants to research best practices for balancing use of resources with cost. Both agree that waste reduction/composting by the University is a positive sustainability step.

"What we have been doing with sustainability, both on campus and in the classroom, is a breath of fresh air," said Michael Bryson, associate professor of humanities and director of the University's Sustainability Studies program, which has grown to 60 undergraduate majors in three years' time.

"I am proud of the efforts of these students, and I'm confident that it's only the beginning," he said. "Their work is symbolic of what we're trying to accomplish overall, which is to engage everyone in thinking differently about things like food, energy and waste, and how they fit into the big picture of our sustainability as a people and as a planet."



ROOSEVELT LAKERS										
PI	Pts	PI	LAKERS		TIME	WOLLS		PI	Pts	PI
40	0	1	62		14:13	43		12	2	0
42	6	0						33	4	3
4	6	1						33	8	2
2	0	0						26	6	0
5	3	0						26	4	0
			PLS		PERIOD	PLS				
			3		2	5				
			PLAYER							



BY LAURA JANOTA

HOME SWEET HOME

Roosevelt's new Goodman Center is fostering fellowship among athletes and coaches and is certain to be a draw for new students selecting athletics as part of their college experience.



PHOTO BY BILL HANZEWSKI

LOOP LOCATION

The Goodman Center entrance is on Wabash Avenue just south of Congress Parkway and steps from Roosevelt's Auditorium Building.

There's no place like home.

Dorothy in *The Wizard of Oz* said it. Mary Higgins Clark titled a novel after it. Perry Como sang a Christmas tune about it. And now the Roosevelt Lakers and their fans are basking in it.

Home: Roosevelt University's new two-floor, 28,000-square-foot Lillian and Larry Goodman Center at 501 S. Wabash Ave., and the first facility of its kind for intercollegiate athletics in Chicago's Loop.

"It's a beautiful feeling to have a place like this," remarked Roosevelt Lakers fan Cornell York as the Lakers men's and women's basketball teams won their first home games ever played in the new field house on Dec. 1, 2012.

"Before, it always seemed like we were away," added York, who has attended every Lakers game this season, including at a University of Illinois at Chicago gym that Roosevelt rented earlier in the season for Lakers practice and home games.

At the Goodman Center opener, York saw his son, Tyree, post 13 points, 14 assists and 11 rebounds – a factor in his selection soon after as the Chicagoland Collegiate Athletic Conference's Player of the Week.

"This place blows me away," said Cornell York, who had never seen so many fans – a standing-room-only crowd of more than 500 – on hand to cheer on the Roosevelt Lakers. "Finally, we've got a place to call home," he said.

The new facility is a hub for Roosevelt's sports program, which Roosevelt University President Chuck Middleton reinstated in 2010 after a 21-year absence as a way to build community and enhance the college experience for the Uni-

versity's growing traditional-aged student body.

Today, there are nearly 200 Laker student-athletes in eight sports and on 12 squads, including six women's teams for the first time in the history of the University, all competing at the National Association of Intercollegiate Athletics (NAIA) level.

The gym is on the second floor of the Goodman Center, while a strength and conditioning center, training and meeting spaces, student lounge and locker rooms are on the first floor.

The facility's amenities foster fellowship among athletes, coaches and athletics staff and are certain to be a draw for prospective students who

“We’re going places with this new building. It legitimizes our program. It’s going to help us with recruitment. And it’s going to give us the momentum we need to build and grow the program for the future.”

MIKE CASSIDY,
DIRECTOR OF ATHLETICS

want athletics to be part of their college experience.

“We now have a program and a facility – and that sends the message that the University is serious about athletics. We are here to stay,” said Middleton.

Located at the southeast corner of Congress Parkway and Wabash Avenue, just steps from the University’s Auditorium and Wabash buildings, the Center is named for lifelong Chicagoan Larry Goodman and his late wife, Lillian.

“The University has contributed a lot to the city,” said Goodman, who gave the lead gift for the field house, which not only hosts Lakers men’s and women’s basketball and women’s volleyball, but also intramural sports, recreational programming, University activities and large external functions.

“My hope is that this building will be a catalyst for the growth of the University and that it will add to the vitality of our great city,” said Goodman.

Designed by Solomon Cordwell Buenz (SCB), a Chicago and San Francisco-based

architectural firm noted for college sports and recreational facilities around the nation, the Goodman Center is unique, in part, because of its urban location.

“It was an exciting project to work on because of the location,” said Devon Patterson, design principal with SCB and lead architect for the \$12 million building.

While SCB previously has designed multiple college sports facilities, all have been on sprawling sites at the University of Notre Dame, Lake Forest College, Arizona State University and Loyola University’s Lake Shore campus, to name just a few.

“Our challenge was to tie buildings on both sides of Congress Parkway into one contiguous campus,” said Patterson. “That meant thinking about this project in a different way – as a gateway and front door to Roosevelt’s Chicago Campus.”

The Goodman Center’s colors match the Auditorium Building’s terra cotta and limestone façade. Its aluminum panels and tinted-ribbon windows, patterned in a random, linear fashion, resemble the Wabash Building’s varied glass. And much like the new Wabash Building, the Goodman Center also is an exemplary green project that is expected to be LEED certified.

“The project is a beacon for the University in the sense that it extends the Chicago Campus to the south side of Congress Parkway for the first time,” the architect noted. “But it also is a gateway into the heart of the city that starts on the north side of Congress with Roosevelt University,” he said.

From a bleacher-seat near courtside, Lakers fan Jennifer Tamburrino takes photos as her daughter, Maria, shoots and scores for a team that wound up making history this season. (See story on page 52.)

GOODMAN CENTER, START TO FINISH



GROUND UP The site for the Goodman Center had been a Roosevelt-owned parking lot.



TAKING SHAPE The Goodman Center was designed as a gateway to the University as it is near both the Auditorium and Wabash buildings.



THE FINAL BEAM Members of the Roosevelt community, including alumni and friends, signed the final construction beam.



SIGNED, SEALED AND DELIVERED Named for Chicago philanthropists Lillian and Larry Goodman, Roosevelt’s new athletic center hosted its first Lakers basketball games on Dec. 1, 2012.

Tamburrino has one of the best seats in the house to monitor the scoreboard that not only tells the score, time and period, but provides stats on home and visiting players whose points and fouls are updated every time they re-enter the game.

"It's exciting to finally see everything come together," said Tamburrino, a member of the Lakers Club, which includes alumni, fans and friends who are interested in promoting Roosevelt athletics (See page 27). "I'm sure this team and the new facility will generate a lot of interest."

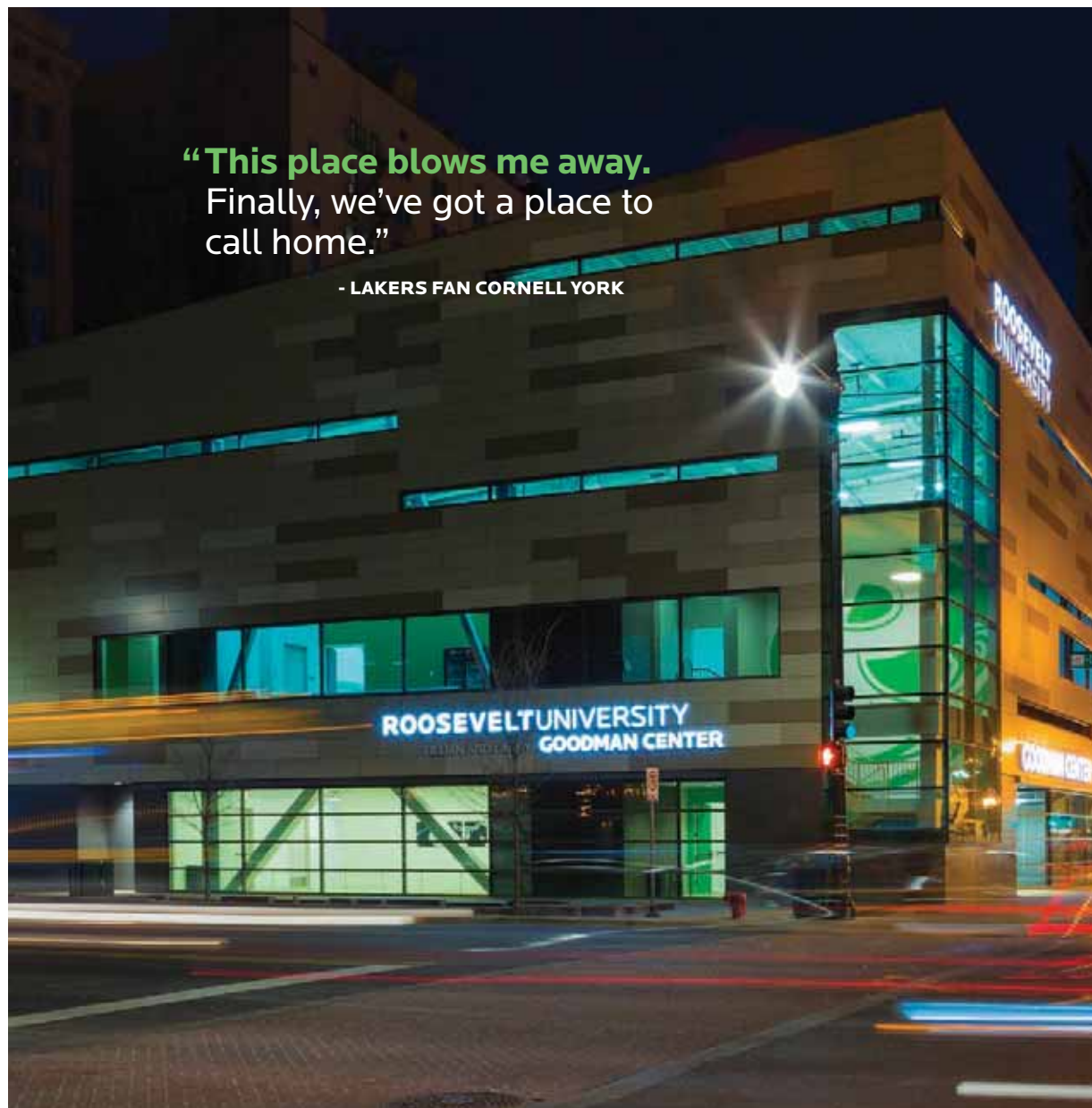
From her perch at the home opener, Tamburrino watches her daughter, number 14 on the scoreboard, rack up double-digit points and rebounds.

She marvels at halftime when 13 Roosevelt Lakerettes take turns doing backflips across the court that has a large Lakers logo in the center and the name "The Patti Eylar and Charles Gardner Court" near the sideline.

She hears the voice of Danny Carlino, who previously announced Lakers volleyball and soccer, calling plays for this season's Lakers basketball games, which are also broadcast live on Roosevelt's student radio station, WRBC.

And those young men standing on the bleachers, their bare chests each sporting a single green letter that taken together spells G-O-L-A-K-E-R-S — well, neither Tamburrino nor anyone in attendance for that historic game missed seeing them.

As the crowd yells "shoot," and then, at a miss of the hoop, begins chanting "defense, de-fense, de-fense,"



**"This place blows me away.
Finally, we've got a place to
call home."**

- LAKERS FAN CORNELL YORK

a Loop L train on the Wabash Avenue tracks happens to glide past the gymnasium's windows on the second floor.

"Hopefully it'll throw our opponents off when they're out there shooting free throws," a Lakers fan sitting in the same section as Tamburrino said in jest.

Actually, there is more to the passing of an L train that can be seen from inside the field house, just as there is more to fans climbing stairs that can be seen from the street through the facility's signature two-story glass entryway.

It's all about an emphasis on movement, something the architect aimed to capture in the building design, and something that the director of athletics at Roosevelt is counting on going forward.

"We're going places with this new building," said Athletics Director Mike Cassidy, whose signature phrases continue to be "Go Lakers" and "Go green, go white, fight, fight, fight."

"It legitimizes our program. It's going to help us with recruitment. And it's going to give us the momentum we need to build and grow the program for the future," he said.

"It's crazy to think that a year ago there was nothing there but a parking lot," said Kyle Miklasz, a shooting guard with the Lakers men's basketball team since 2010.

He and other pioneers on both the men's and women's athletic teams at Roosevelt have put up with long bus rides as well as practice and play in a lot of different, off-site, rented facilities for nearly three years for a chance to be part of history.

"To see the facility up and running like this — it's amazing," said Miklasz. "It's great to finally have a place to call home." 🏀



PHOTO BY BILL HANYZEWSKI

LAKERS CLUB STARTS STRONG

“GO LAKERS!” It’s a cheer heard at every Roosevelt home athletic event, and making the Lakers go is the ultimate goal of the Lakers Club, a new volunteer group that is doing all it can to give Roosevelt athletics a boost.

Launched last April, the Lakers Club is the fundraising and outreach arm for the University’s athletics program, which was reborn in 2010 after a 21-year hiatus. Membership in the club stands at 53 and is expected to double by late 2013.

“When I got word that Roosevelt was restarting its athletics program, I was excited for the University and got involved,” said Mike Aspan, a 1981 business graduate who played basketball with the Lakers during his four years at Roosevelt.

One of the club’s goals is to identify and engage Lakers alumni like Aspan, who reunited with a colleague he had played with as a Laker more than 30 years ago during the team’s first-ever game at the Lillian and Larry Goodman Center on Dec. 1, 2012.

Roosevelt President Chuck Middleton recognized Aspan at the game as well as former basketball players Ken Cozzi (BB, ’81), Reggie Lomax (BPS, ’06; MBA, ’07), Scott Bukas (BB, ’82), and Mike Dickman (MA, ’84).

“We are on cloud nine for the Lakers, Roosevelt University and its athletics program,” said Aspan.

One of the activities of the Lakers Club last year, supporting a 27-mile run from the University’s Schaumburg Campus to the Chicago Campus by Athletics Director Mike Cassidy, raised \$33,000 in gifts and pledges.

“There are a lot of opportunities for us to celebrate what’s been accomplished in a very short span of time and we’d like anyone who’s excited about the Roosevelt Lakers to join this initiative,” said Jennifer Tamburrino, a Lakers Club member and mother of Lakers basketball forward Maria Tamburrino.

Aiming to increase interest in the teams, athletes and the University’s overall program, the Lakers Club meets monthly to plan events, awards, fundraisers and game outings. For more information on the club and/or to get involved contact Yvette Garcia in Roosevelt’s Office of Institutional Advancement, ygarcia@roosevelt.edu or (312) 341-3626.



A FESTIVE OCCASION Larry Goodman, whose lead gift made the new center possible, acknowledges the crowd at the groundbreaking ceremonies. Chicago alderman Robert Fioretti is on the left.



THE ADVOCATE

BY COURTNEY FLYNN

LYNN WEINER'S
12-YEAR TERM AS DEAN
OF ARTS AND SCIENCES
IS COMING TO AN END,
BUT HER IMPACT ON
THE COLLEGE WILL LIVE
ON FOR YEARS.

Lynn Weiner will be stepping down as dean of the College of Arts and Sciences, after leading Roosevelt University's largest college for 12 years. In July she will become university historian and begin writing a comprehensive history of Roosevelt's first 50 years.

Under Weiner's leadership, student enrollment has grown by a third, the number of full-time faculty has increased by more than 25 percent and new undergraduate and graduate programs have been developed.

She also has helped create a partnership with the John Marshall Law School, an honors program at the Newberry Library, an alumni advisory council, and a number of centers and institutes, including Roosevelt's Center for New Deal Studies.

But beyond all of Weiner's administrative accomplishments is the human imprint she has left on so many of her colleagues who genuinely value her leadership, friendship and commitment to producing a vibrant educational environment for both faculty and students.

"Effective' is not the adjective I would use to describe her, 'extraordinary' is the adjective I would use," said Associate Professor of Philosophy Stuart Warner, a longtime colleague. "It is the greatest of underestimations to say she'll be missed. I really have difficulty imagining the college without her."

As dean, Weiner is known for her warm and welcoming personality. She has an open-door policy, frequently inviting into her office students and faculty to discuss everything from classwork to new research possibilities. She has been a supportive administrator to both longtime and junior faculty, collaborating with them on ideas she then allowed them to accomplish without micromanaging.

And as well-liked as she has been by faculty and staff, Weiner in turn glows when she speaks of them and their many accomplishments.

"The number one job of a dean is to create the conditions for other people's success – and those people are the students, faculty and staff,"

Weiner said. "It's not me who did all of these things, I just helped enable them to happen."

A native of Detroit, Weiner grew up with three siblings, including an identical twin sister who teaches at New Trier High School in Winnetka, Ill. The Roosevelt dean earned her bachelor's degree in history in 1972 from the University of Michigan at Ann Arbor, followed by master's and doctoral degrees in American Studies from Boston University.

In 1981, she and her husband, Tom Moher, now an emeritus professor and researcher at the University of Illinois at Chicago, moved to Chicago since Moher was applying for jobs in computer science, her sister was living in the area and

"DEAN WEINER OWNS A LEADERSHIP STYLE THAT FOCUSES ON EMPOWERING OTHERS."

MICKEY BRAZEAL, ASSOCIATE PROFESSOR

she thought it would be easy to start her career in the big city.

But she was wrong; there were no history positions available. She ended up taking various jobs, such as writing articles for Encyclopedia Britannica, working at Hull House as a research associate on the Jane Addams Papers Project and teaching half-time at Northwestern University, before landing a position as an adjunct lecturer at Roosevelt in 1983.

By 1991, Weiner had applied for and became an associate professor of history at the University. Then, from 1993 to 2000, she served as associate dean of the College of Arts and Sciences. She was appointed acting dean in 2000 and dean in 2001. She also served for a year as interim provost and executive vice president of the University from 2003 to 2004.

"Lynn is somebody who has embraced Roosevelt, its mission and foundation of social justice," said Heather Dalmage, professor of sociology and director of the Mansfield Institute for Social Justice and Transformation. "She has been able to bring that mission forward. She gets the history and she gets the vision of moving us into the future."

Weiner also is supportive of the faculty's desire to balance their course load with the ability to pursue research opportunities.

When she applied last November for a fellowship to explore wrongful convictions, Shari Berkowitz, assistant professor of psychology, said she sent an e-mail to Weiner to let her know about it. Weiner immediately wrote back and asked to meet with her so she could help improve Berkowitz's chances.

"She could have just said, 'Go ahead and apply,' but she took the time out to meet with me," Berkowitz said. "The fact that she mentored me in that way, it's just incredible. I think the world of her."

She has also entrusted her faculty with getting various centers and institutes off the ground in an effort to broaden the University's reach within the community and beyond.

Roughly four years ago, Weiner approached Bethany Barratt, associate professor of political science, about developing the Joseph Loundy Human Rights Project. Barratt has been the project's director ever since.

"It's been an absolutely life-changing thing for about a dozen students every year. We allow students to go abroad and study a human rights issue," Barratt said. "I'm so honored to be a part of it. It's just not an opportunity that comes along every day and it's not one that would have come along without having someone like Lynn to support me."

From an administrative standpoint, Weiner has proved to faculty that she values and understands their perspective as professors from her days in the same role.

"Most administrators have been professors at some point in their life, but they forget what it's like to teach, what it's like to work with students, what it's like to have a huge workload," said Norbert Cordeiro, assistant professor of biology. "Lynn is different. She has the ability to fall back to that time. She's got a vision and creativity that's unusual in a leader."

Indeed, Weiner has successfully brought together a diverse faculty that she supports while allowing them to pursue their own goals.

"Dean Weiner owns a leadership style that focuses on empowering others. There are not a lot of people who can pull that off," said Mickey Brazeal, associate professor of integrated marketing communication. "The dean has quite the remarkable talent of causing myriad visions to harmonize."

In her new role as university historian, Weiner said she will work closely with Roosevelt President Chuck Middleton to raise funds and generate ideas from those who have had a longtime association with the University. In addition, she will write about the heritage, history and mission of Roosevelt in a publication to be published in time for the University's 70th anniversary in 2015. (See sidebar on page 32.)

FACULTY MEETING James Choca, chair of the Department of Psychology, and his colleagues in the College of Arts and Sciences value Dean Lynn Weiner's commitment to providing a vibrant educational environment for faculty and staff.



“EFFECTIVE IS
NOT THE ADJECTIVE
I WOULD USE TO
DESCRIBE HER.
EXTRAORDINARY
IS THE ADJECTIVE
I WOULD USE.”

STUART WARNER,
ASSOCIATE PROFESSOR



With her educational roots in history and her career-long passion for the University's beginning and growth, she is well-suited for her new role, her friends and colleagues said. A prize-winning historian, she has published a book and numerous journal articles, book chapters and reviews in her field of 19th and 20th century U.S. social and cultural history. She surrounds herself with history every day. Her office walls are lined with framed historical postcards featuring the Auditorium Building. Her bookshelf holds a black shadowbox displaying an old

“SHE HAS HISTORY IN HER VEINS. LYNN IS A WONDERFUL HISTORIAN, A WONDERFUL SCHOLAR. SHE IS JUST A ROCK-SOLID ACADEMIC AND VERY, VERY SMART.”

RON TALLMAN,
DEAN EMERITUS OF THE COLLEGE OF ARTS AND SCIENCES

brass key with a leather tag from Room 830 of the Auditorium Hotel. She also has a luggage tag and white ceramic creamer with green lettering from the old hotel. Tucked away in her desk is a souvenir from the 1893 World's Fair with detailed speculations about the Auditorium Building.

“She has history in her veins,” said Ron Tallman, dean emeritus of the College of Arts and Sciences who appointed Weiner as associate dean. “Lynn is a wonderful historian, a wonderful scholar. She is just a rock-solid academic and very, very smart.”

Weiner has achieved much success in her own right as dean, and was elected to serve for six years on the board of directors of the national dean's organization – the Council of Colleges of Arts and Sciences. But she said she is grateful for those who came before her, such as Tallman, who mentored her in how to manage a college from the ground up. She also credits Middleton and former president Theodore Gross as “enthusiastic supporters of the role of the arts and sciences in a comprehensive university.” Both Middleton and Gross made it possible for Weiner to work toward expanding the reach and depth of the college, she said.

“This has been a really fun ride for me,” Weiner said. “You know when you're a little girl, you don't dream of growing up to be dean. But life takes twists and turns and this opportunity emerged. I hope I've done some things that matter and made a difference in people's lives. I hope I've done at least that.”



TELLING AN AMAZING STORY: ROOSEVELT'S FIRST 50 YEARS

TAKING THE HELM as the first university historian in July, Lynn Weiner will be writing a book about Roosevelt's first 50 years.

The working title she has in mind is *Pioneering Social Justice: A History of Roosevelt University, Looking at the first 50 years, 1945-1995*—and she's enlisting help of alumni, students and others to tell the story.

“I hope to write a book that paints a big picture of how Roosevelt University evolved as part of the history of Chicago, and the history of higher education in the United States,” said Weiner, who has been meeting with alumni chapters this spring to ferret out stories and anecdotes from the University's hidden history.

“It will be a book about a remarkable place that gave opportunities to African Americans, Jews, women, international students and others at a time when bigotry and prejudice were commonplace,” said Weiner, who is aiming to complete the project in 2015 in time for Roosevelt's 70th anniversary.

Weiner has already enlisted the help of two honors students through the Roosevelt Scholars program's undergraduate research opportunity initiative. They are freshman creative-writing major Hannah Kriss

and sophomore history major Jocelyn Dunlop. Both are doing research for a bibliography and are assembling letters, articles and other documents in the University's archives with the help of University Archivist Laura Mills.

Interviews with some of the University's founders, emeritus professors and alumni also are under way. In addition, Weiner and Roosevelt President Chuck Middleton have been meeting with alumni chapters to glean stories and personal recollections as well as to engage alumni—now 80,000 strong and growing—in the process and in the project.

“The people who created and sustained the University over its first half century did remarkable and pioneering work with far broader significance to higher education and to the history of Chicago than is commonly known,” said Middleton. “Lynn's history is thus a service to their legacy and to our understanding of how our story fits into a larger narrative.”

“We all love and care about this institution, its past as well as its future, and this is a wonderful opportunity for me and for the Roosevelt community to come together so we can tell an amazing and compelling story,” Weiner said.


Do you have a story or personal recollection that may be part of Roosevelt's hidden history? If so, contact Alumni Relations Director Jan Parkin at jparkin01@roosevelt.edu or University Historian Lynn Weiner at lweiner@roosevelt.edu.



staying afloat

For many students, Roosevelt's
Counseling Center is the difference
between dropping out and earning a degree.

BY SUE STOCK, PHD



Each year thousands of college students experience some form of emotional distress, which can affect their education, personal lives, and/or the lives of others. Fortunately, many universities have experienced counselors who are available to help students understand and work through their problems, often providing the aid students need to achieve their academic and personal goals.

To find out how Roosevelt University addresses this important issue, *Roosevelt Review* asked Sue Stock, PhD, a licensed clinical psychologist who is in her fifth year as the director of the University's Counseling Center, to explain student mental health issues from a Roosevelt and national perspective. In the following essay, she writes about the challenges some students experience and how the Counseling Center works to meet the needs of the Roosevelt community.

BY SUE STOCK, PHD | Shootings by former and current college students. Increases in completed suicide and suicidal thoughts. Concern about narcissism and lowered empathy towards others. Lack of resilience and “helicopter parents.”

This is how the mainstream media often portrays some of the serious personal and psychological problems faced by today's college students. Certainly there are mental health issues on college and university campuses, but headlines like these don't tell what institutions are doing to assist students in need. My colleagues and I at the Roosevelt University Counseling Center are committed to helping our students overcome their difficulties so they can excel at the University and in their personal lives. We do this by providing confidential clinical services regarding issues such as relationships, anger, depression, sexual assault, eating concerns and substance abuse, as well as outreach and consultation to the broader University community.

I'm occasionally asked how students who use our Counseling Center compare to those at other universities. To answer that question, I drew upon data supplied by the Center for Collegiate Mental Health, which compiles information from Roosevelt and hundreds of university counseling centers across the United States. This information allows us to draw broad conclusions about collegiate mental health and provides a good overview of the issues some of our students deal with every day.

The statistics on page 36 are sobering and indeed Roosevelt students have challenges. But I am continually in awe of the students I have the privilege of getting to know. Many attend school full-time ... have jobs ... take care of a parent, child or partner ... and may also struggle financially. The resilience and integrity I see in these students is one of the main reasons I am honored to do what I do. And we know that counseling helps students succeed, even in the face of difficulties like these.

Students who receive clinical services at Roosevelt's Counseling Center consistently have a retention/graduation rate that is about 20 percent higher than the general student population. This past year it was almost 30 percent higher. This is an impressive retention rate, and when one considers it is a retention rate for a group of students who are self-identified as being at-risk — they are asking for help — the retention rate is even more impressive.

As a social scientist, I know that correlation is not causation and I certainly wouldn't want my department to take full credit for our clients' persistence and eventual graduation rates. I do believe we help, but I am fully aware that there is something about a student who reaches out and gains help when she or he needs it that is likely a big piece of the success story. To me, this means we have to keep offering these services and continue to find more ways to get students connected to them.

And isn't this what Roosevelt University is all about? For myself and my colleagues at the Counseling Center, offering high-quality mental health services to individuals who need them but would likely not be able to pay for these services out-of-pocket is an embodiment of social justice. Not only are we able to help students and increase the chances they will graduate and become productive citizens of the world — it is simply the right thing to do.

Our experiences at Roosevelt regarding the impact of counseling services echo national studies which indicate that counseling services can help students address difficulties and remain in school. For example, one study looked at college students who were considering dropping out or who were worried about failing and had sought counseling to help. Of those students, 86 percent enrolled for at least one more semester. And it does seem that helping students can have longer lasting impact as well. At Iowa State University, students who received counseling had up to an 18 percent higher retention rate than those who did not. In a similar study at Southern Illinois University, counseled students had up to a 36 percent higher graduation rate.

According to a study published by Michigan State University in 2011, depression

is the number-one risk factor for college students dropping out of school. Depression was more significant than academic issues and also more significant than personal issues such as a death in the family or becoming addicted to a substance. Providing treatment for depression, then, can mitigate this risk factor. Significantly, Center for Collegiate Mental Health data seems to indicate that positive effects of university-provided counseling can be seen within the first few sessions and reliably by the sixth session.

Unfortunately, less than half of the students with mental health problems receive the treatment they need, according to a study of 70 universities by Daniel

Eisenberg, the lead researcher of the national Healthy Minds study. He cites a variety of reasons for this, such as stigma about receiving treatment, students believing they don't need assistance or it won't help them, as well as a lack of treatment resources on campus. To address these barriers, Eisenberg advocates that university campuses make sure they have adequate mental health resources in place when students do find their way to the counseling center, and also discusses the importance of anti-stigma campaigns. He notes that mental health problems can affect students in a variety of ways, including lowered productivity, less resilience, lower GPAs and for some

students, eventual dismissal from school.

I believe that investing in mental health resources makes sense from both social justice and dollars-and-cents perspectives. Eisenberg's research supports this. He created a compelling "calculator" that follows the trail of investment in university therapists and the number of students who can be helped and therefore retained. With more students retained, the result can be a net "return on investment" of hundreds of thousands of dollars for a university.

Roosevelt's Counseling Center provides a wide range of services to the University community. We offer individual, couples and group

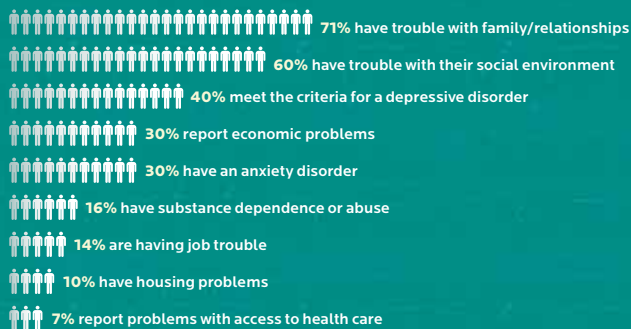


A HELPING HAND Sue Stock and her colleagues in Roosevelt's Counseling Center are committed to helping students overcome their difficulties.

PHOTO BY BYRON COSCARELLI

COUNSELING CENTER: A CLOSER LOOK

What brings students to the Counseling Center?



Demographically, compared to university counseling center clients nationally, Roosevelt students seeking counseling services are:

More diverse in terms of racial/ethnic identity

More diverse in terms of an LGBTQ identity

More likely to report current financial distress

More likely to be first-generation college students

Compared to national averages, Roosevelt University Counseling Center students have:

Similar rates of depression, anxiety and substance abuse

Less academic distress

More eating concerns

Our Counseling Center clients are:

More likely to have attended therapy before college

More likely to have considered or attempted suicide

More likely to have experienced a traumatic event

More likely to report an attention deficit problem

Less likely to have a learning disorder

Less likely to report a visual disability

Twice as likely to report a physical disorder

Students who receive clinical services at Roosevelt's Counseling Center consistently have a retention/graduation rate that is about **20 percent higher** than the general student population.

therapy; provide consultation, outreach and training; respond to crises and urgent concerns; and train and supervise graduate students in psychology.

On any given day a Counseling Center staff member's schedule might include the following: providing sessions of individual therapy; conducting an intake assessment interview; consulting via telephone with a concerned faculty member; providing a training session for a student organization; and co-leading a therapy group with our postdoctoral fellow. Clinical services are for students only, but consultation, outreach and training is available to the broader University community.

This latter collection of services may be some of the most invisible, yet most powerful ways that we impact campus. We have multiple conversa-

tions with faculty and staff each day about how to help students. In these cases, we are sometimes not directly interacting with the student in question, but rather serving as a consultant to the person who is helping the student. For example, we have many conversations with faculty members about students who might be behaving unusually in their classrooms. It is crucial for faculty members to be able to respond to student needs, since they have direct and regular interactions with students in their classrooms. We can help faculty members figure out what is going on and how best to respond.

Another example is the training we provide to resident assistants in the residence halls. It's our intention that training these student staff members will help them

All citations above are comparisons between the Roosevelt University Counseling Center averages and the national averages via the Center for Collegiate Mental Health for the 2010-2011 academic year.

to identify and intervene early with potential problems, so that some students may never need to walk in our doors. Or, if a student does want to come see us, our resident assistants are well able to inform them about our services and make a solid referral.

All of the Counseling Center's permanent clinical staff are doctoral-level licensed clinical psychologists. In addition to our work on campus, staff psychologists are active in local and national professional associations. Roosevelt University Counseling Center staff regularly hold leadership positions in these organizations, present at conferences, engage in professional writing and serve on committees and boards associated with psychology and counseling center work.

We see ourselves as student affairs professionals and as active members of the University community, as well as clinicians. However, the Counseling Center is different from other offices in some significant ways. Unlike any other department at Roosevelt, we are health care providers. This means we must follow state law and professional ethics in regard to the provision of clinical services and record keeping. I often describe the Counseling Center as "a doctor's

office," as that is an accurate description of the services we provide and the types of procedures we follow. We have clients/patients, clinical files/charts, scheduled appointments, clinical policies and are mandated to uphold client confidentiality to the highest level.


Sometimes we find ourselves in a situation where a caring and well-intentioned University colleague wants to know if someone is receiving counseling. Although we appreciate the person's involvement and are glad for the care the student in question is receiving, we must tell colleagues like this that we cannot "confirm or deny" that anyone is receiving services from us due to confidentiality laws. In these cases, we work with our colleagues to find ways that they can speak directly to the student and either make a referral to our office or confirm that the student is receiving help. In these cases, we all have the same desire — to help the student. It is just a matter of how to do that and stay within the boundaries of the law at the same time.

The Counseling Center is dedicated to meeting the needs of our student body. It is also important to say there are times that we cannot meet a particular student's

needs. In cases like severe eating disorders or the need for long-term therapy and/or psychiatric medication, the Counseling Center does not have the resources to provide the appropriate treatment. It is important that we do not practice outside of the boundaries of our resources and competence, as that would not ultimately serve the student well.

In other words, if you need brain surgery, it's not advisable to go to your general practitioner and ask her to "make do." In cases where students need more than we can provide, we work closely with them to identify local resources that can meet their needs. We work to stay in contact with that student un-

til she or he is connected with the new treatment provider.

"The mission of the Counseling Center at Roosevelt University is to facilitate the cognitive, emotional and social development of students to enable them to optimally reach their academic and personal goals. The Counseling Center fully embraces the mission of the University, attending to issues of social justice, striving toward multicultural competence and serving the entire University community." We are privileged to interact with the Roosevelt University community in these multiple ways. It is hard work at times, without a doubt, but also incredibly rewarding. 

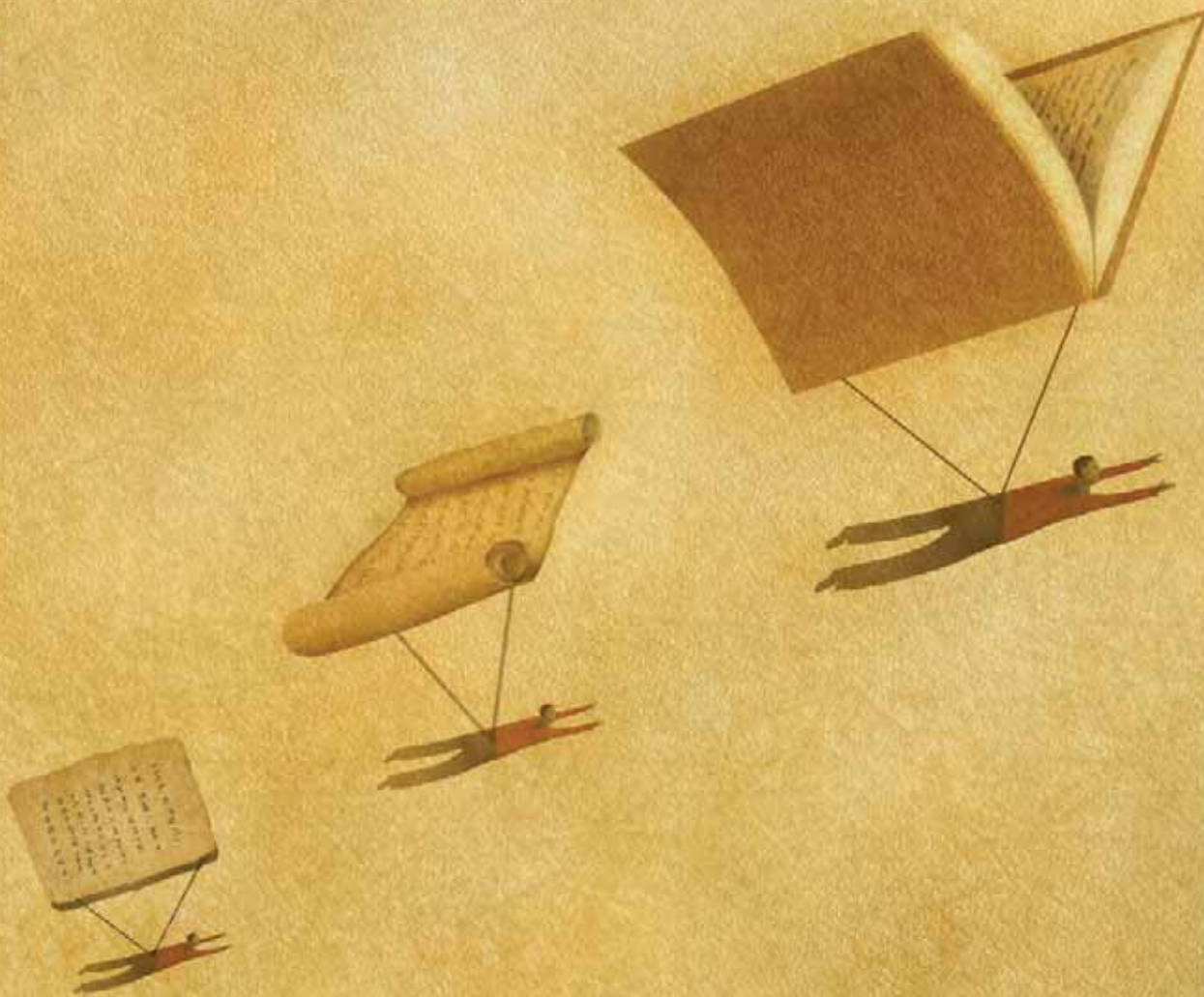
SUE STOCK directs Roosevelt University's Counseling Center where she provides a broad range of professional services, such as psychotherapy, consultation, supervision and training and outreach. While most of her clinical experiences have been in university counseling centers, she has also worked in other inpatient and outpatient settings. Stock is the co-author of a book on facilitating experiential learning and regularly provides professional presentations at national and regional conferences. In 2009 she was the recipient of the Mid-Level Career Achievement Award given by the Commission for Counseling and Psychological Services of the American College Personnel Association. Stock earned her MS and PhD degrees in Counseling Psychology from Iowa State University and completed her pre-doctoral internship training at the Counseling Center at Southern Illinois University. She previously held staff psychologist positions at the counseling centers at the University of Illinois at Chicago, the University of Akron and Marquette University.

AN ESSAY BY BONNIE GUNZENHAUSER

ASSOCIATE PROFESSOR OF ENGLISH AND
ASSOCIATE DEAN OF THE COLLEGE OF ARTS AND SCIENCES

REWRITING HISTORY

The more things change, the more they stay the same.





Why read literature? With print culture losing market share and new media emerging daily, publishers, booksellers, and even English professors field more and more questions about literature's utility.

But at the same time, it's easy enough to find a parallel and very public conversation full of vigorous assertions about literature's value. A quick search on Amazon.com turns up dozens of books with titles such as *The Book That Changed My Life*; recent studies estimate that over five million Americans belong to at least one book club; the social-media site GoodReads claims over 6.5 million members who have posted over 13 million book reviews in the last three years alone; and the National Endowment

for the Arts spends some of your tax dollars each year on "The Big Read," a community-based reading program whose aim is "designed to restore reading to the center of American culture" through such programs as One Book, One Chicago (now with analogues in 77 other American communities).

Some of this attention to the value of literature is deeply individual: literature changes me. Some of it gestures toward literature's more collective influence: The Big Read aims to promote reading and, presumably, social cohesion by providing "citizens with the opportunity to read and discuss a single book within their communities." Either way, the implication is that literature matters because it creates change – in an individual, in a community, or both.



ILLUSTRATION BY DAVE CUTLER

If you're a reader, you probably feel that too. You may be able to call to mind books or scenes or characters or ideas that you'd call influential, that you'd say changed you. But if I pressed you to say exactly how that change happened, or what it was, I suspect you might struggle to explain it: the effects of our reading are notoriously difficult to quantify. Even so, the conviction that literature creates change – not just personal, but social – stretches back not just decades, but centuries. The ancient Greeks held playwriting competitions precisely because they saw theater as a way to explore political questions and to advocate for particular solutions. Even as literature shifted from something public and performed to something more often private and printed, the idea that words create change remained constant.

In my teaching and research, I investigate the relations between literary and social change, and most often I focus on eighteenth-century Britain. This spring, for instance, I'm teaching a course called "Mass Media and the Eighteenth-Century Literary Marketplace." If my students have any first impressions of

the eighteenth century, those impressions tend to focus on its foreignness: white powdered wigs, books with antique fonts and strange spellings, characters with elaborately stilted speech. But when we start to explore what commentators in our own day would call the "media ecology" of the eighteenth century, the students quickly see deep analogies to our own historical moment.

For instance, a recent Pew Internet and American Life study identifies our contemporary "information ecosystem" as unique in the ways that it makes information "abundant, cheap, personally-oriented and participatory." But, the fact is that each of these four descriptors could be applied just as easily to the information ecosystem of eighteenth-century Britain. And the parallels aren't just superficial. Both moments see major media shifts that change our ways of interacting with each other as well as the means we use to understand the world around us. These moments of media shift offer important clues for understanding just how writing helps to make social change.

It's fairly obvious that our internet-driven culture makes information abun-

dant and cheap (and fairly obvious that, at least in some cases, you get what you pay for). In eighteenth-century Britain, information was abundant and cheap thanks to a convergence of legal and technological changes. On the legal side, a landmark 1774 decision in the House of Lords (essentially Britain's Supreme Court) ended a century-long wrangle over copyright by creating a public domain for the first time in Britain's history. Intriguingly, the justices' decision to create a public domain reads much like Julian Assange's justification of his WikiLeaks project 200-odd years later: the justices created a public domain in order not to "choak [sic] the channel of public information," while Assange notes on his website that WikiLeaks exists in order to "bring important news and information to the public."

At the same time, on the technological side, changes in paper manufacture made the raw materials of books and newspapers far more affordable than they had ever been before. With new freedom to publish and new affordability of raw materials, printers flooded the market with cheap editions of old texts

along with hundreds of new experiments in literature and journalism – and since literacy rates rose steadily throughout the eighteenth century, all of this new material found an eager audience. Eager, but overwhelmed: desperate for ways to sort through the plethora of print, readers welcomed new genres of summaries, commentaries and reference guides. Even serious readers praised these books – which were essentially eighteenth-century search engines – as necessities for coping with information overload. “I esteem these Collections extremely [sic] profitable and necessary,” wrote one eighteenth-century scholar, “considering the brevity of our life, and the multitude of things which we are now obliged to know.” Too much to learn and not enough time to learn it turns out to be a lament with a long history.

Google is our modern equivalent to these eighteenth-century reference guides: it sorts and winnows and generally makes manageable the vast resources of the internet. And it does so with an adaptive intelligence that individualizes and personalizes the information it provides. You may have experienced its eerily prescient targeted advertising on your Gmail account, for instance (or its occasional misfires, like ads for Spam recipes after you dump your junk-mail folder).

Our eighteenth-century counterparts didn’t experience quite such a precisely-targeted information ecosystem, but their media world, like ours, was becoming more focused on the individual even as it expanded. New forms of non-print media, like the museum and the panorama, crystallized major political and historical events into specific artifacts made available to spectators from all ranks of society (the British Museum opened its doors in 1753; the Royal Academy of Arts in 1768; Robert Barker began displaying his massive panoramas in 1787). Eighteenth-century print media targeted the ordinary individual in unprecedented ways as well. The novel emerges at mid-century, replacing earlier grand comic and tragic dramas with stories featuring the details of the lives of chambermaids, foundlings, small-business owners, parents, children, and other Everymen (and, nearly as often, Everywomen).

Novels asserted that the thoughts, feelings and struggles of even the most ordinary of individuals merited close attention, and readers responded with resounding agreement. One of the first British novels, Samuel Richardson’s *Pamela*, was so overwhelmingly popular that it generated what media historian William Warner calls “the Pamela media event.” Preachers held up the fictional Pamela – a chaste and virtuous chambermaid – as a model for moral living, while the marketplace churned out Pamela tea towels, Pamela china, and enough other marketing tie-ins to mark the novel as the eighteenth-century equivalent of a new Disney or Pixar release.

Writing is going to generate change, like it or not – and the idea that this is a problem that can (or should) be solved ignores centuries of historical evidence to the contrary.

Warner notes that a media event on Pamela’s scale “carries genuine effects into culture,” and two are noteworthy here. First, Pamela and novels like it created new (and newly-secular) cultural touchstones and frames of reference: readers weren’t being asked to sympathize with larger-than-life figures from biblical, mythological, or political history, but rather with ordinary people much like themselves. And, because those characters were like themselves, readers were encouraged to cultivate new habits of empathy, to see the inner lives not only of fictional characters but of their ordinary fellow citizens with what the scholar Martha Nussbaum calls “involvement and sympathetic understanding.”

The eighteenth-century novel thus created a version of what the sociologist Benedict Anderson calls an “imagined community”: a group of people who might never meet in person but who were nonetheless bound together by common experiences and frames of reference. Anderson suggests that the eighteenth-century newspaper built imagined communities even more effectively than the novel by uniting readers not just in a common experience, but on a common schedule. For all of the talk about how our 24-hour news cycle connects the world

in unprecedented ways, eighteenth-century newspaper readers recognized that their experience was, as Anderson puts it, “being replicated simultaneously by thousands (or millions) of others of whose existence they were confident, yet of whose identity they had not the slightest notion.”

To twenty-first century readers who read and comment on blogs or news websites in real time (or something close to it), this idea of an intense but entirely virtual community is nearly second nature. But for eighteenth-century readers, the idea that a morning newspaper like Joseph Addison’s *Spectator* should “be punctually served up ... as a Part of the

Tea Equipage” each day was something altogether new. Once these eighteenth-century readers cultivated the daily news habit, though, it spread like wildfire. Addison claimed that his circulation of 3,000 papers daily reached up to 60,000 Londoners because coffeehouse culture ensured that papers were read aloud, discussed, and dissected communally. “All Englishmen are newsmongers!” a French visitor to London exclaimed in 1726. An apt phrase, since ‘newsmonger’ implies that English readers were not just consumers of print news, but contributors to it – and many citizen-journalists did produce pamphlets, broadsides and other ephemera responding to established newspapers’ accounts of controversies of the day, anticipating the citizen-journalists of the twenty-first century blogosphere by nearly 300 years.

Abundant, cheap, personalized, and participatory: the eighteenth-century information ecosystem was all of these things. But some of these media products, like museum exhibitions and newspapers, don’t necessarily seem “literary” – so one might wonder how they fit into a story about literature and social change. One answer is that “literature” was a much broader term in the eighteenth century. Our contemporary ideas of aca-

demic disciplines and specialized fields of knowledge weren't yet in play, so "literature" included many different kinds of writing – museum placards and print journalism, along with more familiar forms such as poetry and novels.

The range and volume of this writing, literary historian Clifford Siskin argues, made writing itself "the newly disturbing technology" of the day, because it "changed society's ways of knowing and of working." Siskin is quite right: Britons who had in earlier generations been constrained by the boundaries of their hometowns and circles of acquaintance now, through the eighteenth-century outpouring of print, had hundreds of new perspectives, new ideas, new models for personal identity and new models for social organization at their disposal. And they acted on them. Britons moved from the country to the city in record numbers, they transformed their agrarian economy to an increasingly commercial one, and they developed a vigorous public political conversation about what Thomas Paine famously called "the rights of man."

In short, this new technology of writing was stirring things up. Nowhere was this more evident than in the government's attempts to control and suppress it. Spurred by fears that the radical press would encourage Britons to follow the French path and start a revolution of their own, government officials tried six journalists, novelists, playwrights, and poets for seditious libel and treason in the so-called Treason Trials of 1794. The writers were acquitted, but the Treason Trials ushered in a 20-year period of vigorous censorship and suppression of literature and journalism of all kinds, in the name of preserving social order. Predictably, this era of intense suppression gave way to a more measured approach, but the Treason Trials and their aftermath made writing's influence undeniably clear. For what is censorship

What we consider disturbing or even revolutionary today may, a century from now, be part of the treasured status quo threatened by incursions from new technologies we cannot yet begin to imagine.

– then or now – if not an explicit and institutionalized acknowledgement that writing has a powerful ability to incite, to provoke, and to change?

Underlying these parallels between the eighteenth- and the twenty-first centuries is an uncomfortable truth: moments of media shift expose one of the fundamental tensions of a democratic society. Democracy demands a balance between individual freedoms and social control, and media shifts unsettle that balance by changing patterns of thought and behavior more quickly than institutions can adapt to regulate them. When eighteenth-century publishers challenged prevailing copyright conditions, and twenty-first century producers fight over new technologies like music-sharing services, e-book royalties and open-source software, they're really struggling to redefine individual freedoms: how should we balance consumers' rights to access with producers' rights to intellectual property?

When journalists (in the eighteenth century and the twenty-first) contend with authorities about how much sensitive information they can publish, and

when, they're really trying to redefine social control: how do we draw the line between freedom of information and public safety? The rhetoric usually casts these fights in terms of heroic efforts to restore order in the face of upstarts and interlopers (perhaps the most frequent adjective applied to new-media technologies is "rogue"). But the truth is that what may look like static "order" in the moments between major media shifts is actually just temporary downtime in writing's continual renegotiation of the relation between individual freedom and social control.

Readers and consumers of other new media will always devise ways to use technologies outside the bounds prescribed for them, and their reactions to the ideas they encounter there are likely to be fundamentally unpredictable, if not altogether unknowable. "To completely analyze what we do when we read," writes one reading theorist, "would almost be the acme of the psychologist's achievements, for it would be to describe very many of the most intricate workings of the human mind." Writing is going to generate change, like it or not – and the idea that this is a problem that can (or should) be solved ignores centuries of historical evidence to the contrary.

The prehistory of our current mass-media culture shows us that our technologies are neither as new nor as alarming as we might be asked to believe, and it provides perspective to remind us that what we consider disturbing or even revolutionary today may, a century from now, be part of the treasured status quo threatened by incursions from new technologies we cannot yet begin to imagine. "It requires arrogance in the face of history to imagine that history has stopped with us," the cultural critic Adam Gopnik writes – and there may be no better way to combat this arrogance about the future history of mass media than to examine its deep past. 



Bonnie Gunzenhauser is associate professor of English and associate dean of the College of Arts and Sciences at Roosevelt. Since arriving in 2003, she has taught a wide range of courses and served as chair of the Department of Literature and Languages. She has published on numerous topics within eighteenth- and nineteenth-century print culture – copyright, journalism and the novel – and she recently edited the monograph *Reading in History: New Methodologies from the Anglo-American Tradition* (Pickering & Chatto, 2010). Gunzenhauser holds a PhD in English from the University of Chicago and is currently a scholar-in-residence at Chicago's Newberry Library.

SPRING 2013

UNIVERSITY NEWS



A NEW BOLD APPEARANCE. Roosevelt's home page was redesigned in February to better engage external audiences. It contains dramatic images and stories about the University's campuses, students, faculty and culture and encourages visitors to browse other University pages for a closer look at what Roosevelt offers and why it is unique. On the home page you can also watch the University's new video, "It Takes Only One." Check out the site for yourself at www.roosevelt.edu.

FACULTY IN PRINT 50
ATHLETICS 52

Douglas Knerr named executive vice president and university provost



Douglas Knerr, a talented academic leader and highly respected professor, was appointed executive vice president and university provost of Roosevelt University. He succeeds James Gandre who was named president of the Manhattan School of Music in New York City.

Knerr, previously provost of Roosevelt's Schaumburg Campus, "has extensive knowledge of Roosevelt University and the issues facing higher education, making him the ideal person to lead the next phase of the University's advancement," said Roosevelt President Chuck Middleton. "Doug is a thoughtful, dedicated and entrepreneurial leader who engages all members of our community in the success of the enterprise. He

welcomes new ideas, seeks to create pathways for the success of others and is deeply committed to teaching and learning."

"I'm humbled and honored to serve Roosevelt as executive vice president and university provost," Knerr said. "Throughout my career at Roosevelt I've been inspired by a community that authentically lives our values and advances our legacy. Roosevelt is a special place and I have been privileged to work with some of the most talented and dedicated people I have known throughout my career. I look forward to continuing to be inspired by my colleagues each and every day."

Since joining Roosevelt in 1998 as an assistant professor of social sciences, Knerr has taught and held key administrative positions for Roosevelt in Chicago, Schaumburg and Online. He has been actively involved in the major issues facing Roosevelt during the past several years.

Knerr helped establish Roosevelt's successful distance learning program, RUOnline. He also led the development of the Schaumburg Campus as an intellectual hub for the northwest suburbs with new models of student service and as a site for best practices in sustainable living, as the transfer partner of choice for the surrounding community colleges and as a burgeoning leader in the growing health care sector there.

During his tenure as the founding Schaumburg Campus provost, Knerr strengthened or created new relationships with important organizations in the northwest suburbs. For example, he helped launch the regional community economic development entity, supported a new partnership for combating domestic violence and working in close collaboration with deans and faculty members, signed more than 95 innovative dual degree programs during the last 12 months.

As associate provost for academic programs and distance learning and as vice provost for faculty and academic affairs, Knerr worked hand-in-hand with faculty members on assessment, accreditation, professional development, RUOnline, summer session, faculty searches and the process of promotion and tenure.

He also served as interim dean of the Evelyn T. Stone College of Professional Studies and as a social sciences faculty member in the Professional and Liberal Studies program. He is the author of two books and received bachelor's, master's and doctoral degrees from the University of Cincinnati.

Performing arts pioneer honored in Lecture Series

Roosevelt University launched its Founding Faculty Lecture Series in October with a presentation on the life of Sybil Shearer, a critically acclaimed dancer and choreographer who established Roosevelt's dance program.

"We all know the foundational moments of any institution are very critical to its long-term direction and success," said Roosevelt University President Chuck Middleton in announcing the lecture series. "Our founders set the mission, core values and belief systems that have guided the institution ever since. They were a diverse and highly talented group of faculty who created academic programs of the highest quality."

The initial event, titled "Sybil Shearer: The Legendary Life of an Elusive Dancer," featured passages from her autobiography read aloud by persons associated with the Morrison-Shearer Foundation, which helped organize the presentation.

Shearer, born in Toronto and raised in New York, left the East Coast in 1942 to move to Northbrook, Ill. Despite having drawn considerable praise for her first solo performance at Manhattan's Carnegie Hall two years prior, Shearer, as *New York Times* columnist Jack Anderson wrote, wanted to escape "what she considered the rat race of New York."

Shortly after her move, Edward J. Sparling, then president of Roosevelt's predecessor institution, the Central YMCA College, saw her perform at Chicago's famed Goodman Theatre and subsequently invited her to join the faculty of the college's School of Music in 1942. She taught dance at Central YMCA College and Roosevelt until 1951.

"Many years later, after we had both retired, [Sparling] told me he was so disappointed that I had left Roosevelt, because he had bought the Auditorium Theatre for me," Shearer writes in volume two of her autobiography, *Without Wings the Way Is Steep*.

After leaving Roosevelt, Shearer was appointed artist-in-residence at the Arnold Theatre of the National College of Education in Evanston, Ill. She eventually established the Morrison-Shearer Foundation with longtime friend Helen Balfour Morrison and continued to perform and teach dance until her death in November 2005 at age 93.

Students Rank Roosevelt Eighth-Best University in America

Roosevelt University was ranked the eighth best college in the nation by RateMyProfessors.com (RMP), a website with more than 14 million student-generated comments and ratings on thousands of schools and professors. Stanford University was first on the list, followed by the University of Memphis and St. Johns River State College in Florida.

"Anytime the University receives a high ranking in something that's about student satisfaction and success, and faculty excellence, it's a big deal," Roosevelt University President Chuck Middleton said. "I'm very pleased."

Best known for its ratings of more than 1.7 million professors at 7,500 schools across the United States, Canada and the United Kingdom, RMP allows students to anonymously comment on and score

the performances of their instructors. Founded in 1999 and owned by a division of mass media conglomerate Viacom Inc., the website receives roughly five million visitors a month. RMP also allows students to grade schools on criteria including reputation, location, career opportunities and social life. These campus ratings are used in conjunction with instructor evaluations to create a list of America's best universities.

"Being acknowledged for all of the hard work our faculty does on a day-to-day basis is great for Roosevelt," said Jill Coleman, assistant professor of psychology at Roosevelt. "I work really hard to develop a positive environment by making my classes interesting and engaging, so to get confirmation from students who use the site makes me really happy."

Coleman is just one of many faculty members at Roosevelt who received exceptional ratings. Bethany Barratt, Frank Alletto and John Fountain were a few others.

"I was intimidated by her at first," a student wrote on the RMP site about Barratt, associate professor of political science. "But I soon came to realize that she is VERY personable and is truly passionate about the success of her students."

"I've never felt so passionate to attend class," another student began in describing his or her experience with Alletto, adjunct professor in Roosevelt's College of Arts and Sciences. "He will challenge you and push you to be your best."

"They (Roosevelt faculty members) are passionate and eager for students to learn," another student wrote. "They don't just teach, but go out and actually participate in society as an example." — *Darrel Sangster*

RateMyProfessors.com Top 25 Highest Rated Universities

- 1 Stanford University, Calif.
- 2 University of Memphis, Tenn.
- 3 St. Johns River State College, Fla.
- 4 Union University, Tenn.
- 5 Florida Agricultural and Mechanical University, Fla.
- 6 Missouri Baptist University, Mo.
- 7 Marist College, N.Y.
- 8 **Roosevelt University**
- 9 Claremont McKenna College, Calif.
- 10 Saint Anselm College, N.H.
- 11 Minnesota State University, Minn.
- 12 SUNY Cortland, N.Y.
- 13 Mitchell College, Conn.
- 14 University of North Dakota, N.D.
- 15 Palmer College of Chiropractic, Iowa
- 16 Embry-Riddle Aeronautical University, Ariz.
- 17 University of New Haven, Conn.
- 18 Young Harris College, Ga.
- 19 Suffolk University, Mass.
- 20 Ohio Northern University, Ohio
- 21 Fla. State College at Jacksonville, Fla.
- 22 Radford University, Va.
- 23 SUNY Cobleskill, N.Y.
- 24 University of Portland, Ore.
- 25 Christian Brothers University, Tenn.

Commencement speaker to graduates: Use education to transform lives



Historian Susan Reverby urges Roosevelt graduates to make a difference.

An historian and women's and gender studies professor who unearthed startling unethical medical research practices in Alabama and Guatemala urged new Roosevelt graduates to "do something meaningful that will transform lives."

"I am living proof that you don't have to know exactly where you are going to do good work," said Susan Reverby, the Marion Butler McLean Professor in the History of Ideas at Wellesley College who received an honorary doctorate in social justice from Roosevelt at Commencement on Dec. 14, 2012.

Reverby gained national attention for her groundbreaking research on the infamous Tuskegee Syphilis Experiments conducted between 1932 and 1972 and for her discovery of unethical medical research in Guatemala from 1946 to 1948. Her scholarship led to public apologies on both issues by the United States government.

"Even an historian writing articles can have an impact," said Reverby. "These studies are a reminder to all of you that if you make a commitment to do something meaningful you can transform institutions and the lives of those around you."



History professor selected as ambassador for doctoral studies opportunities in Europe

CHRIS CHULOS, associate professor of history and chair of the Department of History and Philosophy, was selected as one of 25 ambassadors for the European Commission's new PromoDoc initiative. In this position, he can provide information and guidance to individuals interested in pursuing a doctorate in Europe.

"American students need to be realistic about going abroad and getting a doctorate," said Chulos, who teaches courses at Roosevelt in Modern European Social and Cultural History. "They have to think about how a degree can be relevant and transfer back if they plan to return home," he said. "As an ambassador, I am someone who can help assess programs and their value in the United States."

Chulos' primary area of expertise is doctoral education in Finland, where he is a permanent faculty member at the University of Helsinki in Finland, in addition to Roosevelt. An expert in late imperial Russian history, he formerly was a research fellow and faculty member at the Renvall Institute for Area and Cultural Studies (now the Department of World Cultures).



Sen. Durbin visits with veterans at roundtable

U.S. Senator Dick Durbin visited Roosevelt University Feb. 1 for an informative roundtable discussion with military veterans pursuing college degrees.

Durbin met with Chris Chalko, director of Veterans Upward Bound at Roosevelt and Marcus Williams, Bianca Clayborne, Alwyn Walker and Axel Roldan, who are participants in the federal Veterans Upward Bound (VUB) program, which helps veterans refresh their academic skills so they can successfully complete post-secondary education.

"Our job is to help veterans and maximize a return on the investment that the federal government has put into our veterans," Chalko told Durbin during the roundtable.

The free Department of Education program, which serves approximately 6,000 veterans nationwide annually, has helped dozens of Chicago-area veterans, including 90 who are currently taking classes at area colleges today, to brush up on the reading, writing, math and computer skills needed to get a diploma.

"We've passed a new GI Bill, and it's a good one," Durbin told veterans who were called on individually to tell their personal stories of adjustment after returning from tours of duty and/or discharge from the

military. "Sometimes, our veterans need more, like the help they are getting through this program."

Clayborne, who returned home from military service nearly a decade ago, is now pursuing an education in business administration, a goal that wouldn't have been possible without VUB. "The program gave me the boost I needed to understand and do math," she said.

When Walker returned in 1995 from a tour of duty as a reservist in Bosnia, his future was unsettled and fuzzy, he told Durbin. "I didn't have a good direction at all, but the VUB program helped to set up a structure for me. I learned how to write a term paper, which improved my critical thinking skills." Walker is currently finishing a two-year degree and has plans to enter a four-year higher education institution in the near future.

While programs like VUB are available to help, Durbin acknowledged that there isn't always enough communication and information for veterans coming back from service. "I don't think we're doing a good enough job telling people what benefits are available," he said. "We get criticized for having so many training programs, but it seems to me that the VUB program is one that is helping and one that really does fit a niche."

College of Pharmacy on front line in fight against flu epidemic

While spring is finally here, students in Roosevelt University's College of Pharmacy won't forget the passing flu season anytime soon.

Sickening hundreds of thousands and sending record numbers of people to hospitals, this year's epidemic

American Pharmacists Association to give immunizations, including flu shots.

In 2011, the College trained 66 students from the inaugural PharmD class of 2014 how to administer vaccinations for flu, hepatitis, pneumonia and other illnesses. A second group of more than 70 students from the College's class of 2015 received training and certification in February.

"There's an expectation today that all of our students, as well as pharmacists in general, will be certified and able to give vaccinations," said Brock.

Among students who have seen action on the front line in fighting spread of the flu

vaccination is Emily Swayka, a member of the College of Pharmacy's first class and the winner of a prestigious, competitive scholarship from the National Association of Chain Drug Stores (NACDS).

"It's been a great experience and one in which I've really felt like I'm helping people," said Swayka, a Roosevelt PharmD candidate and certified pharmacy technician who has given more than 50 flu shots at CVS/Pharmacy in Glendale Heights, Ill.

A recent winner of the NACDS Foundation's Leonard J. DeMino Pharmacy Student Scholarship, Swayka, of Westmont, Ill., also has created flu-awareness flyers and has advised members of the public, particularly those over 65 years of age, about the importance of getting a flu shot.

62%

REDUCTION IN RISK OF GETTING THE FLU WITH THIS YEAR'S FLU SHOT

Source: Centers for Disease Control and Prevention

PharmD candidate Thuy Tran of Schaumburg, who also received immunization training and certification a little over a year ago at the College of Pharmacy, said the experience enabled her to help hundreds in the region's suburbs to avoid the scourge of the flu this season.

"The experience has helped me to practice for my future," said Tran, who has given as many as 20 flu shots daily as a certified technician at CVS/Pharmacy in Highland Park and as a volunteer for a flu clinic held last fall at River Casino in Des Plaines. "It has helped me learn to communicate, which is an important part of being a pharmacist today," Tran said.



EMILY SWAYKA, a member of Roosevelt University's inaugural PharmD class, has been selected for the Leonard J. DeMino Pharmacy Student Scholarship by the National Association of Chain Drug Stores Foundation.

Swayka, who will be among the first to graduate in 2014 from the University's unique three-year, year-round PharmD program, is one of only six pharmacy students across the nation to be selected for the prestigious and competitive scholarship.

"I am honored to receive this recognition because retail pharmacy is the area I want to get into when I graduate," said Swayka, who was nominated for the scholarship by the College of Pharmacy and its 20-member Professional Council.

Currently working as a technician for CVS/Pharmacy in Glendale Heights, Ill., Swayka wrote an award-winning essay as a nominee for the \$5,000 scholarship titled, "The Future of Pharmacy: Patient Care."

"This is wonderful news for a student who clearly understands where the field of pharmacy in the United States is headed," said George MacKinnon, dean of the College of Pharmacy. "It is also an amazing accomplishment for our program, which, as one of the newest in the country, has already forged meaningful partnerships in the community and is attracting record numbers of highly qualified candidates from around the country."



PHOTO COURTESY OF DAILY HERALD
Roosevelt PharmD student James Usher practices giving an injection during a recent certification and training session at the College of Pharmacy.

was fought on many fronts in the Chicago area by Illinois pharmacists and Roosevelt pharmacy students.

"While pharmacists have been immunizing for the last 10 years, there's been this slow build in public interest in going to a pharmacy rather than a doctor's office for the flu shot," said Cara Brock, director of professional labs and a College of Pharmacy instructor who trains Roosevelt PharmD students during a 20-hour seminar for certification by the



Talented CCPA student musicians stand out in Vivid 2013



Classical music lovers heard a musical tour of Europe given by some of Roosevelt University's most talented student musicians when the Chicago College of Performing Arts (CCPA) pre-

sented Vivid 2013 on April 9 at the Auditorium Theatre of Roosevelt University.

The CCPA Symphony Orchestra was joined by award-winning Roosevelt student pianist Alice Chenyang Xu, a native of Sichuan, China, and winner of CCPA's solo competition, for Sergei Rachmaninoff's *Rhapsody on a Theme of Paganini*, a brilliant work for solo piano and orchestra based on a melody by the 19th century violin virtuoso Niccolò Paganini.

Vivid 2013 attracted a record crowd of 1,600 people and featured classics reminiscent of Spain, France and Italy and showcased

some of the very best of the college's classically-trained musicians. Performances included Maurice Ravel's *Alborada del gracioso*, a technically challenging piece that incorporates Spanish musical themes with complicated melodies; George Gershwin's *An American in Paris*, which was inspired by time the composer spent in Paris, evoking sights and sounds of the French capital; and Ottorino Respighi's *Pines of Rome*, which depicts various parts of the Eternal City at different times of the day. James Paul (pictured at left), music director and conductor of the Oregon Festival of American Music and former principal and guest conductor of the Grant Park Music Festival, was the evening's guest conductor.

"Once again, we have provided any and all in Chicagoland with an opportunity to see and hear some of the region's most talented and promising young musicians who are being trained at CCPA," said Henry Fogel, dean of CCPA who was Vivid 2013 master of ceremonies.

From the court to the stage: Lakers train theatre students for Roosevelt production



When Roosevelt's Theatre Conservatory decided to present a musical about basketball, director Kurt Johns turned to the men's basketball team for assistance with passing, dribbling and shooting, something some of the actors had never done before.

Lysistrata Jones, a play about cheerleaders who withhold sex from their boyfriends on the basketball team until the team ends its losing streak, was performed on the O'Malley Theatre stage in November. Roosevelt was the first organization to license the Broadway show which made its debut in 2011.

"Unlike the Broadway production, our 24 cast members actually played basketball on stage, which meant they needed to develop fundamental passing, dribbling, shooting and defensive skills," said Johns, an award-winning director and former Broadway actor. "Some of the students had played basketball previously in high school, but others had never held a basketball before."

Two training camps for the show were held in October by Roosevelt Lakers Head Basketball Coach Joe Griffin, his assistant coaches and Lakers players. "It was great for our athletes to be able to collaborate with our theatre students. Together we were breaking down the age-old barrier that frequently separates athletics from art," Griffin said.



Wabash Building receives Gold LEED certification

Roosevelt University's Wabash Building, which opened in August, was awarded a Gold Leadership in Energy and Environmental Design (LEED) certification from the U.S. Green Building Council in Washington, D.C. Gold is the second-highest certification level possible.

Paul Matthews, assistant vice president of Campus Planning and Operations and leader of Roosevelt's environmental facilities activities, said the Wabash Building is the 11th publicly-identified Gold LEED-certified higher-education project in Illinois and the 284th to receive Gold certification in North America.

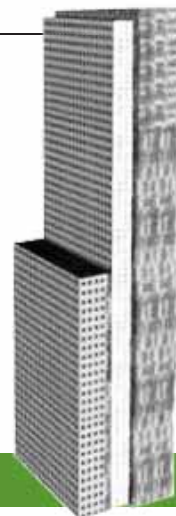
LEED is an internationally recognized green building program.

It provides building owners and operators with a framework for identifying and implementing practical and measurable green building design, construction, operations and maintenance solutions.

The building project was awarded Gold based on its many energy-efficient and green-design features, some of which are listed below.

WHAT MAKES THE WABASH BUILDING GREEN?

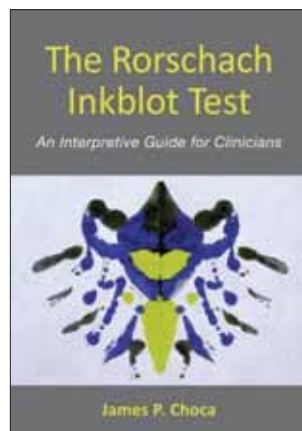
- Efficient heating and cooling systems
- Efficient water usage with low-flow pumping systems
- Rooftop gardens
- Use of natural lighting and lighting-control system
- Significant reduction in electrical load using renewable energy credits
- Reuse of 95 percent of all construction waste
- Renewable/recycled flooring throughout the building



FACULTY IN PRINT

New books by Roosevelt University faculty members have hit the stands on topics ranging from psychological testing to politics and from fashion to science fiction.

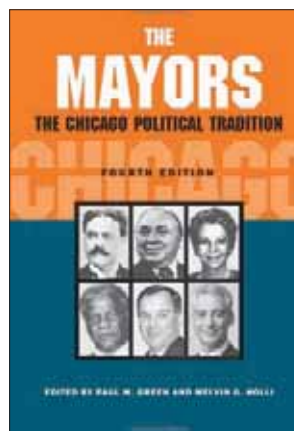
BY LAURA JANOTA



In November, **James Choca**, professor of psychology and chair of the Department of Psychology at Roosevelt, published a groundbreaking informational book intended for psychology students as well as professional clinical psychologists. *The Rorschach Inkblot Test: An Interpretive Guide for Clinicians* offers insights and advice on using the test when diagnosing psychoses.

"It's meant to be a textbook for use in the classroom and also for those outside the classroom who need to know how to interpret this very significant test," said Choca, an expert on the test and what its results say about personalities and emotional states.

It is the first book of its kind to offer instruction as well as guidelines that can be used to measure and interpret psychological responses to inkblots, Choca said.



Paul Green, the Arthur Rubloff Professor of Policy Studies and director of the Institute for Politics, published in January a fourth-edition book he co-edited about Chicago mayors.

Green's book, *The Mayors: The Chicago Political Tradition*, which has been sold out in each of its prior three editions, features the first comprehensive analysis of the election of Chicago Mayor Rahm Emanuel. The book chapter, "Rahm Emanuel: Beginning of a New Mayoral Era in Chicago" is written by Green. Also featured in the book is an essay on the city of Chicago's budget woes, which is authored by Civic Federation President Laurence Msall.

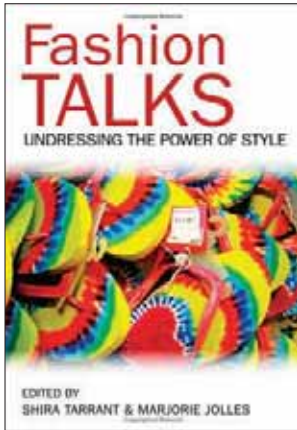
"This book is the primer on Chicago mayoral politics starting with the late 19th Century and up to the present, and every elected Chicago mayor is in the book, including Emanuel," said Green.



Speaking of Chicago, a new book that looks at the role that planning has played in the city's development as a global city, *Planning Chicago* by Roosevelt professor

D. Bradford Hunt and Marshall Bennett Institute of Real Estate Director **Jon DeVries** was released in April for the American Planning Association's national planning conference in Chicago.

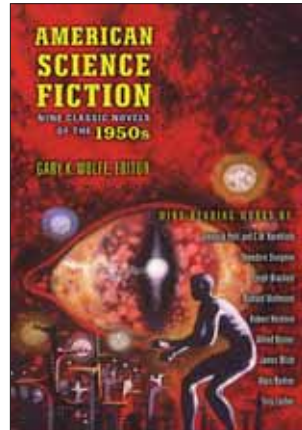
Planning Chicago looks beyond the shadow of Daniel Burnham to tell the real stories of planners, politicians and everyday people who helped shape contemporary Chicago, beginning in 1958. Published by APA Planners Press, the 336-page book explores how planning developed the Loop, the Chicago lakefront, industrial areas as well as neighborhoods, along the way defining a city that has emerged, unlike many others, with a post-industrial future.



Fashion Talks: Undressing the Power of Style, contains 14 essays co-edited by **Marjorie Jolles**, associate professor of women's and gender studies and Shira Tarrant, associate professor at California State University.

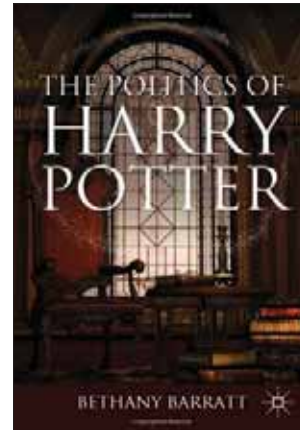
The book was selected as one of *Feminist Magazine's* "Fem Mag Reads" and a top book of fall 2012 by the website Policy Mic. "Who knew getting dressed in the morning was so political? Anyone interested in pop culture, fashion trends or gender studies is bound to enjoy this anthology," according to Policy Mic.

The book includes an essay by Jolles, "Stylish Contradiction: Mix-and-Match as the Fashion of Feminist Ambivalence," which in part analyzes the mix-and-match nature of First Lady Michelle Obama's approach to fashion.



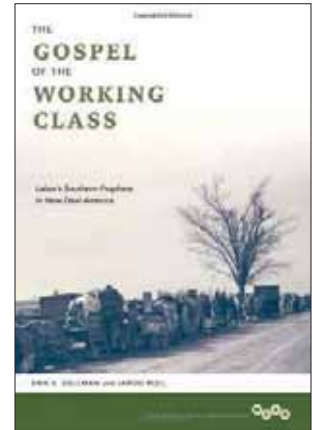
Gary Wolfe, professor of humanities and English, is editor of *American Science Fiction: Nine Classic Novels of the 1950s*, a Library of America two-volume set of nine "Outsider" science-fiction novels.

"Many of these novels are classics and some of them have not been in print since the paperback original," said Wolfe, a foremost expert on American science fiction who spent three years working on the book. "The finished product is absolutely gorgeous – a library-quality collection that speaks to the importance of science fiction as literature."



Last fall brought the long-awaited release of *The Politics of Harry Potter* by Roosevelt Associate Professor of Political Science **Bethany Barratt**.

This "lively, engaging study shows us how the wizarding world incorporates the same political dynamics and histories as our own, and how politics can be used to save as well as destroy," writes Nancy Reagan, a Pace University history professor and editor of *Harry Potter and History*. The book is "a detailed, imaginative exploration of how political authority is established, maintained and challenged... and how war is waged and power is exercised," according to Reagan.



Roosevelt Associate Professor of History **Erik Gellman** won the Southern Historical Association's national H.L. Mitchell Book Award in November for *The Gospel of the Working Class: Labor's Southern Prophets in New Deal America*.

Co-authored by Gellman and Jarod Roll, associate professor of history at the University of Mississippi, the book has been praised for the way it "skillfully blends intellectual and labor history to yield new insight into the everyday struggles of both farm and industrial workers during the 1930s and 1940s."

‘Sweet’ Achievements BY JOHN JARAMILLO

The Roosevelt women's basketball team caps historic season by advancing to the NAIA Sweet 16

When seeking a single word to describe the Roosevelt women's basketball team's 2012-13 campaign, a few options are worthy.

Successful. Historic. Unprecedented.

Head coach Robyn Scherr-Wells even offered "blessed" when asked for a one-word summary.

Yet with all of the firsts that were achieved throughout the year by this special squad, it seems that the best adjective to describe the team's national tournament victory, ear-to-ear smiles, celebratory embraces and Chicagoland Collegiate Athletic Conference (CCAC) regular season and tournament championships is: sweet.

In just its third season of existence, the Roosevelt women's basketball program attained highlights that decades-old teams have yet to experience, capped by an appearance in the National Association of Intercollegiate Athletics (NAIA) Sweet 16. Sweet, indeed.

The Lakers finished with a 28-7 overall record, the exact number of victories in one season that the team accumulated in its first two seasons combined, and won 19 of its 22 CCAC contests en route to the conference's regular season championship. That title was claimed on the regular season's final day in a dramatic come-from-behind overtime victory over Purdue Calumet on Feb. 16. It marked the first time in Roosevelt's athletic history that a Lakers team in any sport has won a conference title.

Just a week later, Roosevelt clinched the CCAC Tournament on its home floor at the Lillian and Larry Goodman Center by defeating Cardinal Stritch in the title game on Feb. 23. The tournament title, too, was another athletic department first.

As a result of the regular season crown, Roosevelt earned an automatic berth to the 22nd annual NAIA Division II Women's Basketball National Championship tournament in Sioux City, Iowa and thanks to momentum built by winning the CCAC Tournament, the Lakers received a No. 2 seed in their bracket.

Entrance onto the national stage was not limited to the postseason tournament for Roosevelt. The Lakers debuted in the NAIA Division II Coaches Top 25 poll on Dec. 4 at No. 23 and finished the season as the eighth-ranked team in the country.

In the Lakers' first-round contest against seventh-seeded Friends University of Kansas on March 7, the Lakers won 57-52 and moved into the Sweet 16, where they faced Bethel College of Indiana. In a previous meeting between Bethel and Roosevelt on Dec. 5, the Lakers lost by 11.

Unfortunately they lost again to the Lady Pilots, 69-55, shooting just 27.4 percent (17 for 62) from the field, compared to the team's 40 percent clip for the year and made just four of 23 attempts from behind the three-point arc. But the tournament elimination did not mar an exceptional season and the prospects are bright for next year as all of the players return.

"The work ethic of this team was second to none," said Scherr-Wells, a Glen Ellyn native who has served as the program's architect since she was named head coach in September 2009. "The players worked so hard from start to finish. Beginning in the preseason, their goal was to win a conference championship and go to nationals, and they never stopped working toward it. They had such a great team attitude the whole way.

"There was never any talk of playing time or things that can sometimes derail teams. I rarely had to preach giving more effort because they brought outstanding effort every day, and that is what championship teams do, and that is why we got to where we were this year."

The success of this season can be traced even farther back than the preseason, all the way to the program's infancy and the first recruiting class that Scherr-Wells brought in for the 2010-11 inaugural season. Now juniors, the core six of Casey Davis, Maria Tamburrino, Tori Clark, Jennie Van Hook, Erin McCaslin and Kiara Towles have cultivated a culture of working together for success.

"We had fantastic leadership from our junior class," said Scherr-Wells, who earned 2012-13 CCAC Coach of the Year honors from her conference peers for a record-breaking season. "It started showing up at the end of last season when we started doing postseason workouts."

That group of juniors, led by First Team All American Davis, the team's leading scorer



A KEEPSAKE TO CHERISH Coach Robyn Scherr-Wells makes the final cut after the Lakers won the conference championship on Feb. 16.

at 17.3 points per game, and Honorable Mention All American Tamburrino, who was among the nation's top dual threats as a scorer and a rebounder with 12 double-doubles, also set a tone for a successful team that was fun to watch.

Using an up-tempo offense that relied on shot attempts early in the shot clock, the Lakers were one of the top teams in the nation in scoring at 77.3 points per game. On defense, the team frequently employed a frenetic full-court press that often halted opponents' momentum.

"It's definitely now an expectation to repeat all of this, and that's a tall order," said the Lakers' head coach merely a few days after concluding the best season in her program's young history. "I expect our conference will be every bit as tough next year, even tougher with Robert Morris coming back to the CCAC. However, our expectation is always to do better than we did the year before. We want to get to that Elite Eight and, hopefully, beyond that. Expectations will be high, and I believe our kids will be able to handle that and not let the pressure get to them." 📺



Roosevelt duo runs on national stage

BY JOHN JARAMILLO | When getting to a destination on foot requires immediacy, running is usually the most viable option.

It should be no surprise, then, that Roosevelt's first foray in the national athletic spotlight was the result of the footwork of two Lakers cross country runners.

Senior student-athletes Alex Agafonov of Des Plaines, Ill. and Aaron King of Lansing Mich., became the first Roosevelt representatives in a national postseason event when in November they crossed the start line at the 2012 National Association of Intercollegiate Athletics (NAIA) National Cross Country Championships at the Fort Vancouver National Historic Site in Vancouver, Wash.

Agafonov and King earned their berths based on their performances at the 2012 Chicagoland Collegiate Athletic Conference (CCAC) Cross Country Championships in Channahon, Ill., 14 days prior to the NAIA meet. Agafonov qualified by running the CCAC's 8,000-meter (8K) championship course in 25 minutes and 19 seconds, an 11th-place finish, a personal-best time and the fastest mark in Roosevelt's three-season history of cross country. King was not far behind Agafonov, crossing the conference meet's finish line in 25:32 for his own personal best and a 14th-place finish. Both also received all-conference honors for their performances.

As a result of being among the top seven conference finishers who were not on a team advancing to nationals, the Roosevelt duo qualified as individual entrants to the NAIA championship race. Competing against a crowded field of 309 of the nation's top runners in Vancouver, King was the Lakers' best finisher with a 26:42 in the 8K title run, while Agafonov turned in a 27:23.

Head cross country and track coach Kevin Licht, himself a decorated runner as a part of North Central College's perennial powerhouse cross country team from 2000-04, knows how important the milestone of sending a pair of runners to compete in the



Alex Agafonov (left) and Aaron King competed in the NAIA Cross Country Championships in Vancouver, Wash.

national championships is for Roosevelt's young program.

"In other sports, you are usually judged by your win-loss records, whereas cross country is a sport in which success is determined by one or two meets at the end of the season," said Licht, Roosevelt's coach since the program began in the fall of 2010.

"To look back and see the success that Aaron and Alex had this fall shows the hard work they put in the spring and the summer leading up to the fall season. They were mentally focused to achieve this," Licht said. "Hopefully they can look back 30 years from now and see that Roosevelt has won national titles and realize that they started that tradition and that they contributed mightily to a championship foundation."

Roosevelt's recent cross country success is even more profound when considering the stiff competition that Licht and his Lakers faced in their own conference. St. Francis, a fellow CCAC school, won the 2012 NAIA national men's team championship, while Olivet Nazarene took third at the women's national meet.

"We're in one of the toughest conferences in the country," said Licht. "Our conference

champion won the national title, and the CCAC consistently has three teams ranked nationally."

With the margin for error so little due to a slew of established cross country powers in the CCAC, having two national qualifiers is a significant achievement that will serve as the building blocks for long-term success for Roosevelt's cross country teams.

"What Alex and Aaron did this past season creates desire for our younger athletes to repeat that feat," Licht said. "It sets a standard for the program long-term, and our current and incoming runners see qualifying for nationals as a reality now."

If the performances of Agafonov and King this past fall are any indication, Licht will have much more to be proud of as his Lakers utilize the momentum of the two national berths to make postseason appearances a consistent expectation on both individual and team levels and not just a one-time milestone.

Cross country is a sport synonymous with distance, but it has proven to be a fast-track way for Roosevelt Athletics to continue to attain recognition and respect from a national perspective. 📷

SPRING 2013

ADVANCEMENT



ON THE TOP OF MT. KILIMANJARO Roosevelt alumnus Ron Kubit (right) helped two disabled climbers reach the top of one of the most remote locations in the world, Mt. Kilimanjaro, the tallest mountain in Africa and the highest free-standing mountain in the world at 19,341 feet above sea level. “It’s watching someone else achieve his or her lifetime dream – that’s what life’s about,” Kubit said after the climb. (See story about him on page 62.)

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Dear Alumni and Friends,

Spring always brings such a sense of renewal and growth to us all, and this spring is no exception at Roosevelt.

The Lillian and Larry Goodman Center is now open and is a beautiful facility—one that will serve not only our athletic teams, but also our student body in a number of ways that have never been possible in our history. How wonderful it is for the teams to be able to walk across the street to practice and for the student body to do the same and watch volleyball and basketball, play intramurals or come to an event. We are planning to have a grand opening of the center

this summer and we hope you will be able to attend.

In addition to the gleaming athletic facility across the street on Congress Parkway, the Barry Crown Center on the fifth floor of the Wabash Building provides an impressive array of workout options for students, faculty and staff. As I learned from personal experience at two prior universities that built athletic workout facilities, the Barry Crown Center will have a positive effect on all who use it. Access to a convenient workout space, with state-of-the-art equipment, will result in better health for the Roosevelt community.

The Lillian and Larry Goodman Center and the Barry Crown Center are examples of the vision, commitment and financial support of two generous donors. The University and our students will enjoy both of these facilities for decades to come.

Despite challenging times in all of higher education, from which Roosevelt is not exempt, the support of our alumni and friends through the year so far has been gratifying, and continues to show a strong interest in our students and programs. In December, we received a major scholarship endowment commitment that will specifically provide assistance to continuing students at the University who are doing well academically and who have great financial need. This kind of scholarship is so needed to help us to keep good students and see them through graduation.

We ask you to continue to financially support your University and to consider increasing that support as you are able. You have our ongoing gratitude for your thoughts, words and deeds, and we are proud of the work that is being done now for the present and for our future.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Patrick M. Woods".

Patrick M. Woods
Vice President, Institutional Advancement
and Chief Advancement Officer

Matthew Freeman Lecture Series Endowment

The Matthew Freeman Lecture Series, a program of the Mansfield Institute for Social Justice and Transformation, has received a \$75,000 endowment from Cathy Kallal and Joshua Freeman in memory of their son, Matthew Freeman.

As a Roosevelt student, Matthew was committed to universal social dignity, as evidenced by his involvement in fair housing and health care issues. He wanted, and was willing to work for, a society which helped the poorest and most vulnerable people achieve success.

The endowment honors his memory by providing for an annual lecture and an annual presentation of social justice awards, which are given to Roosevelt University students who, like Matthew, work to make the world a better place.

The lecturer this spring was Professor Joe Tulman, director of the Juvenile and Special Education Law Clinic at the University of the District of Columbia David A. Clarke School of Law. Tulman's work addresses youth with disabilities in the juvenile justice system.

Roosevelt undergraduates Nathan Lustig and Bailey Swinney won this year's Freeman award for their social justice work.

The Joseph and Florence Hackman Memorial Scholarship Fund

The family of Joseph and Florence Hackman recently established a \$100,000 endowed student scholarship fund for social sciences students. The scholarship will honor and memorialize the couple and will celebrate Joseph's significant contributions to the University.

Hackman was a beloved teacher and founding member of Roosevelt's faculty. He came to Roosevelt in 1946 and rose through the ranks to become chair of the Economics Department, a position he held until his retirement in 1975.

An authority on labor economics, he did extensive work in labor negotiation and mediation. He was a member of the Evanston Urban League and also was head of a home building firm. Les Brownlee, an Emmy-winning journalist who was the first African-American reporter at *Chicago Daily News*, credits Hackman in his 2007 autobiography for his "expert help" in negotiating the 1959 purchase of a home in Skokie, Ill., an act which challenged discrimination in the housing market.

Hackman's contributions are summed up on a plaque he received upon his retirement, which refers to him as "cherished by countless students, friends and associates because of his genuine interest in young people and his constant concern for social justice."

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Alumnus paints and donates colorful artwork for the Wabash Building

The walls in Roosevelt's new Wabash Building have been brightened with original paintings by Robert Gallagher (BS, '89), a successful artist who now lives in Lexington, Mass.

Working with the University, Gallagher created and donated several pieces for the new building which were hung in the second floor walkway that connects the Auditorium and Wabash buildings, in the cafeteria and in other gathering spaces.

Gallagher's Mondrian-esque style of art is a contemporary mix of bold shapes and colors. For the past 20 years, he has been painting acrylics which are on display in hospitals, corporations and other organizations in Massachusetts and Illinois.

"Often times people have busy days, and it's nice to see great artwork and come into a pleasant study environment," a Roosevelt student said.

Perhaps inspired by the positive impact of Gallagher's paintings, the University is in the preliminary stages of organizing an opportunity for students to contribute artwork to other walls in the Wabash Building.

Roosevelt creates scholarship in the name of longtime public housing advocate

Roosevelt University is honoring the late Hallie Amey, a driving force in the preservation and renovation of the Wentworth Gardens public-housing development on Chicago's South Side, by establishing an endowed scholarship fund in her name.

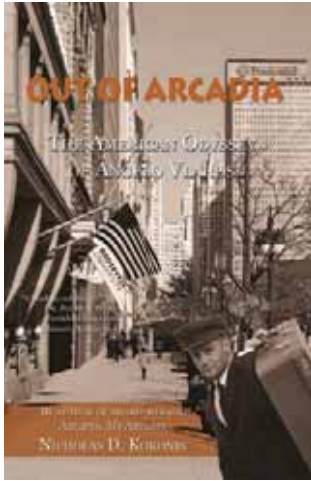
Amey, who died at age 89 in 2011, was never able to complete an undergraduate education, but was a fierce supporter of higher education. In fact, all of her daughters earned graduate degrees. She encouraged children in her community to pursue education and petitioned Roosevelt and other schools to invest in the development of area children.

In 2005, Roosevelt University presented Amey with its first-ever honorary bachelor's degree in social justice. At that time, the University also created a tutoring program for elementary and high school students living in Wentworth Gardens. Shortly after her death, Roosevelt, Wentworth Gardens, the Chicago Housing Authority and the Chicago Park District came together to begin raising money for the Hallie Amey Scholarship Fund.

Amey, who fought relentlessly to improve the quality of life for young people at Wentworth Gardens, was integral in bringing much needed services to the area and, on several occasions, led efforts to stop demolition of Wentworth Gardens.

In 2004, the city of Chicago renamed two blocks of South Wentworth Avenue – from West 37th Street to West 39th Street – "Mrs. Hallie Amey Avenue."

Novel by immigrant and alumnus celebrates Roosevelt experience



Roosevelt University is the setting for a new novel and its Michigan Avenue entrance is featured on the cover of a 435-page book published in the fall by Nicholas D. Kokonis, a Greek immigrant who earned bachelor's and master's degrees in psychology from the University during the Sixties.

Out of Arcadia: The American Odyssey of Angelo Vlahos is the fictional story of Vlahos' journey from Arcadia, Greece, to America where he builds a life full of promise by earning a college degree at Roosevelt University.

As a student of psychology and later as a professional clinical psychologist and college professor, Kokonis (BA, '65; MA, '67) has come to understand that every individual reaches his or her potential because of a supportive environment. For Kokonis, that environment was America, and in particular, Roosevelt University.

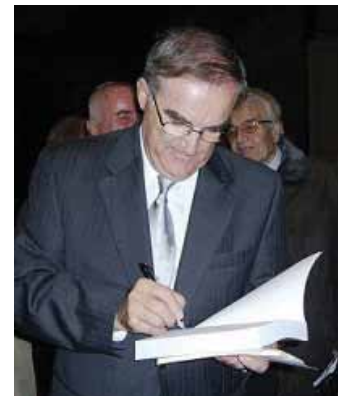
"I wrote the book from my heart's quiet corner to show how a person develops and earns his place in the world," said the Roosevelt alumnus,

whose hero, Angelo Vlahos, takes readers with him on a tour of many Chicago sites including Billy Goat restaurant, the Prudential Building, Michigan Avenue and Roosevelt University.

"What struck me about this book is that it captures the experiences of so many of us who have gone through Roosevelt University," said Jeffrey Helgeson, a Roosevelt alumnus, coordinator of the University's Academic Success Center and one of the editors of the book.

Like many Roosevelt students who are the first in their families to go to college, Kokonis' hero pursues his dream of a college education with help from a Roosevelt University scholarship that was given by the institution's international office. The book also includes experiences in Roosevelt's classrooms and in the Auditorium Theatre where Vlahos receives his diploma after a fictionalized keynote address by one of the University's most famous alumni, Chicago Mayor Harold Washington.

Adopted for classroom use by several colleges and available at www.myarcadiabook.com, *Out of Arcadia: The American Odyssey of Angelo Vlahos* is the second book for Kokonis who earlier wrote *Arcadia, My Arcadia*, which is about the journey of a young boy growing up poor in Arcadia, Greece. The novel received several awards, including an Honorary Prize from the Academy of Athens.



Roosevelt President Emeritus Rolf Weil (left) meets with alumnus Nicholas Kokonis and praises *Out of Arcadia: The American Odyssey of Angelo Vlahos* as "a book worth celebrating." Above, Kokonis signs his new book during a launch party at the National Hellenic Museum in Chicago.

BY LINDA SANDS

SPOTLIGHT ON: ERIN McCASLIN

IT ISN'T ALWAYS EASY to describe a student by using just one word. But, in the case of Erin McCaslin, who plays guard on the Roosevelt Lakers women's basketball team, the word "first" is perfect.

Here are a few "firsts" about McCaslin: ranked first in her high school graduating class; first Roosevelt student-athlete to earn a spot on the All-Academic team in women's basketball for the Chicagoland Collegiate Athletic Conference; member of the first Student Athlete Advisory Committee; Roosevelt's first Female Student Athlete of the Year; and first in the conference in successful three-point attempts (73) as a freshman.

McCaslin chose Roosevelt over other colleges because the idea of playing on the first women's basketball team in Roosevelt's history intrigued her. Her decision to attend the University has enabled McCaslin to be a part of some important moments in the institution's history. For instance, she was among the first group of students to use the new Wabash Building and she also played in the first game ever held in the Lillian and Larry Goodman Center.

Her decision to attend Roosevelt was finalized when she met Robyn Scherr-Wells, Roosevelt's women's basketball coach. McCaslin's admiration for Scherr-Wells has grown even stronger over the years as the coach has become a role model and academic mentor. Their friendship is an important element in McCaslin's collegiate life because her parents, Jim and

Anita, and older brother, Scott, live far away in Washington state. Her father played semi-pro basketball while teaching in Australia and her grandfather played basketball at the University of Michigan and is a well-known high school basketball coach in California.

McCaslin is enjoying her studies and time at Roosevelt. In fact, she was named the Heller College of Business' Outstanding Junior Student for the 2012-13 academic year, a testament to her being both a great student-athlete and a great ambassador for Roosevelt University.

She likes the University's diverse atmosphere and has made many close friends in and out of athletics. She said she came to Roosevelt as a "book smart" student and will leave with the added benefit of being "street smart."

Looking ahead, McCaslin sees herself going to graduate school and pursuing a career in sports marketing. She doesn't think she'll go pro unless it would involve international travel. She likes Chicago, but has an adventurous spirit and doesn't want to stop exploring, having already been to Australia, Hawaii, Mexico, Canada and Alaska.

Scherr-Wells calls McCaslin a bit of a "gym rat." Yes, she is usually the first one at practice, but in this one rare instance of not being first, she is usually the last one to leave. In addition, it should be mentioned that McCaslin currently has a GPA of 3.96 out of 4.0. That would make her very close to being on top yet again! 🏀

A special note: At Roosevelt, athletes are awarded scholarships based on academic merit, not athletic ability.



WANT TO GET IN THE GAME?
 Donate to Roosevelt University's General Scholarship Fund. Visit www.roosevelt.edu/Giving, or send a check payable to Roosevelt University to the Office of Institutional Advancement, 430 S. Michigan Ave., Chicago, IL 60605. Questions? Call (312) 341-3625.

Erin McCaslin

Class Year: 2014

Degree: BS, Marketing

Hometown: Maple Valley, Wash.
(suburb of Seattle)

High School: Tahoma Senior

Scholarship received:
Roosevelt University's General
Scholarship Fund





There were smiles all around as Ron Kubit (BS, '84) and his fellow climbers posed on the summit of Mt. Kilimanjaro. The group included blind climbers from four continents.

Onward and Upward: Conquering more than mountains

BY COURTNEY FLYNN | Since moving to Colorado 15 years ago, Roosevelt University alumnus Ron Kubit (BS, '84) has used the rocky terrain in his own "back yard" and beyond to help accomplish the dreams of mountain climbers with disabilities.

In August 2012, Kubit helped a 59-year-old man with Parkinson's disease fulfill his longtime goal of reaching the summit of Mt. Harvard, the third highest mountain in Colorado and the fourth highest peak in the contiguous United States. In June 2012, he and others helped guide a group of U.S. soldiers with various disabilities up Mt. Elbert, Colorado's highest mountain. In 2005, Kubit was part of a team that led a group of blind climbers from four continents to the top of Mt. Kilimanjaro, including the first blind African climber to reach that historical triumph.

"It's not so much your journey, but it's watching someone else achieve his or her lifetime dream—that's what life's about,"

said Kubit, a computer science graduate of Roosevelt who took courses at a campus the University operated in Honolulu, Hawaii for a brief time in the 1970s and '80s. "It's better to give than to take."

In addition to helping individual climbers, Kubit, 55, is actively involved in the charitable organizations that help make the climbs possible. He serves on the board of No Barriers USA, a group devoted to bringing adventuresome experiences to people of all backgrounds and abilities. He also is the board president of the Colorado Neurological Institute, a non-profit organization aimed at serving people with a neurological condition. And after the Kilimanjaro climb in 2005, Kubit and colleagues founded the Kilimanjaro Blind Trust, an organization designed to educate blind, orphaned children in East Africa.

"You can only help one person at a time," said Mike Guyerson, a friend of Kubit's who hiked with him across the 500-mile Colo-

rado Trail from Denver to Durango. "But in Ron's case, with his involvement in various charities and boards, he's put in place a legacy that will continue to help people for quite some time."

On one of Kubit's most recent climbs, he helped Greg Hatstat, the climber with Parkinson's disease, reach the top of Mt. Harvard despite Hatstat's 27-year-long battle with the illness. Climbing a 14,000-foot mountain is a challenging task for someone with normal capabilities, but when you factor in Parkinson's, it made the accomplishment that much more life-changing.

Although Hatstat's team from the Colorado Neurological Institute included his doctor, son, hiking partner and professional guides, Hatstat said without Kubit's help and words of encouragement throughout the climb, he might not have made it. Lacking strength and balance, Hatstat had to use outrigger poles and a harness during the toughest points of the climb.

"There were times when I wanted to quit, and he kind of picked me up by my bootstraps and said, 'Hey, you're going to make it.'" Hatstat recalled. "When I got about two-thirds of the way up the mountain and felt like I was going to die, he buoyed me. I was much lighter on my feet because of Ron."

After reaching the summit, Hatstat said the next immediate worry for any climber is how to get down. Going up is difficult physically, he said, but going down is mentally challenging because you're looking down the whole way.

"Every step hurt. My legs were killing me. I wanted to sit down and quit," Hatstat said. "But Ron took away my worry. There was never any doubt in my mind that because of him I was going to get back down. It was Ron's encouragement that helped."

A native of Pittsburgh, Kubit moved around a lot in his early years, attending 10 different schools by the time he graduated from high school. He went on to earn an accounting degree from the University of Dayton in 1981. Soon after graduating from college, Kubit bought a one-way ticket to Honolulu to help a friend run a promotional business, a jewelry business and later start a tax practice.

At that time, in the early 1980's, computers were starting to become the next big thing so Kubit decided he needed a degree in computer science to advance his career. Roosevelt turned out to have the degree he was seeking and a campus in Honolulu as well.

Kubit then went to work for Electronic Data Systems (EDS), the technology services company founded by Ross Perot in 1962. He was able to travel internationally, working in Europe for two years and Asia for 11 years. He has also worked for other successful start-up companies.

"With that degree from Roosevelt, I ended up going to work for EDS's international group. Without it, where would I be?" asked Kubit. "If it weren't for Roosevelt, I wouldn't have gotten the opportunity to work for EDS. It differentiated me in the marketplace with the computer science degree at that time."



Alumnus Ron Kubit, a board member of No Barriers USA, helps students experience challenges in the wilderness.

In 2006, Kubit co-founded Intuitive Technical Solutions Inc., a Colorado-based IT healthcare solution integration company of which he is now president. It has worked on projects with budgets ranging from \$200,000 to \$150 million.

"Ron Kubit is living Roosevelt University's social justice mission," said Lynn Weiner, dean of the College of Arts and Sciences, who met Kubit during a trip to Denver last year. "He's helping people achieve things they maybe couldn't achieve otherwise. It's one of the reaches of Roosevelt. We're taking this hugely diverse population of people and giving them opportunities that lead them to careers where they can make a difference."

Despite his successful career, Kubit is the type of person who simply is not satisfied unless he keeps busy and advances the greater good, his friends and colleagues said. And his business acumen and the global perspectives he gained through his years as a business executive have proven to be a huge asset to the various organizations he's involved with.

Kubit, a father of three, has a calm, mellow personality, said Tami Lack, the executive director of the Colorado Neurological Institute. He listens, thinks very logically about problems that may face the organization and goes out of his way to make personal contact with others. He also is a family man who cares deeply about his children.

"He is a person who gains energy and strength from feeling like he's helping oth-


ers," Lack said. "He's a living reminder for all of us about compassion, integrity and making a difference for others."

Kubit recently helped Global Explorers, a nonprofit program providing travel experiences for students, become part of No Barriers USA in Fort Collins, Colo. David Shurna, executive director of No Barriers, said part of Kubit's legacy with No Barriers will be that he helped realize the merger, enabling the organization to change more people's lives.

"I think Ron is really grounded. The foundation of who he is that he brings to our organization—outside of his critical thinking eye as a businessman—his values and his character," Shurna said. "That's what continues to draw us to him. At his core, he is really just someone who genuinely cares about other people and making the world a better place."

It's the ripple effect Kubit creates by helping one person, who goes on to help another, that his friends and colleagues say truly enables him to change the world.

"Life is about community, it's about making a difference," Kubit said. "I want to make an impact throughout my life. If I ever retire, I want to spend more time doing that. You can't quit. You can't retire from life. If I can actually help others and make a positive impact, that's great. I don't want to die saying, 'I wish I'd done something.'"

Given what Kubit already has accomplished, that hardly seems possible. 

Q&A WITH:

Ashley Reed

BY KARYN DUBOSE

Roosevelt graduations are always a cause for celebration for our students, but for Ashley Camille Reed who graduates in May, it's a little bit more than that...it's a family affair. An Integrated Marketing Communications student with a double minor in psychology and journalism, Reed is a Roosevelt legacy.

Her grandfather is alumnus and professor emeritus Christopher R. Reed, who earned his BA and MA in history at Roosevelt University in 1963 and 1968 respectively, and later returned to the University in 1987 as an associate professor of history. He also served as director of the St. Clair Drake Center for African and African American Studies.

Ashley's parents met while they were undergraduate students at Roosevelt. Her mother, Audrey Alexander Reed, earned her BA in sociology in 1988 and MA in education in 1992. Her father, Malcolm Reed, attended Roosevelt, as did both of her grandmothers. In addition, her two uncles also graduated from Roosevelt. Their positive experiences and fond memories of the University greatly influenced Reed's decision to attend Roosevelt.

In the following Q&A, she looks back at her time here.

Why did you decide to attend Roosevelt?

I considered a lot of colleges after I graduated from Lindblom Math and Science Academy High School in 2009. Roosevelt was a top choice of mine because I come from a Roosevelt family. During my college search, I participated in nearly 30 campus tours. Roosevelt's Chicago Campus tour stood out. I liked the social justice feeling and that it wasn't a traditional campus. I felt like the city of Chicago was my campus, too.

How did your family feel when you told them that you chose to attend their alma mater?

My grandfather was very excited that I chose to attend Roosevelt. At the time he was still teaching here. Everyone else shared the same joy and was eager to see what I would accomplish at Roosevelt. They were also very interested to hear how things had changed since they attended.

Was it intimidating to attend a school where your family has such a strong presence?

At first I didn't know how to handle it or what to expect. I soon realized that I had a community of resources and support here and not just because I was a Roosevelt legacy but because I was a Roosevelt student.

What questions do your family ask you about your college life?

They often ask if certain faculty and staff are still employed here. They want to know what's going on with the new Wabash Building, athletics and alumni relations. Unlike my parents, I live on campus, so they enjoy hearing the tales of residence life.

Why did you live on campus instead of commuting from home?

I didn't want to live at home even though it would be cheaper; I felt the college experience (living on your own) was important and worth the investment.

How do you think your Roosevelt experience compared to theirs?

I think my experience is the same in that I made my experience my own just like they did when they attended. It's different because there are newer campus renovations and programs that were not here when they attended. For example, the athletics program was gone when my parents attended. Now, they enjoy it by coming to support me when I cheer at a game. The funny thing is that even though there are a lot of campus upgrades, the quality education and social justice mission are still the same, and that means a lot to me and to them.

“I’m looking forward to carrying on the work and mission of those who were here before me.” **ASHLEY REED**

How has being involved in the Phonathon influenced you?

I see exactly where the money goes and I see why it’s important for alumni to give back to their alma mater physically and financially. Having worked with the Phonathon since my freshman year, I have learned so much about Roosevelt. I still enjoy talking to alumni and the new student callers about Roosevelt. I hope that they understand, like I do, that their participation matters to the students and the University, because it does.

What about Roosevelt do you enjoy the most?

The history ... the legacy of Roosevelt and being a part of a new generation of social justice leaders and professionals. I’m looking forward to carrying on the work and mission of those who were here before me.

As you approach your Commencement, what will you remember most about Roosevelt?

I’ll remember all of the clubs and organizations I was active in. I’ll remember my friends. I’ll remember working at Phonathon. The truth is that Roosevelt is about the people. The people here, whether they are faculty or students, have been a part of my experience and I’ll remember them whenever I reminisce about my Roosevelt days.

What does your graduation mean to your family?

I will be the first grandchild to graduate from college. It’s a big deal. My family worked hard to show me the value of education and my graduation is my way of saying thank you for all of the sacrifices. It’s also the beginning of my post-Roosevelt experience ... and my turn to make my mark!

During her time at Roosevelt, Reed has been active with several campus organizations, including the PROCLAIM Gospel Choir, the Black Student Union, and SPEED (Students Programming for Enrichment, Enlightenment and Development). Last fall, she was instrumental in bringing S.I.S.T.E.R.S., a non-Greek, non-hazing community service-based organization for African-American women, to campus. In addition, she was a Lakerette (cheerleader). She lived on campus and works as a Microsoft Company/Rice McVane Communications student representative.



BY PETER PIATKOWSKI

1940s

Dr. John S. Kafka (BA, '44) is professor emeritus of Psychiatry and Behavioral Sciences at the George Washington University School of Medicine, Washington, D.C. and training and supervising analyst with the Washington Psychoanalytic Institute, Washington, D.C. Kafka was a refugee from Austria when it was in the hands of the Nazis. After college, he served in the U.S. Army, attended graduate school, eventually went to medical school, and later became a psychiatrist and psychoanalyst.

T. Richard Flaharty (BA, '48) has served on the Education Committee of a gem and mineral club for the past 10 years, doing programs on rock and fossil formation for public and private elementary schools in the San Fernando Valley of California. While a student at Roosevelt in the 1940s, Flaharty worked hard, and graduated after only two and a half years. He was a social worker in Milwaukee, Detroit and North Hollywood, Calif., retiring in 1984. He then developed his interests in rocks and gems, spending 12 summers teaching lapidary skills to boys and girls at a ranch camp in Wyoming.

1950s

Sid Weiskirch (BC, '51) has been retired since 1995. He put together an exhibition for Hal Foster, a popular Chicago commercial artist, whose work saved newspapers from bankruptcy during the Great Depression. The exhibition has been shown in 20 local art centers and libraries, including the Skokie History Center and the Orland Park Library.

Theodore H. Simon (BC, '54) and **Janice Simon** (BC, '54) met in Ed Gordon's marketing class. They are now celebrating their 57th wedding anniversary. As Theodore writes, "See what learning how to 'sell' does for you?"

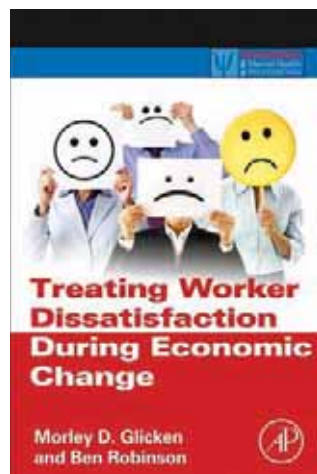
▼ **Don Moss** (BA, '53; MA, '54) works full time in his own lobbying and advocacy business in Springfield, Ill. on behalf of people with disabilities. He enjoys traveling, and recently visited Beijing, China with his partner, Naydene Earhart.



Daniel Alroy (BA, '58) was granted a patent for identifying protein specificity of brain cells that evoke a given mental state that does not contain smaller constituents.

1960s

▼ **Sherwin Tarnoff** (BB, '60) teaches welding art for adults and children at the Tarnoff Art Center in Rowe, N.M., a nonprofit school. He also has artwork displayed at the Last Gallery on the Right.

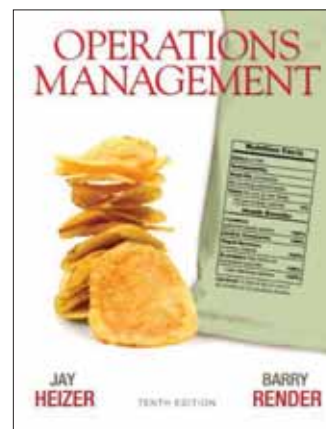


▲ **Dr. Bennie C. Robinson** (BA, '63) is a community affiliate with the Southwest Interdisciplinary Research Center at Arizona State University in Phoenix. He also teaches social work with ASU and is an honors disciplinary faculty member in the Barrett Honors College at ASU. During Robinson's career he has been a faculty member at the University of Kentucky and Kentucky State University and served as an assistant city manager and director of community assistance for the City of Cincinnati. He recently co-authored the book, *Treating Worker Dissatisfaction During Economic Change*.

Dr. D. Milton Salzer (BS, '63), a dentist and editor of *Illinois Dental News*, was honored by the American Association of Dental Editors with the William J. Gies Foundation Editorial Award for his article, "Apathy Rules," which won second place. Salzer received a certificate and a cash award. "As a writer, it is always good to be read and to occasionally know that someone really likes what you have written," he said.

Arlene Crandall (BA, '65; MA, '68) is the new executive direc-

tor of the Retired Teachers Association of Chicago. The goal of the 10,000 member organization is to protect its members' pensions.



▲ **Dr. Barry Render** (BS, '69) has just published his 45th textbook, *Operations Management*. The best-selling book in its field, it has been translated into six languages. Render retired four years ago from his endowed chair at Rollins College in Winter Park, Fla. He previously taught at Boston University, George Mason University and the University of New Orleans.

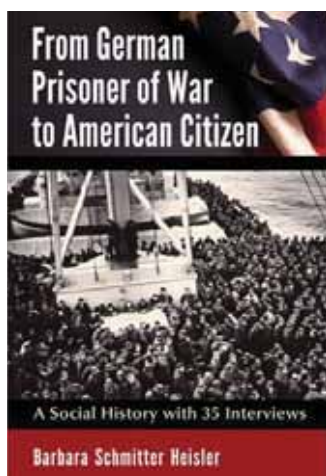
Bill Murphy (MA, '69) will retire as mayor of Woodridge, Ill. at the end of April after 32 years of service. During his tenure, Murphy served as president of the Illinois Municipal League, president of the DuPage Mayors and Managers Conference, vice president of the Illinois International Port District and as a member of the Board of Directors of the National League of Cities. He also was an assistant superintendent for personnel in the Woodridge School District for five years. Upon his retirement, the Woodridge School will be renamed the William F. Murphy School to honor his contributions to education and Woodridge.

1970s

Barry Kritzberg (MA, '71) reports that five of his mystery novels (featuring his character Kelly O'Quinn) are available as e-books on amazon.com. The books are set in Chicago.

Verne Jackson (BG, '73; MP, '75) recently published her first book, *Circle of Stone*.

Calvin Maki (BB, '73; MK, '78) of Boca Raton, Fla. celebrated his 70th birthday in December with his wife, Ann, his two children and his four grandchildren. The Makis are committed members of their community, volunteering with their church and at local prisons.



▲ **Barbara Schmitter Heisler** (BG, '74) will have a book published this spring, titled *From German Prisoner of War to American Citizen*.



▲ **David Mensink** (MA, '75) is president of the Dalhousie Faculty Association and a psychol-

ogist in the Student Counseling Center at Dalhousie University, Halifax, Nova Scotia, Canada. Social justice and volunteerism informs his work.

Michael S. Weinstein (BA, '79) is features editor of *The Charlotte Observer*, an adjunct instructor of communications at Queens University in Charlotte and the faculty advisor to the student newspaper, *The Queens Chronicle*.

1980s

Jon Parkin (BA, '80) received a 2012 Emerson Excellence in Teaching Award in recognition of his achievements and dedication to the teaching profession. He teaches history, geography and government at Edwardsville (Ill.) High School.

Joyce Shaw (MA, '82), wrote *Ocean Springs*, a book which came out in December.

Gary B. Baldwin (MJ, '87), who wrote for the *Torch* as a student, is editorial director for Health Data Management. Last year, he won the American Society of Healthcare Publication Editors' Silver Award for Best Feature, "Chronic Care, Chronic I.T. Problems." He also won the National Institute for Health Care Management Foundation's 2012 Finalist for Print Journalism Award for his articles, "The \$80 Billion Question" and "Chronic Care, Chronic I.T. Problems."

1990s

Jack L. Waiting (BB, '91) of Phoenix is registrar for the country's largest Cub Scout Summer Day Camp. More than 2,500 boys participated last June.



▲ **Thomas "TJ" Saye** (MK, '97) is chief operating officer at Salvi, Schostock & Pritchard in Chicago, a personal injury and wrongful death law firm. He founded the non-profit Michael Matters Foundation in 2012, dedicated to building awareness and raising funds to prevent and cure brain cancer.

Hazel Domangue (BG, '99; MJ, '02) is nearing completion of a one-year assignment as a Peace Corps response volunteer in Kalomo, Zambia. She works to reduce maternal mortality. From 2003-05, Domangue served as a Peace Corps volunteer in Lesotho, working to decrease the high rate of HIV/AIDS. She came to Zambia in January of 2012, and after completing her service, will return to Chicago and continue to support the South Side chapter of the Roosevelt University Alumni Association.

2000s

Shivaun Robinson (MB, '01) is a senior test engineer with Netflix.

▼ **Dr. Charla Waxman** (DE, '01) just finished the first *Guidebook for Clinicians* to accompany a documentary on eating disorders, *Someday Melissa: The Story of an Eating Disorder, Loss and Hope*. The guidebook uses the story of a 19-year-old woman with an eating disorder to examine the complex issues of eating disorders.



Chris Bruzzini (MA, '02) is appearing in *God of Carnage* at the Vero Voce Theatre in St. Charles, Ill. with Prufrock Productions.

William Coble (MM, '02) recently earned his PhD in Music Composition from the University of Chicago and has been working as a visiting assistant professor of Composition Studies at the University of North Texas.

Monica Dombrowski (BG, '05) was appointed as a librarian at Westwood College's DuPage Campus. In her new position, she manages the library collections, teaches information literacy classes, provides reference and reader's advisory services, designs and delivers library programs and

manages the campus tutoring center.

Brent Adams (MA, '06) was accepted into the Honeywell Educator Space Academy in Huntsville, Ala. Out of 1,200 applicants, he was one of 200 educators invited to participate in a week-long math/science learning experience with other teachers. A resident of South Bend, Ind., he teaches middle school mathematics for sixth, seventh and eighth graders as well as an algebra course at Southwestern Michigan College.

Thomas DeMichael (BA, '06) published the book, *James Bond FAQ: All That's Left to Know About Everyone's Favorite Superspy*. DeMichael has written on an extensive range of subjects including film, popular culture and history. His other works include *The Groovy Side of the '60s* and *Armchair Reader: The Book of Myths and Misconceptions*.

Harry Epstein (BA, '07) and **Laura Schmidt** (BA, '07) celebrated the birth of their first child, Ross William Epstein, on Aug. 31.

Melissa Heisler (MSIMC, '07) said her story "Where Light Germinates," which details her experiences in Peru, will be included in *Be There Now*, an anthology of travel stories.

Fonda Lewis (BPS, '07) has joined Personal Growth Associates in Schaumburg, specializing in working with couples. She has led workshops and has written articles published in the *Daily Herald*.

Michelle Hidalgo (MSIMC, '09) is a coordinator for Heartland Health Centers, which provide comprehensive care for low income families at several health centers on the north side of Chicago. Along with her work, she serves on the events committee of One Tail at a Time, an animal rescue group. She also works as a wish granter with Make a Wish Foundation.

2010s



▲ **Deanna Bortz-Goldstein** (BPS, '11) celebrated the first anniversary of Van Buren Gentlemen's Salon. She is the owner, manager, stylist and publicist. The salon was featured in such magazines as *Details*, *Time Out Chicago*, *Men's Book*, and *Chicago Social*.

Without a degree

Adjoa Barbara J. Baker was recognized during the Midwest Regional Conference by the National Coalition of Blacks for Reparations in America for her work on human rights. An educator, speaker and community organizer, she also is interested in environmental issues.

Roosevelt alumna inducted into Chicago Literary Hall of Fame

The late Roosevelt University alumna Carolyn Rodgers (BA, '65), who became a leading voice of the Black Arts Movement during the 1960s and 1970s, has been inducted into the Chicago Literary Hall of Fame by the Chicago Writers Association.



The author of nine books and a celebrated poet, Rodgers received a bachelor's degree in English from Roosevelt and a master's in English from the University of Chicago. Besides being a writer, the Chicago native was an educator and one of the founders of Third World Press and Eden Press.

"What made her important was her unique use of language and her descriptions of our community," said Haki Madhubuti, poet and fellow founder of Third World Press. Rodgers joins many significant writers in the Chicago Literary Hall of Fame including Pulitzer Prize-winners Carl Sandburg, Studs Terkel and mentor Gwendolyn Brooks.

Noted for her writing on themes including street life, identity, love, religion, and the relationships between mother and daughter and black men, Rodgers fueled the Black Arts Movement in Chicago with her poetry performances at coffeehouse gatherings. Some of her noted books include: *Paper Soul* (1968), for which she received the first Conrad Rivers Memorial Fund Award, *Song of a Blackbird* (1969), for which she was given the Poet Laureate Award by the Society of Midland Authors, and *How I Got Ovah: New and Selected Poems* (1975), which was a finalist for the National Book Award.

Rodgers was inducted into the Chicago Writers Hall of Fame in November, along with literary giants Langston Hughes, Jane Addams and Ernest Hemingway.

Where are you?

Send us your photo and an update!

Email alum@roosevelt.edu or mail:

Office of Alumni Relations
Roosevelt University
430 S. Michigan Ave., AUD 832
Chicago, IL 60605

Please include your name, address, email, major and graduation year.

IN MEMORIAM *Roosevelt University regrets to report the deaths of the following Roosevelt community members.* BY CLAUDIA MUNOZ

1950s

Irv Haber (BA, '52; MA, '55) passed away in February 2009. He was a retired psychologist at Henry Horner Children's Center of Chicago Read Mental Health Center. Haber's brother, Dr. Maurice Haber (BA, '51) also graduated from Roosevelt University.

Hubert Lloyd Salsburg (BSBA, '51) of Miami, died Aug. 5, 2012. He majored in marketing.

Jack Greenstein (BA, '50; MA, '53) of Rancho Palos Verdes, Calif. died Nov. 21, 2012. He was an elementary school teacher at Adlai E. Stevenson School for 10 years and principal at Robert Burns Elementary School for 13 years. During his retirement, he published two books: *What the Children Taught Me* in 1983 and *Yllub* in 2003.

Dolores Rosenbaum (BA, '57) of Skokie, Ill., died Aug. 29, 2012. She was the founder and president of Iota Alpha Pi Sorority at University of Illinois, Champaign-Urbana, and professor at YMCA College in Chicago. Rosenbaum was also a fund solicitor for the Chicago Public Schools Student Science Fair.

William S. Murray (BM, '59; MM, '69) of Elk Grove Village, Ill., died Nov. 11, 2011. He taught music in the Chicago Public School system for 38 years, 28 years at Marshall High School and 10 years at Curie High School.

1960s

Richard Raley (BSBA, '62) of Beaver Falls, Pa., died Aug. 13, 2012. He was a salesman and entrepreneur who owned five pet shops in Pennsylvania. He moved to Florida, where he owned and operated a tropical fish farm in Riverview.

James Schamber (BA, '65) of Park Forest, Ill., died Aug. 12, 2012. He taught junior high school classes in Markham, Ill., for four years. Following that, he was an employment counselor for the state of Illinois until his retirement in 1994.

Irving Kossy (BGS, '69; MA, '71) of Lincolnwood, Ill., died Nov. 15, 2011. He worked as a self-employed auto upholsterer on North Cicero Avenue in Chicago and was an active participant and leader in Great Books for 26 years. In 1966, he entered Roosevelt's Bachelor of General Studies program, a new adult program at the University, where he completed his bachelor's and master's degrees and then became a member of the English faculty at the University from 1970-75. After teaching at Roosevelt,

he was an equal employment specialist for the federal government's Equal Employment Opportunity Commission, retiring in 1987.

1970s

Reva Z. Sherman (BS, '70) of Tucson, Ariz., died Oct. 3, 2012. Her special passion for over 57 years was being a Girl Scout troop leader and mentor to new scout leaders. Sherman was an active member in the Jewish community and contributor to many charitable organizations. She loved dancing and the outdoors, becoming a docent at the Arizona Sonora Museum and Sabino Canyon after relocating to Tucson in the early 1980s.

Stanton Brody (MA, '72) of Chicago died in November 2012. After a 25-year career with Brody Manufacturing, he spent the next 30 years with Mesirow Financial. Brody was a longtime member and past president of Congregation Solel in Highland Park and past president of the Jewish Council on Urban Affairs. Brody served as delegate-at-large to the Democratic National Convention in 1976.

Dorothy J. Williams Whitehead (BGS, '74) of East St. Louis, Ill., died Jan. 28, 2010. In 1967, she obtained employment with the Illinois Department of Employment Security and worked there for more than 35 years, retiring as a regional director.

The Rev. Tim Mayfield (MM, '75), who served as pastor of Emmanuel Faith Community Church for 21 years, died in September 2012. He retired from the church in October 2011. Mayfield sang the national anthem at ballparks around the country for many years.

Creacy Wilson (BE, '77) of Chicago died Dec. 30, 2011. She majored in education.

1980s

LeRoy Kirkland (BS, '80) of Holland, Mich., died Nov. 12, 2012. He retired in 1988 following 30 years of employment with the Veterans Administration. He was a member of several organizations including American Society of Clinical Pathologists, American Society of Medical Technology, the International Society of Clinical Laboratory Technology and Evergreen Commons.

2010s

Victor Dawson (BLS, '12) of Chicago died Sept. 6, 2012. He majored in general studies.



Norman Frankel, a life trustee and one of Roosevelt University's staunchest supporters, died on Jan. 23, 2013 at the age of 87. He had proudly served on the Board of Trustees since 1996. Frankel received bachelor's and master's degrees in Psychology from Roosevelt in 1952

and 1953 respectively and always considered it a priority to give back to his alma mater, generously contributing nearly \$700,000, including many pieces of laboratory equipment for the University's science programs and College of Pharmacy.

His interest in science stemmed from a lifelong career in the medical field. A medical service corps petty officer with the U.S. Navy during World War II, he began his first company in 1946 which bought and sold U.S. medical products left over from the war. During his career, he founded several successful scientific companies, including Scientific Industrial Supply Co., which provides clinical and scientific equipment to institutes and colleges. It was sold in 1996 to Henry Schein, Inc., with Frankel remaining as president.

When Roosevelt announced its new Veterans Assistance Program on Nov. 11, 2011, Frankel was the guest speaker and he gladly described his journey from Guam to Roosevelt, even trying on his old Army jacket, which still fit. Last year, the University recognized Frankel's many accomplishments during a ceremony at the first annual Research Symposium sponsored by the College of Pharmacy. He was also a 2008 recipient of Roosevelt's Rolf A. Weil Distinguished Service Award.



Paul Johnson, one of Roosevelt's most admired professors and a stalwart in the history department for 30 years, died on Feb. 2 at the age of 91. An expert on United States history, he was frequently cited by alumni when mentioning their favorite professors. A graduate of the University

of Chicago, Johnson joined Roosevelt in 1952 as a lecturer. He retired in 1984 and was named professor emeritus. He was the author of *Land Fit for Heroes: The Planning of British Reconstruction, 1916-19*, published in 1968. "Roosevelt University was always a holy cause," he once said. "It was civil liberties and fighting against McCarthyism."



RUAA Annual Meeting

The Roosevelt University Alumni Association Executive Committee, made up of chapter leaders from around the U.S., held its annual meeting on Oct. 11 and 12. Eighteen leaders discussed best practices and talked about how to connect chapters with each other and with the University.

Alumni Give Back at Events

A great way to stay connected to Roosevelt is by volunteering at University events. Dedicated alumni volunteered to speak to prospective students at both the Chicago and Schaumburg campuses this fall. It's an easy way to spread the good news about what's happening at Roosevelt and to tell future students about how your education prepared you for your life after college.

NYC Meet and Greet

President Middleton traveled to New York City to meet with our local alumni chapter on Oct. 18.

Las Vegas Chapter Wine and Cheese Reception

The Las Vegas National Golf Club was the location for the Las Vegas chapter's wine and cheese reception on Oct. 20. DJ Kevin provided dancing and listening music for the 65 alumni and friends who attended.

South Side Chapter Visits Broadway in Chicago

The South Side chapter enjoyed a taste of Broadway without leaving the city Oct. 30. Thirty chapter members attended a performance of *Sister Act*, at the Auditorium Theatre.

Loop/Lake Shore Chapter Asks 'What Now?'

The Loop/Lake Shore chapter held a post-election event on Nov. 8 in which two professors from Roosevelt's political science department, Nasar Javaid and David Faris, analyzed the results of the national election and commented on the effects the election will have on the nation and Chicago. The discussion among chapter members, other faculty and students was lively and enlightening.





Holiday Parties

Four alumni chapters hosted holiday parties in December. The crew in Las Vegas met for a festive evening at a member's home. The Northwest Suburban alumni chapter held its holiday party at a local pub. The Loop/Lake Shore chapter celebrated at the Mid-America Club, where Roosevelt student Beth Reinstein and members of her trio provided music. The South Side chapter's event, held in downtown Chicago, included a Roosevelt University trivia quiz and raffle.

South Side Chapter Hosts Political Author

At a Jan. 23 event honoring Roosevelt alumnus and former Chicago mayor Harold Washington, award-winning television journalist and former NBC 5 political reporter Peter Nolan, author of *Campaign! The 1983 Election That Rocked Chicago* visited with Roosevelt's Paul Green, Arthur Rubloff Professor of Policy Studies and Roosevelt's Director of the Institute for Politics, author of *The Mayors: The Chicago Political Tradition*. (See page 50.) The two authors traded memories of Washington and the remarkable 1983 mayoral election. Alumni shared their memories of Washington when he was a student.

Paralegal Studies Alumni Establish an Affinity Group

Roosevelt University alumni chapters are organized geographically, according to where alumni live and work. Another way for our alumni to gather is through affinity groups, formed by alumni with similar interests. Our first such group, alumni who attended the Paralegal Studies program, held a networking event in downtown Chicago on Jan. 15.



2012 FINANCIAL INFORMATION

Almost 80 percent of the University's student enrollment for the 2012 fall term was comprised of residents of the greater Chicago metropolitan area, consistent with Roosevelt's mission to bring access to higher education to the urban setting. Roosevelt's Chicago Campus provided housing for 999 students in the Wabash Building, University Center of Chicago, and the residence hall in Fornelli Hall, an increase of 76.7 percent compared to 2007. The number of traditional-age (18- to 24-year-old) students has grown to represent 61.8 percent of all University undergraduates in 2012, compared with 27 percent in 1997 and 46 percent in 2007. Total full time equivalent (FTE) enrollment slightly declined from 4,766 in the fall of 2011 to 4,760 in the fall of 2012.

Net tuition revenues increased in FY2012 to \$94.1 million from \$91.3 million in FY2011.

Roosevelt University posted its second calculated operation deficit of \$0.913 million in FY2012, an improvement compared to \$1.4 million in FY2011. Significant investments during the past three years in the future of the University, such as the construction of the Wabash Building and the Lillian and Larry Goodman Center, the reinstitution of intercollegiate athletics and the

establishment of the College of Pharmacy, fully support our commitment to providing students with an outstanding academic experience and position Roosevelt for long-term growth in areas that will improve the University's competitive position, both in terms of new programs and program quality.

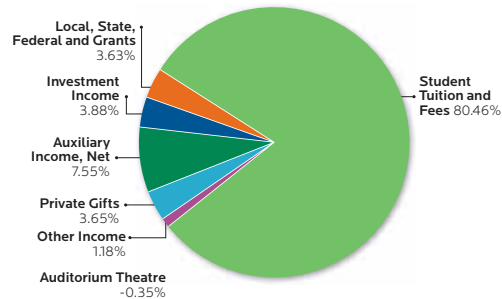
During this year, we have made significant strides in several key areas and we intend to continue aggressively pursuing other areas to help gain and sustain long-term enrollment growth. Roosevelt University will be focusing on four key strategic imperatives during the next few years: enrollment growth, revenue source enhancement, campus distinction and workforce modernization.

The University's investments are generally held in large funds with allocations of domestic and international equities, fixed income, real estate, commodities and cash. For the 12-month period ending August 31, 2012, the University reported an investment return of 6.88 percent on its endowment.

The financial information presented here represents the consolidated results of the University, the Auditorium Theatre of Roosevelt University and Roosevelt University Development Corporation.

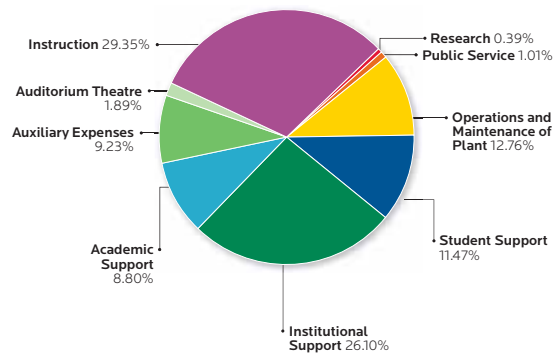


2012 Consolidated Operating Revenues (in thousands)



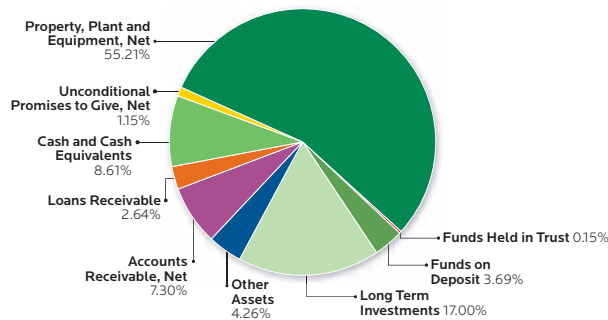
OPERATING REVENUE	2012	2011	2010
Student Tuition and Fees, Net	\$94,066	\$91,285	\$92,498
Local, State, Federal and Grants	4,248	4,683	5,259
Private Gifts	4,269	5,882	2,790
Auxiliary Income, Net	8,823	8,565	7,745
Investment Income	4,531	4,126	2,759
Auditorium Theatre, Net	(407)	(644)	346
Other Income	1,374	1,262	1,588
Total Operating Revenues	\$116,904	\$115,159	\$112,985

2012 Operating Expenses (in thousands)



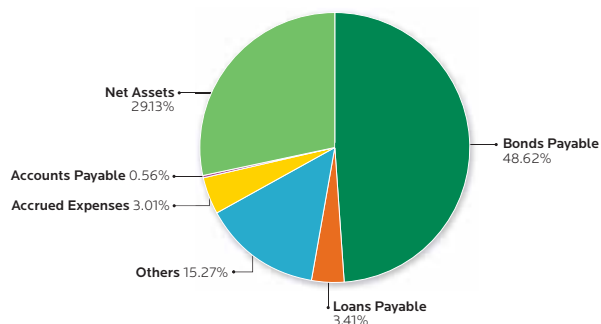
OPERATING EXPENSES	2012	2011	2010
<i>Educational and general</i>			
Instruction	\$34,584	\$36,163	\$35,908
Research	452	439	424
Public Service	1,193	1,086	960
Academic Support	10,367	11,038	10,513
Student Support	13,519	12,832	12,697
Institutional Support	30,745	30,835	28,358
Operations/maintenance of plant	15,038	12,320	10,883
Total educational and general expenses	105,898	104,713	\$99,743
Auxiliary Enterprises	9,694	9,821	9,597
Auditorium Theatre	2,225	2,048	2,064
Total Operating Expenses	\$117,817	\$116,582	\$111,404

2012 Consolidated Statements of Financial Position (in thousands)



ASSETS	2012	2011	2010
Cash and Cash Equivalents	\$40,059	\$47,375	\$34,046
Short-Term Investments			4,122
Funds on Deposit	17,157	60,807	128,743
Accounts Receivable, Net	33,963	26,929	27,912
Other Assets	19,796	20,506	18,910
Long-Term Investments	79,057	83,339	72,789
Funds Held in Trust	663	673	614
Loans Receivable	12,297	12,297	
Unconditional Promises To Give, Net	5,348	6,835	3,267
	208,340	258,761	290,403
Property, Plant and Equipment, Net	256,778	205,823	135,493
Total Assets	\$465,118	\$464,584	\$425,896

2012 Consolidated Total Liabilities and Net Assets (in thousands)



LIABILITIES AND NET ASSETS	2012	2011	2010
Accounts Payable	\$2,590	\$2,400	\$3,045
Accrued Expenses	14,001	19,581	12,151
Others	71,001	66,894	62,791
Loans Payable	15,914	17,914	
Bonds Payable	226,132	226,049	225,932
Total Liabilities	329,638	332,838	303,919
Net Assets	135,480	131,746	121,977
Total Liabilities and Net Assets	\$465,118	\$464,584	\$425,896



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WOMEN'S BASKETBALL TEAM MAKES HISTORY 52

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