

FALL 2014

ROOSEVELT

REVIEW



70 years strong

As Roosevelt gears up for its 70th anniversary, alumni young and old reminisce about the University's effect on their lives and careers.

“My philosophy is to pay it forward.”



Martha R. Sklar

(BA, '62)

DR. MARTHA RUBINSTEIN SKLAR, ROOSEVELT UNIVERSITY'S 10,000TH GRADUATE, ENDOWED A MATHEMATICS SCHOLARSHIP FOR STUDENTS IN THE FIELD OF MATHEMATICS.

Born in Havana, Cuba, Martha Sklar immigrated to Detroit when she was 8 years old. The Roosevelt alumna is a long-time supporter of her alma mater and is a Fireside Circle member.* Sklar has always had a passion for mathematics, a subject she taught at the high school level in Chicago and the community college level in Los Angeles for more than 20 years. In 2011, she established the Dr. Martha Rubinstein Sklar Endowed Mathematics Scholarship for Students in the Field of Mathematics. Today, she is in the process of naming a student study lounge in Roosevelt's Wabash Building.

“When I needed help, some generous people provided a scholarship for me at Roosevelt; my philosophy is to pay it forward,” she said. Sklar's generosity will benefit Roosevelt students for years to come and provide a space for future mathematicians and others to gather and study, and to wonder about the woman for whom their lounge is named.

What will your legacy to Roosevelt be?

For information on the Fireside Circle and how to support Roosevelt and its students through estate and planned giving, please contact:

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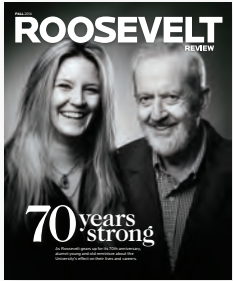
** The Fireside Circle recognizes alumni and friends who have made provisions for Roosevelt University through a planned gift.*

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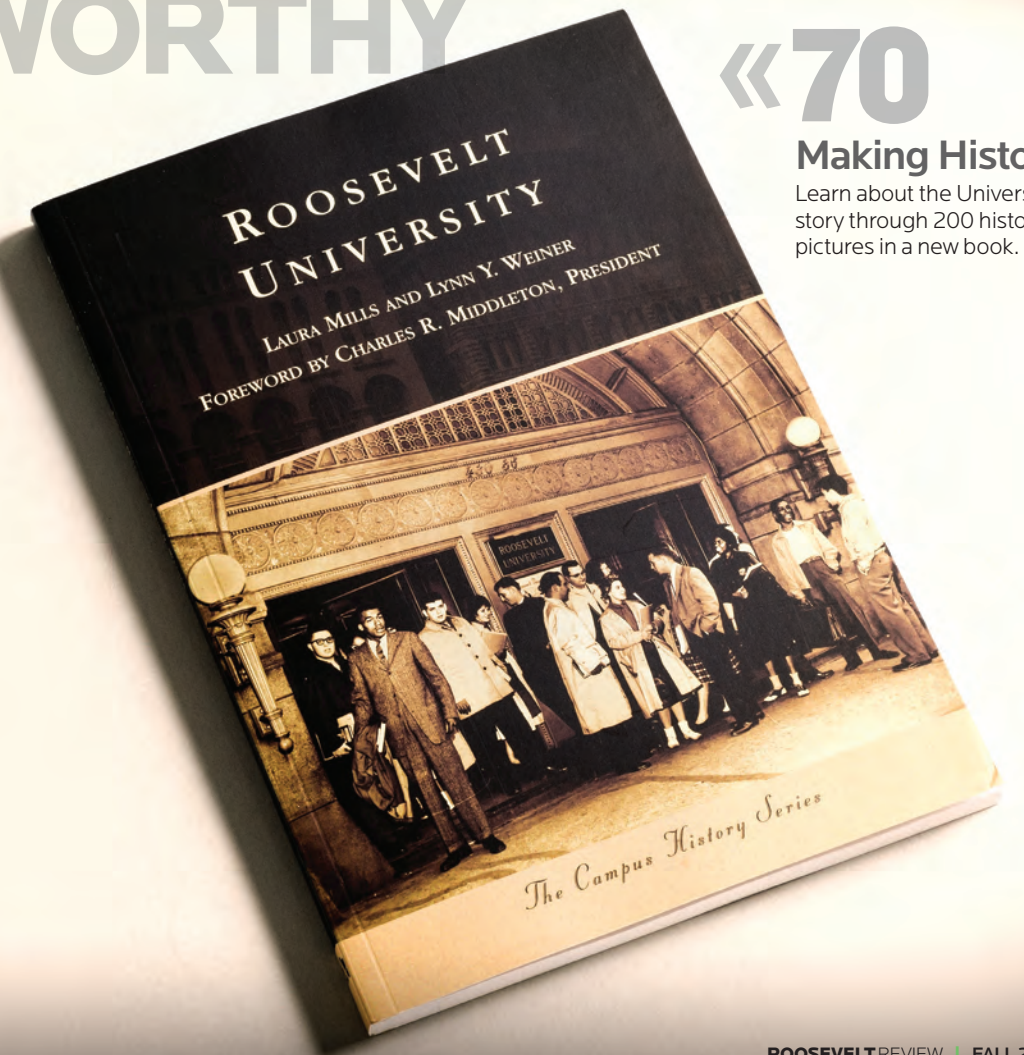
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Have a question?
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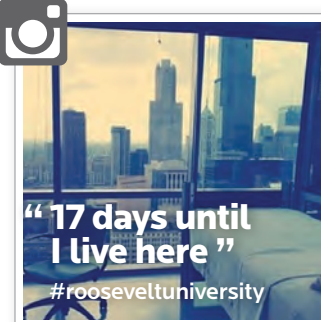
"Love their hard work and #dedication
Thank you @RooseveltU! #volunteering
#service #nonprofit"



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"Good luck to all
incoming students...
I just graduated
in May and can
say this school
was one of the
best decisions
of my life. Going
to miss RU! You
guys will love this
campus!"



Visit us on Instagram for an
inside look at Roosevelt.

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EVENTS

Sports

DEC 19-20

Women's Basketball

Roosevelt Holiday Hoops
Tournament
Goodman Center

JAN 7

Women's Basketball/ Men's Basketball

Robert Morris
Goodman Center

FEB 11

Women's Basketball/ Men's Basketball

Cardinal Stritch
Goodman Center

FEB 18

Women's Basketball/ Men's Basketball

Saint Xavier
Goodman Center

FEB 23-28

Women's Basketball/ Men's Basketball

CCAC Tournament
Campus sites TBA



View a full
list of events at
[roosevelt.edu/
calendar](http://roosevelt.edu/calendar)



Performances

DEC 6

CCPA JazzFest
12–3:30 p.m., Jazz Showcase

NOV 20-23

Assassins
O'Malley Theatre

JAN 27

**CCPA Symphony
Orchestra**
7:30 p.m., Harris Theater for
Music and Dance

FEB 12

**CCPA Wind Ensemble
with Conservatory Chorus**
7:30 p.m., Ganz Hall

FEB 12-15

**A Funny Thing Happened
on the Way to the Forum**
O'Malley Theatre

FEB 16

**Student Composition
Recital**
7:30 p.m., Ganz Hall

FEB 28-MARCH 1

CCPA Opera
Benito Juarez Community
Academy

APRIL 16-19

The Wild Party
O'Malley Theatre

Enrollment

FEB 7

**Transfer and Adult
Program Visit Day**
9:30 a.m.–12 p.m.
Schaumburg Campus

MARCH 21

**Undergraduate and
Graduate Preview Day**
9:30 a.m.–12 p.m.
Chicago Campus

Fundraising

APRIL 10

Founders Day Presentation

In celebration of the 70th
anniversary of Roosevelt
University, actors Loretta Swit
and Ed Asner will present two
one-person shows depicting
the lives of Eleanor and
Franklin Roosevelt.

Best known for her role on
*M*A*S*H*, Swit's performance
of "Eleanor: Her Secret
Journey" follows the First
Lady's journey from the White
House to the United Nations.
Asner, former star of the *Lou
Grant* TV series, portrays
the four-term president in a
performance titled "FDR."

Tickets to their performances
at the Auditorium Theatre
are available through
the theatre's website,
auditoriumtheatre.org.
Persons interested in
attending a preshow gala
dinner should contact
Lauren Chill at (312) 341-3617.



THE AUDITORIUM BUILDING
125
YEARS



THE AUDITORIUM BUILDING: **CELEBRATING 125 YEARS**

“It was the spirit animating the mass and flowing from it, and it **expressed the individuality of the building.**”

— LOUIS SULLIVAN

Discover more about the history of the Auditorium Building on page 31.

Milestones: Past, Present and Future

BY ROOSEVELT UNIVERSITY PRESIDENT CHUCK MIDDLETON

WE HUMANS love to measure everything in units of time. We do it in many diverse and quite different ways. How long have you been married? How long have you worked at Roosevelt University? How long have you been a Chicagoan? When did you last go to, well, fill in the blank.

All of these and many more similar questions are designed to place our companion into an historical time line. The answers enable us to better understand some key aspect of the life experience of a new friend, a relative, even by inference, ourselves. They certainly help me in knowing more about individual alumni and their experience getting to Roosevelt and then going forward thereafter.

Institutions also yield information when queried in similar ways. I'm really conscious of this truism and how it applies to Roosevelt University as we approach our 70th birthday – or put it another way, the 70th anniversary of our formal creation in the spring of 1945.

In the life of an individual seven decades is worthy of celebration. So, too, in the life of a university. Turning 70 is a major accomplishment for both, though the meanings are naturally quite different. Let me explain.

Throughout most of human history, while some people always lived a very long time, most individuals did not. The recent past, however, has seen remarkable changes in infant mortality, diet, medical care and other factors that contribute to increased longevity, on average. University faculty everywhere have written extensively about these matters, in the process sharpening our understanding of and throwing light onto pathways to even longer, healthier lives for future generations. Let us hope.

That said, our turning 70 is still a major milestone for all of us. For the government, too, it turns

out, as it is the age at which, no matter what else you may be doing, you are required to start drawing your social security payments.

Universities, by comparison, aren't really all that old at 70. In fact, I'd say that if they were animate, sentient beings, they'd be more or less still pre-pubescent. This lesson is driven home every time I go to the installation of a presidential colleague. The delegates from other institutions line up in their colorful academic plumage in the order in which their institution was founded. Harvard (1636) and The College of William and Mary (1693) always lead the procession and in that order – unless a representative of Oxford University (1086) or the University of Bologna (1088) shows up, in which case international precedence kicks in.

The rest of us line up in descending order of institutional youthfulness. If you look, you will discover me happily towards the end of the line chatting away with colleagues from institutions founded in the 1960s and 1970s, of which there are many, though not so many as were founded before Roosevelt. The line ahead can be very long, indeed.

No matter the age of an institution, however, we all celebrate milestones of accomplishment, be that once a decade if the university's time line is on a scale comparable to that of a person, or less frequently if the college has already celebrated its centennial.

Thus it has come to pass that in 2014-15 Roosevelt hits another moment for reflection on accomplishments past and on possibilities for the future. You will already know of many celebratory occasions that took place earlier this fall semester as we launched this 70th



In the life of an individual, seven decades is worthy of celebration. So, too, in the life of a university.


year. These and other events scheduled throughout the year will be held in conjunction with the 125th anniversary of the Auditorium Building and the opening of our magnificent Theatre on Dec. 9, 1889.

I have noted elsewhere that there are at least two purposes at work on these occasions. First, and most obvious, we use them to look back to past accomplishments. These serve to remind us of the successes of those who came before and of how indebted we are to them for our opportunities today. As an historian I take particular interest in them and am very pleased that our university historian, Lynn Weiner, has just published a book of pictures from our Archives that will help you relive them with us wherever you may be today.

The second purpose of these celebratory occasions,

however, is perhaps more important. In them we anticipate our future and remind ourselves of the role we play today as the current stewards of the Rooseveltian legacy. Here the focus is on the present and on answering the more prosaic but still vital questions about who our students should be, what they should study, and how we are going to sustain our finances in these transformational times for higher education in general.

In these purposes, success will depend increasingly on you, the alumni and friends of Roosevelt University. It's your legacy we seek to pass on. Increasingly, it's your investment of time, talent and, yes, treasure that will be crucial to sustaining and growing the strength of that legacy in time future.

It's good work if you can get it. Please join us in doing it. 

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

Differences, Welcome

On floor 22 of Roosevelt's Wabash Building, resident assistant Brandon Rohlwing makes the rounds. Knocking on doors and making introductions, the 20-year-old integrated marketing communications major may ask out of respect how one prefers to be addressed.

However, there is no pressure to indicate male, female, he, she, or lesbian, gay, bisexual, transgender, questioning, intersex, ally, or for that matter, to give an answer at all. "I don't try to make assumptions about students and their gender or sexual orientation," said Rohlwing, whose experiences growing up included being bullied, deciding how to come out as gay and coping with his sister's suicide.

"We are a floor that encourages everyone to embrace who they are," said Rohlwing of the residence hall's living-and-learning community that is home to 38 students. "And there are no questions asked." Developed by a 17-member task force of Roosevelt students, administrators and faculty during 2012-13, the University's gender and diversity inclusive housing policy is being praised as among the most exemplary in U.S. higher education today. (See related story.)

"In terms of innovation and practice, Roosevelt's program stands out as a model," said Jason C. Garvey, assistant professor of higher education at the University of Alabama and editor of a forthcoming book on gender-inclusive university housing with a chapter on the Roosevelt experience.

This fall, Rohlwing has enlisted fellow students on his floor to draft a constitution of bylaws for the gender and diversity inclusive community. He held a significant program open to the entire Roosevelt community on suicide prevention in September. He also launched a movie series for residents on his floor for LGBT History Month in October.

Now in his second year of implementing the new program, Rohlwing is blazing a trail for the University and for higher education, according to Bridget Collier, chief of staff to the president and head of the task force that developed the policy. "He's creating a buzz about the program with students and externally that is making the project a model for anyone in higher education who is contemplating a gender-inclusive housing option," she said.

Approximately 140 universities – out of an estimated 4,000 – take into account gender and sexual orientation preferences when placing students in housing, according to Campus Pride, a not-for-profit organization for student leaders and campus groups devoted to creating a safe college environment for LGBT students. Few have the kind of all-inclusive environment that Roosevelt – with its mission of social justice – has established, said Collier, whose task force refused to follow the lead of higher-education institutions with "gender neutral" policies.

"We found that a lot of residence life offices make students request accommodations based on gender, which requires administrators to then go out and find a space or spaces," said Katie Denny, Roosevelt's housing administration coordinator and a task force member. "We decided it was the wrong approach, as it sends a message that essentially says, 'There's a problem here that has to be figured out.'"

Instead, the task force chose the term "gender and diversity inclusive" and a policy that asks all students applying for campus housing to check a box if they have interest in living in a gender and diversity inclusive community.

"We've created an entire learning community based on inclusion and we are saying that anyone interested in exploring gender identity and diversity can live in the community – and we don't out our students in the process," added task force member Jennifer Tani, Roosevelt's assistant vice president for community engagement.

"I knew Roosevelt was a place that cared about the individual and that embraced individuality and I wanted to be part of it."

BRANDON ROHLWING

The concept appeals to undergraduate Bri Miers, a 19-year-old honors psychology and premed major with a women's and gender studies minor who chose Roosevelt in part because of the gender and diversity inclusive housing model. "I like the community because it has made it okay for me not to have to fit into a traditional mold," said Miers, who doesn't identify with a specific gender. "I can do my own thing and don't have to encompass the values associated with being male or female."

Eighteen-year-old Joe Bierzynski, a psychology major who identifies himself as a straight, single male, also opted to live on the 22nd floor because it fits with his life philosophy. "I always go for diversity," remarked Bierzynski. "My whole life has been surrounded with interesting people, so I would never just pick a regular, mundane floor to live on."

When Rohlwing first came to Roosevelt as a freshman in the fall of 2012, neither spearheading the model initiative, nor becoming a student leader, were at the forefront of his agenda. His older sister had just committed suicide and Rohlwing wasn't sure he would like college, as previous school experiences growing up in tiny, conservative West Dundee, Ill., had been challenging.

While he tried being a typical, suburban, heterosexual boy, kids at his middle school mocked and tormented him for being different and repeatedly called him "gay." Rohlwing stopped being timid in seventh grade after kids urinated through the slats of his gym locker onto his clothing, laughing when he came back from gym, unknowingly put the clothes on and wore them to class.

"At the time, I didn't feel I had a voice to do anything about it," said Rohlwing, who recalls his horror in class upon realizing he reeked of urine. "But it was definitely an incident that stuck with me and changed me." In high school, Rohlwing grew confrontational, sticking up for others who were taunted as being gay. "I'd answer bullies with questions like, 'Oh really? How is that gay?' or 'How is that homosexual? I don't understand,'" he said.

He began to be seen as someone whom others could confide in. "I remember a girl I knew in high school telling me she thought she

might be bisexual. I asked her, 'Why do you think that?' and I told her 'It's fine if you are or it's fine if you aren't,'" he said.

He came to realize, though, that he wasn't being upfront about his own sexual identity. Ashamed and despondent, one night at his computer he searched "How can I kill myself?" A suicide prevention website, which Rohlwing blogs for today, www.reachout.org, popped up. He watched the site's videos and read stories and tips about being gay and coming out for hours before going to his parents' room, waking them and telling them he was gay.

His father, an Illinois State Police captain, and mother, a suburban school district special education administrator, supported him. "I just knew that Roosevelt's vision and mission would be a good fit for who Brandon is," said his mother, Susan Rohlwing, who received a bachelor's degree in special education from the University in 2005. She recommended the University to her son shortly after her daughter's suicide, which occurred on the same day as her son's high school graduation. "Because of Roosevelt, he was able to take the tragedy that we went through and become a stronger person," she said.

An honors student and among the first 600 students to move into the new Wabash Building, Rohlwing remembers touring the Chicago Campus where he liked marketing information that asked: "Does created equal mean treated equal?" "I knew it was a place that cared about the individual and that embraced individuality and I wanted to be part of it, but I was struggling emotionally," he said.

"I like the community because it has made it okay for me not to have to fit into a traditional mold."

**BRI MIERS
ROOSEVELT STUDENT**

Reaching Out with A Night of Hope

Roosevelt University marked World Suicide Prevention Day on Sept. 10 with A Night of Hope, an awareness program on suicide prevention. It was led by Brandon Rohlwing, a Roosevelt student whose personal experiences with suicide have spurred him to help troubled young people.

"My goal was to create awareness about suicide prevention and a culture at Roosevelt, and beyond, that embraces those who are struggling emotionally, letting them know that resources are available to help," said Rohlwing. "There is a lot of stigma surrounding suicide and mental health issues, particularly on college campuses."

Speakers at the well-attended program were Nicola Survanshi, director of programs and operations for ReachOut.com/Inspire USA Foundation, an international not-for-profit whose mission is to help youth strengthen mental wellness through technology-driven resources and peer support; Rohlwing, one of 10 nationwide youth counselors/mentors for ReachOut.com and the only one from Chicago who gives college students tips and advice electronically for handling a variety of day-to-day stresses and problems; and Matthew Hoffman, creator of Chicago's "You are Beautiful" sticker campaign.

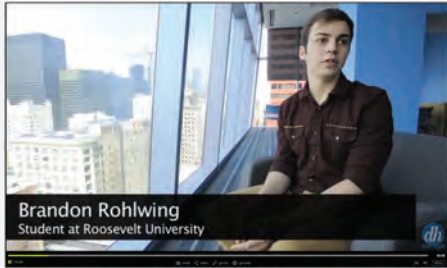
Recent Roosevelt graduate and May 2014 student Commencement speaker Brenden Paradies, a resident assistant at the time, remembers meeting the freshman. "I told him (Rohlwing), 'If you ever need help, need to learn how to navigate things or want to get involved, let me know. I can be a resource,'" said Paradies, among six Roosevelt students who sat on the University's gender and diversity inclusive housing task force. "I'm impressed by what Brandon has done and am glad he took advantage of the offer," added Paradies, who gave Rohlwing advice on becoming a resident assistant.

One of the first things Rohlwing does for students on his floor is give them a student-created Inclusive Dictionary with inoffensive word choices reflecting the diverse community. "I was happy to receive the information," said Danielle Cooperstock, an undergraduate social justice major and ally of LGBT students. "It's a great resource that is helping to increase awareness and is creating an open community," said Cooperstock, who moved to the floor to show solidarity for student colleagues who worked on the unique gender and diversity inclusive housing policy.

A volunteer for various suicide prevention programs, Rohlwing has spoken all over the world about his story and the topic of suicide. His goal, for now and the future, is to "walk the talk and help as many people as I can," which is how his work in implementing gender and diversity inclusive housing at Roosevelt is being perceived.

"He makes sure everyone on the floor is taken care of," said Nathan Stoll, a psychology and premed major and president of the University's Residence Hall Association. "As a result, the 22nd floor of the Wabash Building is a stand-out community of residents, which under Brandon's leadership, is almost like family." 🏡

 [Watch at roosevelt.edu/rohlwing](http://roosevelt.edu/rohlwing)



Learn more about Roosevelt's gender-inclusive housing program: Watch an exclusive video by the *Daily Herald*, featuring Rohlwing and past Director of Residence Life, Bridget Collier.

Book Explores Gender-Inclusive Housing

CITED BY RESEARCHERS as having one of the most exceptional gender-inclusive-housing programs in the nation, Roosevelt University will be sharing its experiences regarding the program in a forthcoming book.

"Walking the Talk: Managing Institutional Culture to Put Values into Action" is the title of the chapter about the Roosevelt experience that is to be included in *Trans Policies and Experiences in Housing and Residential Life*.

Set to be published in 2016, the book is primarily for residence life practitioners, those considering implementing gender-inclusive housing policies and scholars who are interested in trans-related research. It will feature chapters on gender-inclusive housing at 12 higher-education institutions across the country, including Roosevelt.

"We want to dispel the myth that gender-inclusive housing can hurt higher-education institutions, which is the reason we are putting out a book on best practices today in residence life and gender-inclusive housing," said Jason Garvey, assistant professor of higher education at the University of Alabama and lead editor of the book comprised of chapters written by individuals involved in gender-inclusive housing at as many as 12 higher education institutions across the country.

The Roosevelt experience with gender-inclusive housing was selected for the book because of the way the University went about establishing its policy and program. "Roosevelt has had fantastic representation in putting together its policy," said Garvey. "We were impressed that the University not only included upper-level administrators in the discussion, but also that it solicited student opinions and input, which we think is essential for success," said Garvey of the University's 17-member task force that developed a policy during the fall 2012 semester.

In addition, "Roosevelt is in an urban environment and its chapter will offer a look at what goes into an urban gender-inclusive-housing experience, which we think can be a model for similar institutions considering this kind of policy," he said.

"We want to dispel the myth that gender-inclusive housing can hurt higher-education institutions."

JASON GARVEY, EDITOR OF *TRANS POLICIES AND EXPERIENCES IN HOUSING AND RESIDENTIAL LIFE*

While higher education institutions first began implementing open housing policies as far back as 1970, more than half of the 140 universities with such policies have put gender-inclusive housing in place within the last three years. Some are traditional, flagship institutions; others are small liberal arts colleges; many are in cities and suburbs across the nation; some have living and learning programs, like Roosevelt's, while others accommodate students in entire gender-inclusive residence halls or individual suites and apartment complexes.

Contributors to the book chapter on Roosevelt's experience include Bridget Collier, chief of staff to the president; recent Roosevelt graduate Brenden Paradies; Ellen O'Brien, director of the Women and Gender Studies program; Laura Kehoe, associate registrar; Jennifer Tani, assistant vice president for community engagement; as well as Brandon Rohlwing, resident assistant for Roosevelt's gender-inclusive housing floor; and Bob Brophy, director of residence life at University Center Chicago. Most were members of the original task force that formulated the Roosevelt policy.

BY LAURA JANOTA

pharmacy

Roosevelt's first graduating College of Pharmacy class made history this summer. One alumna even saved her father's life.

pioneers

VERONICA JIMENEZ knew when she started at Roosevelt University's new College of Pharmacy in 2011 that she wanted to be a retail pharmacist serving Chicago's Latino community.

Three years later, she is a 26-year-old bilingual pharmacist for Walmart. A member of Roosevelt's first graduating pharmacy class and the only Latina, Jimenez not only achieved her career goal, she also used skills she learned to help save her father's life.

"Before I came to Roosevelt, I didn't know a lot about medications," said Jimenez, one of 61 College of Pharmacy students who graduated in May. "Thanks to the program, I learned how to navigate through a family health care crisis, asking questions and seeking answers, all the while doing what I was taught to do – which is to keep a cool head."

Jimenez had just finished nearly two years of coursework at Roosevelt's Schaumburg Campus as well as the initial 480 hours of introductory pharmacy field and inter-professional practice when her father was diagnosed with inoperable brain cancer. "I didn't want to just accept the doctors' opinion that we should take him home to die," said Jimenez, whose father, a warehouse foreman, and mother, a school lunchroom manager, came to Chicago from Mexico more than three decades ago in search of a better life.

"With all the health care training I was receiving and all the time I was spending on my studies, I knew I owed it to my family to be proactive," said Jimenez, the fourth of six children and the first in her family to receive an advanced degree. The Roosevelt student researched her father's disease; she identified medications and side effects; and she found a doctor whom she convinced, using clinical skills she learned at Roosevelt, to take her father's case – actions that improved his condition and prolonged his life.

"Veronica, like other students in her class, is a creative thinker," said George MacKinnon, founding dean of the College of Pharmacy. "She used what she learned to take the initiative, problem solve and advocate on behalf of her father."



PHARMACY GRADS FIND WORK

Since its founding, the College of Pharmacy, one of the few pharmacy programs in the nation and the only one in the Midwest to offer the PharmD degree in a three-year format, has received 2,300 applicants and admitted 240 students into four classes, including the Class of 2017. Seventy percent of Roosevelt’s inaugural class is now working as pharmacists and 35 graduates have opted for community pharmacy where average annual salaries can top \$100,000.

Twenty-three graduates from the inaugural class today work at community pharmacies in Illinois; 12 are at community pharmacies in Arizona, California, Indiana, New Jersey, Ohio, Texas and Wisconsin; seven are residents at Illinois and Wisconsin hospitals (see related story); and one has become an information-technology (IT) pharmacist streamlining data platforms at a Louisiana hospital in conjunction with the Affordable Care Act.

“As I see it, graduates of our first class are pioneers,” MacKinnon said. “They trusted us to provide a program that not only prepares them for real-life situations but also for a changing health care landscape that demands they be on the front line as the patient’s most accessible caregiver.” Although going separate ways, students in the first graduating class agree they won’t forget their common experiences as members of a community of learners.

“Because of the program’s emphasis on working together, I made a number of lifelong friends,” said Michelle Wachtor, 23, a new Walgreens pharmacist whose suburban Chicago district includes Frankfort, Joliet, Peru and Rochelle, Ill. Wachtor received all As in her advanced practice experiences and also won the Roosevelt Enlightenment Award for volunteer efforts.

“It’s not a program that herds you into big lecture halls, nor does it encourage you to exist in a silo,” said Jake Backhoff, 25, also a Walgreens pharmacist whose largely rural district extends from Champaign to Effingham, Ill. “At Roosevelt, you learn to work together and communicate – skills you must have as a pharmacist.”

“I liked the small class sizes,” added Bill Hunyh, 24, the winner of the college’s Commitment Award and Asian Student Pharmacist Association Recognition Award and currently a pharmacist at a Target in his native California. “It gave me the chance to work alongside others and to also take my own initiative on projects inside and outside of class.”

And Nancy Caddigan, 54, who is now an IT pharmacist at a Baton Rouge, La., hospital, said, “It’s been a team effort for all of us to get through the program. I expect the dynamic to continue as I interact with all the hospital departments that have ties to pharmacy.”

"The graduates of our first class are pioneers. They trusted us to provide a program that not only prepares them for real-life situations but also for a changing landscape that demands they be on the front line as the patient's most accessible caregiver."

GEORGE MACKINNON, FOUNDING DEAN, COLLEGE OF PHARMACY

In addition to classroom work, Roosevelt’s pharmacy students learn the ins and outs of daily pharmacy care through advanced patient-care field rotations. Jimenez, for example, was at Presence St. Joseph Hospital’s intensive care unit in Joliet, Ill.; Mt. Sinai Health Systems in Chicago, in internal medicine and later in ambulatory care; Walgreens in Chicago for six weeks of retail management training; and Westlake Hospital in Melrose Park, Ill. at the hospital pharmacy unit.

That’s a fraction of the sites the first class had to choose from for its 384 rotations, according to Joan Hardman, the College of Pharmacy’s director of experiential education. “Our partnerships with health care providers and our rotation sites throughout the region are continuing to expand,” she said.

Like her peers, Jimenez admirably represented Roosevelt and its new pharmacy program during her rotations. “When I got out there, I noticed students from other pharmacy programs were different,” she said. “They didn’t seem to have the experience I did working with others on patient care and I realized that the training at Roosevelt prepared me to be a contributing member of a health care team, which helped me excel.”

Unsurprisingly, working with family members at home to support her father also became part of Jimenez’s college life. “I’m super proud of Veronica,” said Claudia Jimenez, a 2007 Roosevelt University graduate in Early Childhood Education who initially recommended the University and its new pharmacy program to her younger sister. “Even during tough times, Veronica was always studying. But somehow, she always found time to look up things and to share what she learned that could help our father.”

Jimenez knew much about her father’s rare form of cancer, glioblastoma, when she wrote and emailed a Subjective, Objective, Assessment and Plan (SOAP) note to a neuro-oncologist at the University of Chicago Medical Center. “We start teaching students the concept in their first year,” said Melissa Hogan, chair of Clinical and Administrative Sciences, who defines a SOAP note as “a method health care workers use to communicate to one another about a patient’s care.”

35 graduates in Roosevelt's inaugural class are community pharmacists, where salaries can top \$100,000

Class of 2014

The inaugural class of the College of Pharmacy started in July 2011. Here are some facts and figures about these students who graduated in May: A little more than half were women. More than a third were people of color. Their age range was between 20 and 51, with the average being 25 years of age. They hailed from 15 states and six countries. Some came from community colleges, but the majority arrived with bachelor’s degrees in hand.

They had two years of intensive didactic coursework, 320 hours of introductory pharmacy practice experiences, 160 hours of inter-professional experience and a final year of 1,440 hours of advanced pharmacy practice experiences, for a total of 1,920 internship hours overall.

Today, most are working as pharmacists, the majority with community pharmacies where average salaries top \$100,000 annually, in Illinois, Arizona, California, Indiana, New Jersey, Ohio, Texas and Wisconsin. Seven of the graduates landed in prestigious and competitive one-year postgraduate residency training programs in hospitals in Illinois and Wisconsin.






Upper photo: Veronica Jimenez, with her parents, in a photo that ran in the *Chicago Sun-Times* in May. Above: Jimenez (right) and her mother on graduation day.

SOAP notes regarding basic patient cases are taught first, followed by cases that increasingly become more complicated. During final rotations, students are expected to write SOAP notes every day about real patients they encounter, according to Hogan, associate professor of clinical sciences and one of Jimenez's instructors.

Jimenez wasn't far into her rotations when she reached out to Dr. Rimas Lukas, making the case for a second opinion and shunt that she believed could drain excess fluid building up in her father's brain. "She knew what the diagnosis was, and she was able to very adeptly convey the key bits of information," the University of Chicago Medical Center neuro-oncologist told the *Chicago Sun-Times* in a story about the Roosevelt pharmacy graduate.

The day after the SOAP note was sent, Jimenez's father was admitted to the University of Chicago Medical Center where he had a shunt placed and was subsequently started on radiation and chemotherapy. "He perked up immediately, and while this will be a serious disease for the rest of his life, I believe the support that Veronica and her family has been providing is a major plus for Mr. Jimenez," said Lukas.

Hogan is proud that Jimenez – as a Roosevelt student – took that kind of initiative. "This is a tremendous credit to her ability and understanding of the skills she will be using every day as a pharmacist."

And Jimenez is proud to be a member of the College of Pharmacy's first graduating class. "I tell people how everyone in our class worked well together," she said. "I've already recommended the program to several people and will continue to do so." 

Doctor of Pharmacy program receives full accreditation status

The Doctor of Pharmacy (PharmD) program in Roosevelt University's College of Pharmacy has been granted full accreditation status through June 30, 2015 by the Accreditation Council for Pharmacy Education.

"This much deserved accomplishment recognizes the extremely high quality of our faculty, administrators, students and the program," said Roosevelt University President Chuck Middleton. "I extend my congratulations to

Dean George MacKinnon and the entire College of Pharmacy faculty and administration on this success," he said.

Since the College of Pharmacy was founded in 2009, it has been focused on building an outstanding program that meets the 30 rigorous standards and over 100 guidelines of the accreditation council. In support of the University's vision to create socially conscious citizens who are leaders in their professions

and communities, the College of Pharmacy embraces a patient-centered approach to learning that produces competent and compassionate graduates.

One of the few pharmacy programs in the nation and the only one in the Midwest to offer the PharmD degree in a three-year format, Roosevelt's College of Pharmacy has received 2,300 applicants from throughout the U.S. since its founding and has admitted 240 students into four classes,

including the new Class of 2017. Sixty-one students in the initial class received their doctoral degrees on May 22, 2014 with more than 70 percent having found employment or pursuing postgraduate training.

"I'd like to thank all members of the College of Pharmacy for developing such an outstanding program and congratulate them on achieving accreditation," President Middleton said.

Seven graduates land hospital residencies

THE DOSE WAS FOR 75 micrograms of the drug Synthroid, but it was a good thing that Ian Karall, during a hospital rotation as a Roosevelt University pharmacy student, called the patient's daughter to double check.

"I don't know whether the patient is still alive," acknowledged Karall, who learned the elderly woman, while at home, had been taking 175 – and not 75 – micrograms of the thyroid drug that can cause the heart to race. "I do know that I felt pretty good about being able to catch a potentially life-threatening error."

Thinking fast on one's feet and trouble-shooting are among skills that Karall, winner of College of Pharmacy awards for excellence in academics and field practice, is honing this year as a pharmacy resident at Rush Medical Center in Chicago.

Six others from Roosevelt's first graduating pharmacy class also landed residencies in hospitals in Illinois and Wisconsin. They are: Anthony Albiani, winner of the College of Pharmacy's Commitment Award and resident at Milwaukee's Wheaton Franciscan Hospital; Diane Cluxton and academic achievement award winner Kuntal Patel, residents at Mt. Sinai Medical Center in Chicago; Stephanie George, three-time College of Pharmacy award winner and resident at Ingalls Memorial Hospital in Harvey, Ill.; Gordana Milosevic, winner of the Compassion Award who received all As in her advanced practice experiences and a resident at Aurora West Allis Medical Center in suburban Milwaukee; and Nicholas Tillman, an academic excellence awardee and a resident at St. Francis Medical Center in Peoria, Ill.

"We are proud of our graduates who choose the residency path," said George MacKinnon, founding dean of the College of Pharmacy. "Residencies open doors to pharmacists interested in direct patient care, which is why these positions are in demand and can be most difficult to get."

Residencies provide postgraduate education and training beyond the PharmD degree and are highly competitive. Nationwide this year there were 4,142 applicants for residencies, including 12 from Roosevelt and 2,640 students were matched with residencies, including seven from Roosevelt, according to the American Society of Health-System Pharmacists.

Although residencies pay a fraction of what new pharmacists can earn by going directly to work at places like Walgreens or CVS, they are invaluable for future jobs. "When students ask me whether residences are worth it, I challenge them to look at job postings and to find even one for pharmacists needed in clinical settings that doesn't say 'residency required,'" said Craig Cooper, assistant professor of clinical sciences at Roosevelt and an intensive care unit pharmacist at Northwestern Memorial Hospital in Chicago.



Ian Karall takes the pharmacist's oath. Today, he is a pharmacy resident at Rush Medical Center in Chicago.

"We are proud of our graduates who choose the residency path."

COLLEGE OF PHARMACY DEAN GEORGE MACKINNON

"It is virtually impossible to get a position in direct patient care working on medical teams in places like intensive care units or hospital emergency rooms without completing a residency," he added.

Diane Cluxton, who chose Roosevelt's College of Pharmacy program because of the University's social justice mission, said she didn't want her PharmD degree to be the end of her educational path. "I wanted it to be the beginning and I was fortunate to land at a hospital with a mission of helping the underserved," said Cluxton, a resident at Mt. Sinai Medical Center where she also did advanced practice as a Roosevelt student. At one point, Cluxton successfully advised a patient who had confided being on

heroin not to mix the illicit drug with blood thinner, and further convinced the patient to enter a methadone treatment program for heroin addiction.

"I've been able to learn to do a lot for people with limited resources, and I believe my residency is going to open doors for me," said Cluxton, who hopes the experience will pave the way for her to teach or enter a specialty pharmacy practice.

"The fact that Roosevelt had seven students gain residencies is a great start," said Cooper. "We have students in the Class of 2015 who are extremely talented and I believe many of them will land residencies as well."



Q&A

If These Walls Could Talk...

Alumni spanning seven decades reflect on their time at Roosevelt.



On April 17, 2015, Roosevelt University will be 70 years old. Since its historic founding near the end of World War II, Roosevelt has grown from a small college with no accreditation, no endowment and no library into a comprehensive University with 6,100 students, six colleges and 85,000 alumni.

To learn what Roosevelt was like during the past 70 years, *Roosevelt Review* invited seven alumni, one from each decade, to share their recollections and observations during a roundtable discussion with *Review* Editor Tom Karow. For 1½ hours, they told stories about what the University was like when they were students. Although each attended the University in a different era, they had much in common as the conversation kept returning to Roosevelt's inclusive mission, its commitment to students and how the University met their educational and personal needs.

Following are excerpts from the conversation.

TOM KAROW: Why did you decide to attend Roosevelt? What was it that appealed to you?

BOB MEDNICK: I decided at the age of 17 that I wanted to be a CPA. Roosevelt had a very fine accounting department that was really known around the country, so for me it was an easy decision. I actually applied to Dartmouth College and got a small scholarship, but there was no way I could have lived within my means and gone there. I'm a first generation college student and received scholarships from two African-American-owned companies to attend Roosevelt during my first two years.

SAMI GRISAFE: I'm from California and wanted to go to a theater-intensive school that was conservatory-based so I auditioned in Lincoln, Neb., for 50 schools all across the nation. I received callbacks and scholarship offers from eight schools, some of them pretty big. However, Roosevelt was the only school that allowed you to work in theater professionally while enrolled so I applied and luckily got in.

FRANCES CARROLL: When I was at DuSable High School, a Roosevelt counselor visited and my twin sister and I took an admission test. We passed and were admitted, but didn't receive a scholarship so we attended another college, which we found to be racist. Our mother reminded us that Roosevelt said we could apply anytime, so we took our admission letters to Roosevelt where we were immediately accepted. It's really great when the school has integrity and does what it said it would.

ERWIN ACOX: I transferred from Western Illinois in 1994. It was a good school, but I had too much fun. Once I came to Roosevelt, I knew I was in the right place and wish I had started here. Although I was on probation when I began, I finished strong, earning my bachelor's degree in psychology and then going on to earn two master's degrees from Roosevelt.

MARIANNE KRAL: I was working full time and had two kids when I decided to go back to school. My statistics teacher at Harper College suggested I apply for a scholarship to Roosevelt, which was close to home and new in the north-west suburbs at the time. Ironically, both my daughter and I earned our undergraduate degrees in the same year, 1986.

Meet the Panelists

Spanning seven decades, our panelists ranged in age from 29 to 92. They came to Roosevelt as freshmen, transfer and graduate students and they took classes at different locations. Several participated in student leadership activities and all have gone on to successful careers.



1940s

DICK ETTLINGER BA, '48
College of Arts & Sciences

- » Navy World War II vet
- » Worked in his family's food formulations business
- » Served on the Board of Directors of Friends of Ryerson Conservation
- » Member, president and for a short time acting director of Openlands
- » Established an endowed scholarship at Roosevelt



1950s

FRANCES CARROLL BA, '54
College of Education

- » Primary, secondary and university teacher and principal for 35 years
- » Former University of Illinois trustee
- » Former member of the Illinois Board of Higher Education
- » Her identical twin sister, Grace, also attended Roosevelt



1960s

BOB MEDNICK BS, '62
Walter E. Heller College of Business

- » Served on Roosevelt's Board of Trustees at 17; now senior vice chair
- » An international award-winning CPA
- » Worked his entire career at Arthur Andersen, rising to worldwide managing partner for professional regulatory matters
- » Established an endowed scholarship at Roosevelt



1970s

MICHI PEÑA MBA, '78
Walter E. Heller College of Business

- » Former commissioner of the Department of General Services for the city of Chicago
- » Currently vice president of development for SPAAN Tech, Inc.
- » Former president of Roosevelt's Alumni Association



1980s

MARIANNE KRAL BB, '86; BM, '92
Walter E. Heller College of Business

- » Partner in an employee benefits and insurance brokerage firm
- » Founding member of the Schaumburg Campus Advisory Board



1990s

ERWIN ACOX BA, '96; MA, '98; MBA, '06
College of Arts & Sciences, Evelyn T. Stone College of Professional Studies, Walter E. Heller College of Business

- » Chief of diversity recruitment and outreach for the Illinois Department of Transportation
- » Member of the College of Arts and Sciences Advisory Council
- » Was a student trustee on the Board of Trustees



2000s

SAMI GRISAFE BFA, '07
Chicago College of Performing Arts

- » Quarterback for the Chicago Force women's tackle football team
- » Professional singer and song writer who has recorded an album
- » Sang The National Anthem at a Cubs game
- » Member of her high school hall of fame



“Student life was absolutely fantastic. There were so many plays and activities that you could participate in.”

FRANCES CARROLL

When she was a student at Roosevelt in the 1950s, Frances Carroll organized Roosevelt's first prom. She is shown here with Floyd Carroll who became her husband.

KAROW: For many Roosevelt alumni, there are one or two professors whom they remember well for their teaching, mentoring or other activities. Are there any professors you recall who really stood out?

CARROLL: Frances Horwich, founder of the television show *Ding Dong School*, was my teacher for early childhood classes. She was a wonderful professor and very encouraging. I recall in one class that I mispronounced a word. So I said, “How can I do better?” She replied, “Change your friends, dearie.” Change my friends? Well, she was absolutely right. I had to broaden my friendships so I wasn’t around everyone who spoke like me. In addition, Lorenzo Turner, professor of African Studies, enriched my life. He provided our class with the true history of African people, their contributions to history and the traditions and culture that were infused into the African-American culture.

GRISAFE: Acting Professor Kestutis Nakas had me in one of his plays. We went to New York and performed in a club there, which was a really cool experience. He also taught a performance art class that ultimately helped me discover myself. I came out of the closet shortly after that. Roosevelt is very welcoming of all groups of people and I felt very comfortable doing that here. He taught more than your routine theater courses; he was very much an out-of-the-box thinker and that’s helped me transition now from being an actor to a musician.

MEDNICK: Sam Specthrie was an accounting professor who was very beloved. He was a great teacher who prepared us well to take the three-day CPA exam. About a week before the exam, he could see that our class was nervous, so to help us relax, he told us to attend an open meeting of the Illinois CPA Society. “Go down there and look at the people sitting on the dais. See if that doesn’t give you confidence,” he said. It was a joke, but it was fun and a good thing to do for us.

DICK ETTLINGER: I remember Professor (George) Watson, who taught constitutional law and was always about two chapters ahead of us. Our class was small and we had long debates on Supreme Court rulings like *Marbury v. Madison*. Those things stick in your mind because he was such a wonderful teacher.



“The student body may have changed, but the mission has remained consistent.”

BOB MEDNICK

Bob Mednick, senior vice chair of Roosevelt's Board of Trustees, has remained involved with the University since he was a student in the 1960s.

R.U. Grad Mednick Wins CPA Award

ROBERT MEDNICK, '62, has been awarded the Silver Medal of the Illinois Society of Certified Public Accountants. The award honors the accountant making the second highest score in the Illinois semi-annual CPA examinations.

A graduate of Roosevelt University's College of Business Administration, in January, 1962, Mednick received the medal at a Society dinner October 4, in the Palmer House. On October 28, Mr. Mednick, who is employed by Arthur Andersen & Co., was married to Miss Susan Levinson, of 10103 Old Orchard Lane, Skokie.



R. MEDNICK

Scholarship Student

An outstanding student at Roosevelt, Mr. Mednick was graduated with honors in accounting. Recipient of a full four-year scholarship, he was a member of Roosevelt's honor society and served both his junior and senior class as treasurer. Currently carrying on the family tradition at Roosevelt is Robert's sister, Diane, who will graduate from Roosevelt next June, with a degree in primary school education.

KAROW: What were some of the advantages of a Roosevelt education when you attended?

MICHI PEÑA: I liked the fact that many of the business professors were working professionals in areas like advertising. It wasn't just theory, it was a practical experience. I also enjoyed being able to do on-campus interviews. I had an opportunity to interview with Leo Burnett, General Mills and IBM. After Roosevelt, I started my career at IBM and then later went to work for the city of Chicago.

CARROLL: The teachers were so helpful; they were like friends. Tuition was \$13 a credit hour when I was in school and if you paid in full, you got 50 cents deducted from each hour. We always paid on time, but one semester I think payday at home was after tuition time. Roosevelt gave you a little yellow slip and they would come to your class if you hadn't paid the tuition. Professor Horowitz said, "Can I see you for a minute, Frances?" I can remember this, it was so touching. She had a yellow slip folded very small and when I came up to her desk, she just said, "Take care of this." I never will forget that.

KRAL: I was able to take all of my undergraduate courses in the northwest suburbs and never had to come downtown. Another important feature of Roosevelt is that the classes were all small; I don't think I ever had a class that was larger than 30 people. My daughter had to sit in assembly halls with hundreds of students.

ACOX: I always appreciated being able to work every semester I was on campus. Administrators and teachers were always referring me to different jobs so I could work while I was taking classes. One of the people I worked for was Professor Marie Kissel who helped develop Roosevelt's training and development program.



KAROW: What do you recall about student life at Roosevelt? How did you participate?

ETTLINGER: The big thing was that during the lunch hour people would talk and debate. Some of the faculty and people from outside were right wingers. You also had very liberal people and you had the middle range. But the debates weren't contentious; they were all citizens first.

ACOX: I came in the mid-'90s – the hip-hop era. I would hang out with kids of all different backgrounds and races. I was a DJ on Roosevelt's radio station and went by the name of "Huggie Bear." I'm a big fan of disco so I would play that music. I also became vice president of the Student Senate and was a student trustee. It was pretty amazing to be this young, hip-hop kind of guy and then become very active in student government. It was a great time.

CARROLL: Student life was absolutely fantastic. There were so many plays and activities that you could participate in. I was a part of the Future Teachers of America Club and I had an opportunity to organize and attend Roosevelt's first prom.

KAROW: The South Loop has gone through a lot of changes over the years. Do you recall what it was like when you were here?

CARROLL: Back in the '50s, the downtown area was booming and we had access to shopping, theater and restaurants.

GRISAFE: I lived for a while in the Herman Crown Center, which was connected to the Auditorium Building. Being a California girl, I'd never seen snow falling until I started here as a freshman. I think in January, there were many times when I stayed inside those buildings and never went out. A lot of businesses in the South Loop closed just when I came to Roosevelt and people told me it was not a very good area, but then University Center (another residence hall) opened and the area changed again. There was a huge positive transformation in the area from 2003 to 2007.

“Roosevelt is very welcoming of all groups of people and I felt very comfortable here.”

SAMI GRISAFE

2007 alumna Sami Grisafe is a professional singer and a professional football player with the Chicago Force.



Like many Roosevelt alumni, Marianne Kral received both her bachelor's and master's degrees from the University.

KAROW: Like any institution, Roosevelt has physically changed over the decades. One of the major changes was opening a campus in Schaumburg. What can you tell us about that?

KRAL: Frank Cassell was probably the driving force behind Roosevelt's expansion in the northwest suburbs. He was the head of the Arlington Heights Campus and worked hard to find a new home when we outgrew our former location. He started the Community Advisory Board and was really active with our alumni council. He would have us over to his house for meetings and dinners. Eventually they found the old Pure Oil building in Schaumburg. It took a few years to negotiate the deal and convert the building into a campus.

ACOX: I took classes at the Schaumburg Campus in the late '90s and then in the 2000s. I spent a lot of time in Schaumburg and ultimately ended up becoming an academic advisor and then working there.

KAROW: Did any of you see or meet famous people while you were at Roosevelt?

CARROLL: Yes, Harry Belafonte and Sidney Poitier. Roosevelt brought in all kinds of people to talk to the students. I became really culturally enriched because of the activities here.

MEDNICK: One day while I was waiting for the elevator to come, I felt a tap on my shoulder and I turned around and it was this tall, thin gentleman who said, "I'd like to introduce myself; I'm Edward Sparling." He was Roosevelt's president and the founder and I recognized him. He was the man who took the huge step and left Central YMCA College. He stepped aside and said, "I'd like you to meet someone," and I was standing with Eleanor Roosevelt and actually had a private meeting for about five or 10 minutes. She asked me about my classes and what I liked. She didn't pick me; he didn't pick me. I just happened to be standing at the elevator when I met Eleanor Roosevelt.

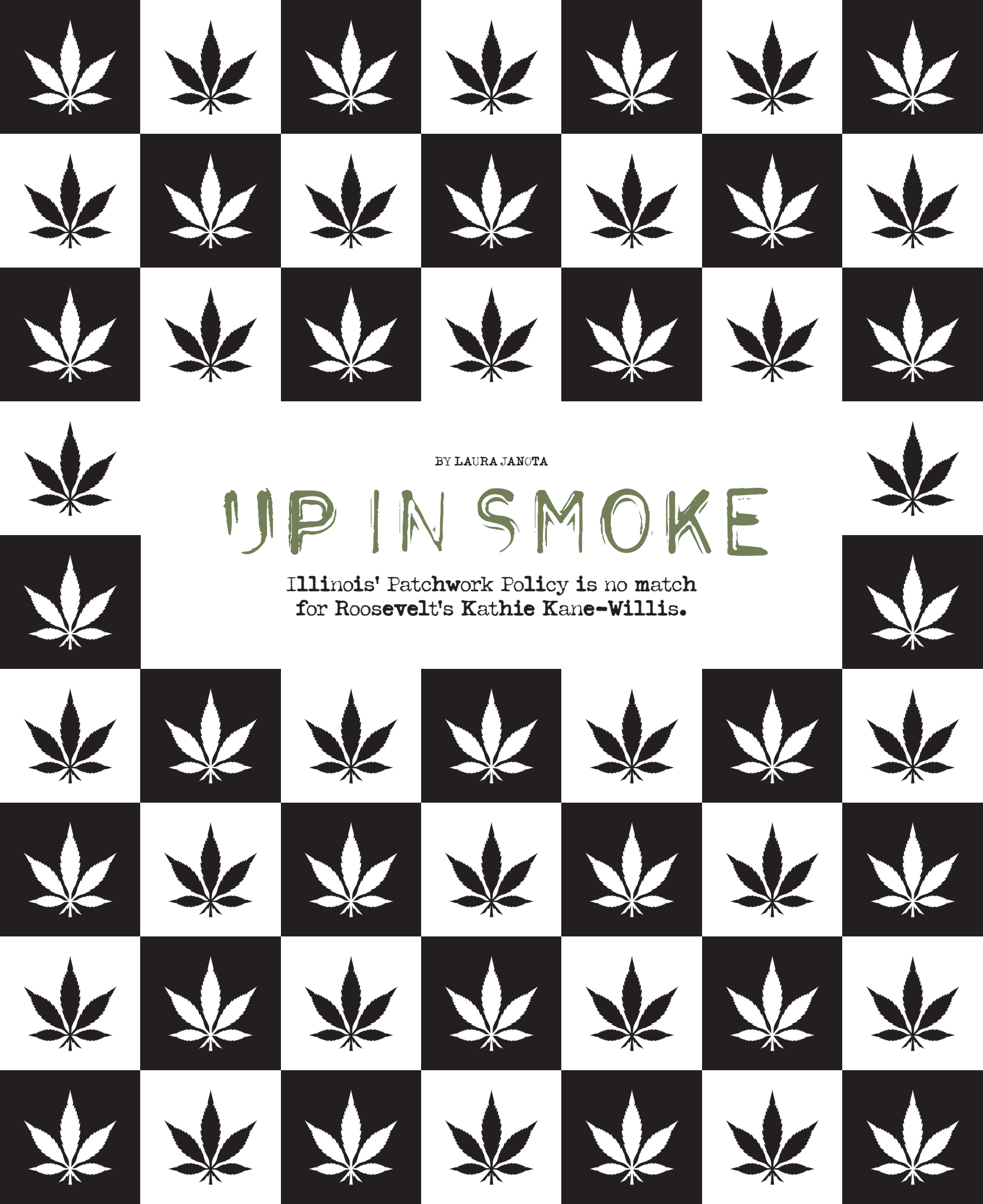
KAROW: Why have you remained involved with Roosevelt since you graduated?

ACOX: Roosevelt has become like a family to me. I enjoy visiting with former professors and deans and even today I feel I can walk these halls and still see people I know.

PEÑA: I am very proud of my Roosevelt education and enjoy staying connected. Roosevelt first asked me to be on the business alumni board. After that, I became active on the Alumni Board of Governors and later I served as president for several years. Roosevelt keeps with you from the beginning to the end.

MEDNICK: The Roosevelt student body may change, but the mission has remained consistent. We still have 75 to 80 percent of our student body who are the first members of their family to attend college. I and the other members of the Board of Trustees are delighted to see them be recognized at graduation when President Chuck Middleton asks them to stand up.

CARROLL: The founding philosophy of Roosevelt University has continued and expanded and all of us around the table today can relate to everything that's been said about it. I was in education, Bob, you were in finance and Sami, you were in performing arts. No matter which department you were in at Roosevelt, they all had the same kind of positive effect on students because the teachers and staff are committed. Roosevelt is really the greatest place. I've remained connected and involved with Roosevelt for 60 years. 📍



BY LAURA JANOTA

UP IN SMOKE

**Illinois' Patchwork Policy is no match
for Roosevelt's Kathie Kane-Willis.**

**Since the release
last spring of a study
highlighting major
inconsistencies in the
way minor marijuana
cases are handled in
Illinois, Roosevelt
University drug policy
researcher Kathie
Kane-Willis has been
on a mission.**

Talking with media, elected officials, law enforcement leaders and community groups, Kane-Willis (BA, '01; MA, '05) is spreading the word that uniform treatment for those caught with minor amounts of marijuana is lacking in Illinois. African Americans are nearly eight times more likely than Caucasians to be arrested for minor pot possession, even though the option of handing out tickets and fines has been available in places like the city of Chicago where a ticketing ordinance was put in place in 2012 in part to address the racial disparity issue.

The Roosevelt study, entitled "Patchwork Policy: An Evaluation of Arrests and Tickets for Marijuana Misdemeanors in Illinois," looks at misdemeanor marijuana possession arrests vs. tickets and fines issued for minor marijuana possession in 18 municipalities in the state.

Although the research found decreases in arrests in communities where pot-ticket laws were used, the majority of cases in the municipalities reviewed were for arrests, not tickets. Illinois ranked third in the nation in terms of racial disparity in arrests, with African Americans 7.6 times more likely than whites to be arrested on minor marijuana possession charges. Even after enactment of the pot-ticket law, arrests for minor amounts of marijuana were found to be on the rise in predominantly minority neighborhoods on Chicago's South and West sides, a finding that was not lost on the Chicago media or Chicago Mayor Rahm Emanuel.

"We should have one way and a single policy for handling minor marijuana cases, not the patchwork of different approaches that we are seeing – in one case triggering arrest and in another leading to a ticket," said Kane-Willis.

What she ultimately wants is for Illinois lawmakers to decriminalize marijuana and come up with a plan for taxing and regulating pot that could help lift the state out of its mire of debt. Now, less than five months after the study received coverage in Chicago, Illinois and national media, Emanuel has called for state lawmakers in Illinois to decriminalize possession of minor amounts of marijuana.

In response to the study's findings and Kane-Willis' recommendations, Chicago police have streamlined use of pot tickets, significantly stepping up issuance of tickets since the report was published.

Entering her 10th year as founder and head of Roosevelt's Illinois Consortium on Drug Policy, Kane-Willis recently was recognized by the Office of National Drug Control Policy and the nation's drug czar Michael Botticelli for bringing attention to the nation's drug overdose crisis. Kane-Willis in 2009 was a leader in helping persuade Illinois lawmakers to legalize Naloxone, a drug proven to save lives from heroin and other opioid overdoses. And in 2011, she helped convince legislators to give limited immunity from prosecution to so-called "good Samaritans" who call 911 to report drug overdoses.

Kane-Willis has authored multiple drug-policy studies, many with help from Roosevelt students. She also established an Overdose Awareness Day, drawing hundreds to Roosevelt's Schaumburg Campus in 2012 and 2013 in memory of overdose victims.

"I tell students who are interested in changing policy, and particularly drug policy, not to get frustrated. It took us 10 years of hard work to make many of these changes, but when opportunities for change arise, you have to be ready and willing to pounce," she said.

A leading voice on issues like the nation's heroin epidemic among suburban teens and disparate sentencing practices that put more blacks than whites behind bars for drug possession, Kane-Willis had been addicted to heroin more than two decades ago at the age of 20. In 2009, she publicly shared her story. "Coming out about her own struggle was courageous and bold," said Asha Bandele, advocacy director of the Drug Policy Alliance's Advocacy Grants Program. "She did it on behalf of people being labeled and stigmatized by their drug use, and her action spoke volumes in conveying the message that drug users are people first."

Kicking addiction with methadone treatment, Kane-Willis, at 28, wanted to finish college and took the advice of her father, Don Kane, (BA, '63), an economics major who was staff director of Chicago Mayor Richard J. Daley's Council on Economic Advising and later assistant director of the city's Economic Development Commission before starting a consulting business. "Roosevelt always has had an urban



Kathie Kane-Willis is a leading advocate for drug policy reform in Illinois and around the nation.

and progressive mission. It's a place that has made tremendous contributions to social policy and improving city life, and I'm pleased that Kathie has been able to be a part of that tradition," he said.

A Roosevelt Honors Program student, Kane-Willis did her senior thesis on African-American experiences with Jim Crow laws. James Lewis, former director of Roosevelt's Institute for Metropolitan Affairs (IMA), who today is senior program officer and director of research and evaluation for the Chicago Community Trust, was Kane-Willis's thesis advisor. Impressed by her interviewing and writing skills, he hired her as research assistant, and she later became assistant director and then associate director of the IMA.

Now Kane-Willis is facing one of her biggest challenges: How to move Illinois forward, as other states have already done or are considering, in redefining marijuana policy, which for years has been tied to the criminal justice system.

"Violence is an issue in Chicago. The police are being ordered to make arrests and talk to people carrying guns and the consequence of that is marijuana arrests," said Mick Dumke, a writer at the *Chicago Reader*, who has been reporting since 2011 on Chicago's inconsistent enforcement of marijuana laws.

Illinois Senator Mattie Hunter (D-Chicago) believes it's wrong – and detrimental – for African Americans to be singled out for arrest in cases involving minor possession of marijuana.

"The police are supposed to be writing tickets

"This study is a wake-up call for us to have discussions, hearings and legislation that address the racial disproportionalities we are seeing in our criminal justice system."

– KATHIE KANE-WILLIS

in these cases, and as the study shows, they're not doing it," said Hunter, who has been working for nearly a decade to change a criminal justice system in Illinois and even across the nation that is much more likely to arrest and put African Americans behind bars than whites for drug offenses.

"It seems it's easier for law enforcement to lock someone up than it is to give a ticket, and as a result, we've got people out there who can't get jobs, can't get into school and can't take care of their families," she said. "This study is a wake-up call for us to have discussions, hearings and legislation that can address the racial disproportionalities we are seeing in our criminal justice system, and we shouldn't put it on a shelf. It's time we take some action," she said.


Since releasing the report, Kane-Willis also has been working with community leaders in Evanston, Ill., who want reforms based on her finding that blacks are more likely than whites or Latinos to receive pot tickets.

"We're getting into the nitty-gritty on things like 'How do you give tickets?' A lot of drug policy people don't get involved with that kind of stuff, but I believe it's where you need to go if you want change to happen," Kane-Willis said.

Her work is adding to the ongoing conversation in Chicago, Illinois and around the nation on handling of recreational marijuana, with polls showing growing numbers of Americans in favor of decriminalization and/or legalization.

"In the last few years, the pace has picked up in talking about changing our drug policies," said Dumke. "Kathie has been one of the people right in the middle of that and this study is an important part of the ongoing conversation."

Kane-Willis is cautiously optimistic about change that seems to be on the horizon.

"I'm really encouraged by the changes that have happened over the last few months. Sometimes, you feel like you are banging your head against the wall – and then – all of a sudden the landscape changes. It's very heartening," she said. 

THE AUDITORIUM BUILDING

125

1889 ← YEARS → 2014

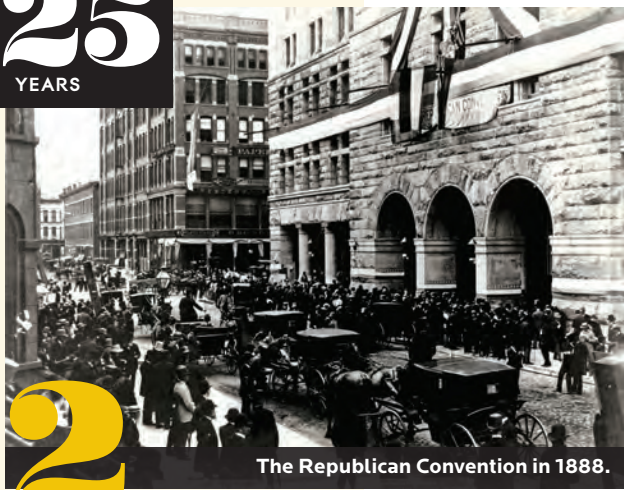


BY LYNN WEINER

The Auditorium Building – now the home of Roosevelt University and the Auditorium Theatre – is one of the great architectural treasures of the world. Designed and built by Dankmar Adler and Louis Sullivan, it provided a venue for culture that was available to all Chicagoans regardless of income. A hotel and business complex surrounding the theatre helped support the cost of the arts. After the building's revenues declined in the early 20th Century, Roosevelt purchased the Auditorium in 1946 and has been restoring it ever since. On the occasion of the 125th birthday of this iconic building, we offer the following historical tidbits.

1

The Auditorium Building was the first multi-use building in the world. It included a 400-room luxury hotel, 136-room office complex and 3,900-seat theatre. At the time of its grand opening in 1889, it was the tallest building in Chicago and the largest in the United States.



The Republican Convention in 1888.

Before it officially opened, the Auditorium Theatre hosted the **1888 Republican Convention**, which nominated Benjamin Harrison as a presidential candidate. A second political convention in 1912 nominated Theodore Roosevelt as the presidential candidate for the independent National Progressive Party. In 1920 Franklin D. Roosevelt, nominee for vice president, opened the Democratic Party's national campaign in the theatre.



The Auditorium Building contained **17 million bricks**, **50 million pieces of marble tile**, **25 miles of gas and water pipes**, and **12,000 electric lights**. It was one of the first buildings anywhere to be wired for electricity, and the theatre was the first to rely entirely on incandescent light bulbs — 3,500 of them.

5



The **Michigan Avenue lobby** originally included a pharmacy, women's restaurant with a private entrance and a corridor leading to the **oak-paneled men's bar and café**.



Legend persists that the musical diva Sarah Bernhardt, when performing in the Auditorium Theatre, kept room 720 as her private suite and **installed a coffin there in which to sleep**. Room 720 is now a history and philosophy seminar room.

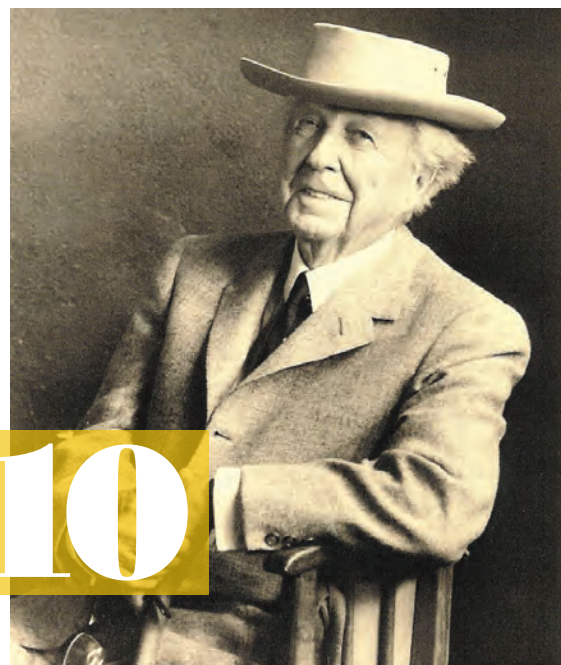


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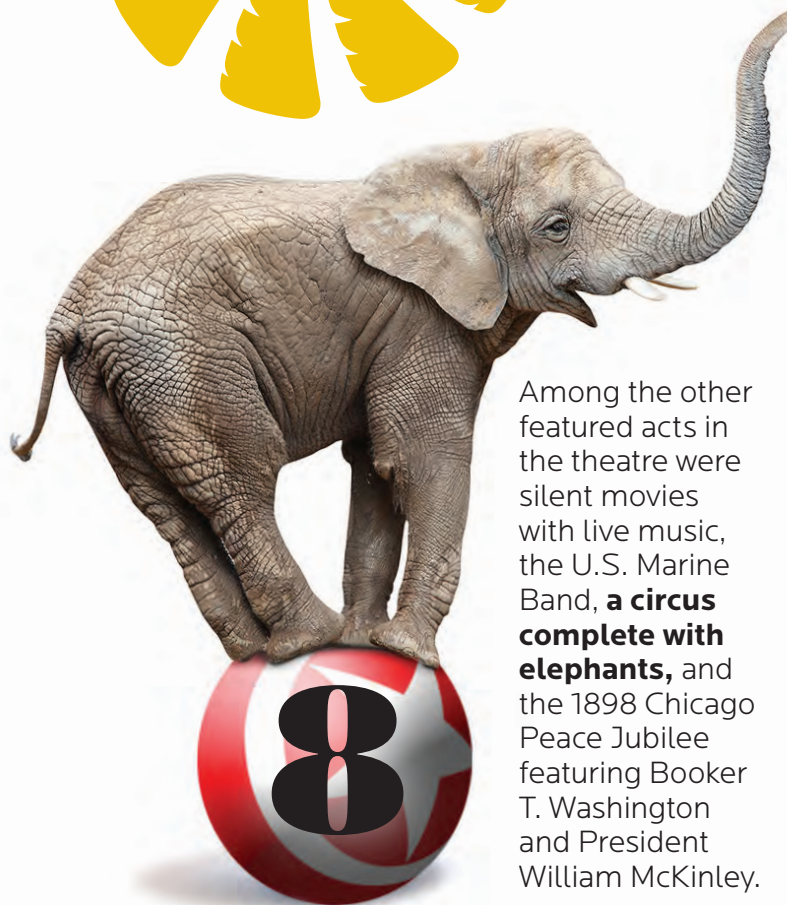
There was even a **baseball game played on the stage in 1891**, pitting the Farraguts against the LaSalles in a benefit for the Newsboys and Bootblacks Association. Indoor baseball was a brief fad in Chicago and evolved into slow-pitch outdoor softball.

Frank Lloyd Wright was an apprentice draftsman on the project. Seventy years later he returned to examine the columns he had designed in the seventh floor recital hall now known as Ganz Hall.

10



The building was the first to have **central air conditioning**, which relied on **15 tons of ice each day** sprayed by water and **dispersed with fans**.



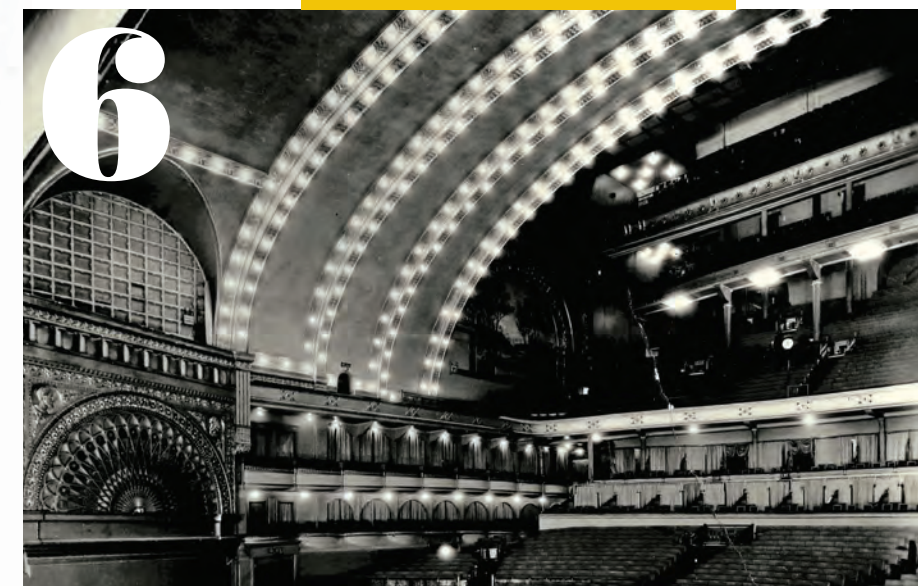
Among the other featured acts in the theatre were silent movies with live music, the U.S. Marine Band, **a circus complete with elephants**, and the 1898 Chicago Peace Jubilee featuring Booker T. Washington and President William McKinley.

12



Like many 19th Century buildings, the Auditorium featured gendered spaces – for women a separate lobby entrance, a “ladies parlor” on the second floor (now the Sullivan Room), and a theatre reception area, and for men a bar and café in the lobby and a smoking room (now the Spertus Lounge) on the second floor.

The acoustically perfect theatre initially housed the Chicago Symphony Orchestra and Chicago Civic Opera. It was called “**the greatest room for music and opera in the world, bar none**” by architect Frank Lloyd Wright.



6

11

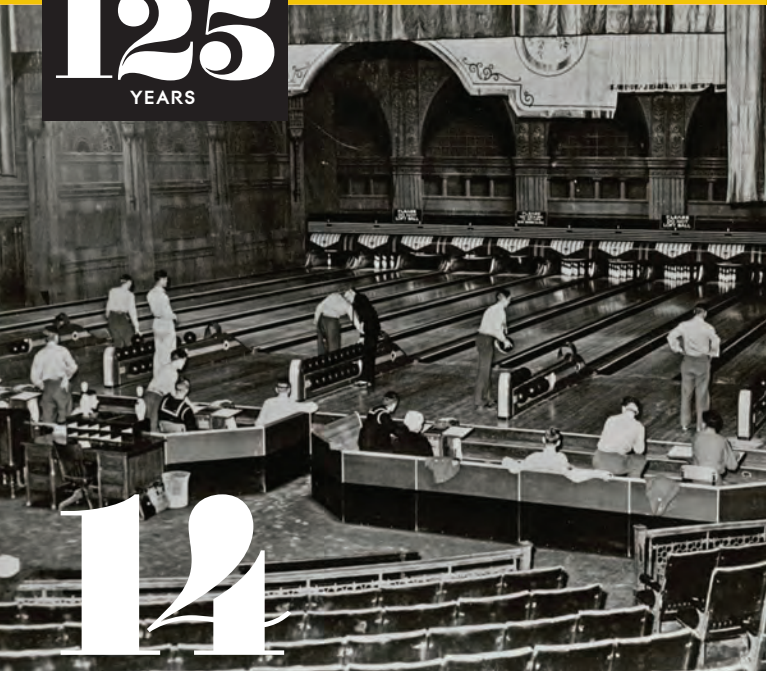
In 1921 the Chicago Opera Company's performance of *Madame Butterfly* was the **first live radio broadcast in Chicago's history**.



15

The U.S. Signal Corps occupied the **top three floors of the Tower** through World War II. The tower observatory admitted the public to gaze over Lake Michigan and the city skyline.





14

In 1942 the building was taken over by the city as a military USO Center. **A bowling alley was built on the theatre stage** and the 10th floor restaurant and 7th floor recital hall became dormitories for enlisted men and officers. There were even facilities for families of servicemen soon to be shipped overseas.



17

Attorney Abraham Teitelbaum, who owned 52 feet of the north end of the building that included parts of the smoke stack, boilers and switchboards, would not sell to Roosevelt. Teitelbaum, also a lawyer for gangster Al Capone, **constructed a chicken wire fence marking off his clients' property.**



15

The Auditorium Building fell on hard times in the early 20th Century as the hotel lost business to competitors with all “en suite” bathrooms and the Chicago Symphony and Civic Opera built their own venues. **In 1927 promoters proposed building a miniature golf course in the theatre lobby**, with the ninth hole in the orchestra pit and hotdogs and lemonade offered on the theatre stage. Despite this and other ventures, the building went bankrupt in 1941.



16

After Roosevelt College began in a building at 231 Wells Street in 1945, **rapidly rising enrollments** forced the College to look for larger quarters. It was difficult to find a seller for a racially integrated institution but they found that most of the owners of the Auditorium Building would sell.



18

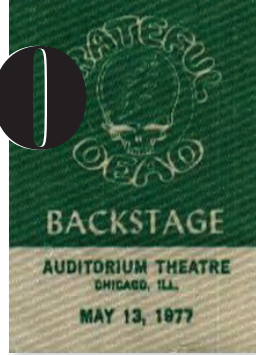
Protesting students held a “Chicken Wire” party in 1946 in the Auditorium lobby that was covered by *Life* magazine; Teitelbaum soon after agreed to sell and Roosevelt College owned the building in its entirety for a cost of \$400,000 and the settlement of back taxes.

19

The theatre was shuttered from 1946 **until its reopening in 1967**, which featured a performance of *A Midsummer Night's Dream* by the New York City Ballet. It has since been a venue for dance, theatre and music.

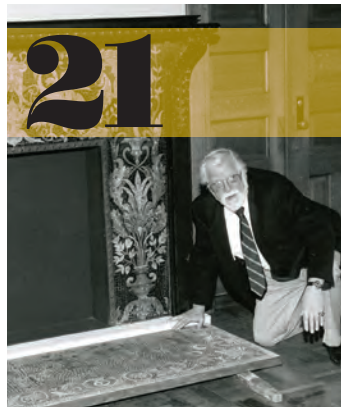


20



Through the 1970s the theatre was Chicago's premier rock venue; **the Grateful Dead played there 10 times** from 1971 through 1977.

21



After the building went bankrupt, scavengers removed light fixtures, fireplaces, stained glass and even doorknobs. Roosevelt's painters and carpenters spent decades repairing and restoring the mosaic tiles, stained glass, wood and iron work, stencils and murals throughout the building. Donors and friends of the University hunted down and restored original pieces of the building. **Alumnus Seymour Persky found a fireplace in Maine** that was originally located in the second floor ladies lounge.

22



Several movies have used the Auditorium Building as a set. *The Untouchables* (1987, starring Kevin Costner, Sean Connery and Robert DeNiro) **transformed the lobby, staircase and entrance into gangster Al Capone's Lexington Hotel.** In 2006 the entrance, lobby and 10th floor were sets for *The Lake House*, with Keanu Reeves, Sandra Bullock and Christopher Plummer. *Public Enemies* (2009) featured Johnny Depp as John Dillinger and the Auditorium Theatre lobby as the “Steuben Nightclub.”

25

The Auditorium Building was **named to the National Register of Historic Places in 1970**, designated a National Historic Landmark in 1975, and a Chicago Landmark in 1976.



HIS PRIMARY CARE

To Joshua Freeman, a family physician and Roosevelt trustee, social justice is personal and imperative. **BY TOM KAROW**

JOSHUA FREEMAN, the only medical doctor on Roosevelt University's Board of Trustees, has much in common with the University's guiding principle: He practices medicine from a social justice point of view.

"I'm interested in why so many of our policies seem to be aimed at enhancing the lives of people who already have a lot, rather than trying to make the lives of people who are just getting by a little bit better," he said.

Chair of the Department of Family Medicine at the University of Kansas Medical Center in Kansas City, Freeman writes a blog called "Medicine and Social Justice" and is currently writing a book about the health care industry tentatively titled *Working Upstream*.

"Dr. Freeman's compassion for individuals and his urgency to help the underserved of the world is legendary," said Dr. Richard J. Barohn, chair of the Department of Neurology at the Medical Center. "I think even if Josh was not a physician – if he were a car mechanic or a salesman – he would bring the same sympathy and focus to his life, and a commitment to making the world a better place."

Last year, Freeman was invited to join Roosevelt's Board of Trustees because he brings a variety of perspectives on higher education to the University. In addition to being a social justice advocate, he is a professor, medical doctor, administrator, father of a former Roosevelt student, author and major donor.

"As a board member who is an academic, but not a member of the Roosevelt faculty, I believe that I can share insights with the board on what is happening at universities elsewhere," he said. "I know a great deal about the preparation students need for professional school. In addition, I believe that my first-hand knowledge of teaching and research give me a perspective to ask questions of the academic officers of the University that most of the other non-faculty trustees can't."

Roosevelt University President Chuck Middleton will be relying on Freeman for his thoughts on how Roosevelt can further develop its offerings in the health sciences. Roosevelt already has an outstanding College of Pharmacy and thriving programs in biology and chemistry, but the University sees opportunities for more extensive academic programming. "Josh's expertise will be critical to helping the board and administration understand how to do that work at the highest level of quality," he said.

Along with managing the Department of Family Medicine, many of Freeman's ongoing efforts are focused on making the medical industry fair for everyone. "We say we have the best medical care in the world, but it's only for people with insurance and those who can access it," he said. "Uninsured people and those with limited access tend to defer care or show up in the emergency room when they're really sick, rather than receiving proper care at an earlier stage of the illness. Even though we can do incredible surgeries and have innovative procedures, we don't have a very good system of primary care or prevention."



Visit Dr. Freeman's blog, "Medicine and Social Justice" at medicinesocialjustice.blogspot.com.

Freeman believes that the Affordable Care Act, also known as Obama Care, is a step in the right direction because it expands access, but he remains concerned that it still leaves many people without medical coverage, including undocumented residents and people in states that have chosen not to expand Medicaid coverage. Depending on their income level, people in those states may not qualify for either Medicaid or reduced costs on a private insurance plan.

Freeman favors a single payer system like the program in Canada where everybody has the same insurance and pays the same for services. “This way, there wouldn’t be our insane pricing systems where no one knows the actual cost for hospitalization, doctor visits and other services.”

How social determinants, like housing, food, jobs and education, affect health care is another of his concerns. “If your fear is how am I going to pay the rent and buy food for my kids, there’s a lot of stress to your life and that’s not good for your health,” he said. “It’s not coincidental that people who live near toxic waste zones and polluted areas are usually poor and often sick.”

Social justice is personal

To Freeman, social justice also has another, very personal meaning. In 2004, just two years after being appointed professor and department chair at Kansas, he received a phone call during an early morning staff meeting informing him that his oldest son, Matthew, a sociology major in his final semester at Roosevelt University, was missing.

Freeman got on the next flight to Chicago where he discovered that Matthew’s car was gone and no one knew what happened to him. Two days later, he learned Matthew had purchased a gun and took his own life in a motel room in North Carolina. “I’m sure it was the first time he ever held a gun,” said his father, still shaken.

Matthew grew up in Evanston, Ill., and chose Roosevelt after attending another college because the University stood for all the things that he believed in. Smart and committed to equal opportunities like his father, he was actively involved in public housing and transportation issues in Chicago. Shortly after Matthew’s death, friends and family gathered with Roosevelt students, faculty members and administrators at a special graduation ceremony during which his parents accepted his degree with honors from Roosevelt.

“Medically speaking, suicide is the terminal event of a disease called depression,” Freeman said. “Not everybody dies from it, but everyone who commits suicide has it, including Matthew who first had episodes of depression in high school.”

To honor Matthew’s memory, Josh Freeman and Matthew’s mother, Dr. Catherine Kallal, endowed the annual Matthew Freeman Lecture and Social Justice Award Ceremony at the University’s Mansfield Institute for Social Justice and Transformation. Held every spring for the past 10 years, the lecture and award presentation are highlights of the academic year as nationally known speakers are invited to talk about their social justice related efforts and outstanding Roosevelt students are recognized for their service.



ROOSEVELT’S ANNUAL Matthew Freeman Lecture and Social Justice Award are named in honor of the late student Matthew Freeman, above. A past recipient of the award is recognized by President Chuck Middleton.

After initially being reluctant to talk about suicide, Freeman now encourages depressed students at Kansas to talk with him. A few years ago after one of his medical students committed suicide, he was the only person the student’s mother was willing to talk with because she knew he had been through it.

As head of the Department of Family Medicine at Kansas, Freeman is particularly proud of the fact that the medical school is one of the top producers of family medicine residents in the country, with as many as 40 students a year entering that field. Community-oriented, it offers students like Whitney Clearwater opportunities to gain practical experiences at local organizations. A third year medical student specializing in family medicine, Clearwater works in a free clinic where she diagnoses and treats high school students and provides medical aid to patients who might not otherwise receive it.

“Family doctors manage the multiple kinds of diseases that you might have, take care of you when you’re sick or hurt and provide comprehensive preventive care through screenings, immunizations and education,” Freeman said. “And, they do something that most doctors in other specialties wouldn’t think of doing. They ask about problems that aren’t even on the table like being safe at home.”

Much of the success of the Department of Family Medicine can be attributed to Freeman, according to his colleague at the University of Kansas Medical Center, Dr. Allen Greiner. “He has helped us grow and maintain a national reputation as a top medical school while building an extensive set of internal programs addressing health and social justice,” he said. “A passion for change and improvement through advocacy is what Dr. Freeman is all about.”

giving back

COMMUNITY ENGAGEMENT IS A HALLMARK OF A ROOSEVELT EDUCATION.

During their time here, students might do restorative justice work in the Chicago Public Schools, or reforestation work in Tanzania, or investigative work into Chicago’s gun violence, or they might take advantage of dozens of other opportunities.

And, as you’ll see in the piece that follows, community engagement and nonprofit leadership are also hallmarks of graduates of the College of Arts and Sciences. We’re proud that our alumni use their skills in writing, finance, community organizing, data analysis and more to live out

the University’s core values in their lives beyond Roosevelt. Whether they’re championing a cause or providing a road map to turn an inspired idea into a practical reality, Roosevelt graduates are engaging in the “action toward social justice” that lies at the heart of our University’s mission.

Eleanor Roosevelt once noted that those who work for social change need “imagination and integrity, courage and a high heart.” The alumni profiled in the piece that follows have all of those qualities and more, and I’m proud we’re highlighting their transformative work in this issue of *Roosevelt Review*.

BONNIE GUNZENHAUSER
DEAN, COLLEGE OF ARTS AND SCIENCES

Roosevelt University's social justice mission is being put into action by results-oriented graduates who are leading nonprofit organizations in Chicago and around the world.

BY LAURA JANOTA

Some alumni, like **Mark Rodriguez** (BA, '00), are directing established organizations such as Changing Worlds, an educational arts organization.

"I had an idea for bringing arts, literacy and culture into schools, but I didn't have the skills or experience to run an organization," said photographer Kay Berkson, who hired Rodriguez as the nonprofit's first executive director in 2003.

"Mark had the passion and know-how to take my idea and run with it," said Berkson, who has watched the organization's budget grow from \$50,000 to \$1 million and its programming expand from a single location to 50 Chicago-area schools. "Thanks to his leadership, Changing Worlds has blossomed into something bigger than I could have imagined," she said.

"The nonprofit industry attracts people from all walks of life," said Joanne Howard, a Roosevelt lecturer in public administration who teaches nonprofit management courses. "Many have good jobs in the private sector and simply want to give back expertise, while others are motivated by altruism, religion or personal experiences," she said. "But all have the same aim, which is to help people."

TRAINING FOR A CAREER IN SERVICE

Nationwide, nearly 11 million Americans are devoted to nonprofit causes and pursuits, according to a comprehensive study of not-for-profits by the Johns Hopkins Nonprofit Economic Data Project. Those employees make up about 10 percent of the nation's workforce.

Roosevelt University has long been a leader in training students for senior level positions in nonprofit organizations. The Master's of Public Administration program has trained hundreds of students for careers in service and other academic programs actively promote activism and ways to make positive change for people and communities.

Roosevelt graduate **Robert Petitti** (BS, '80; MPA, '13), might still be in the private sector if not for his Roosevelt education.

"He's a bright guy who had the desire to reinvent himself," said Anna Marie Schuh, director of the graduate program in public administration that Petitti joined in 2011 after losing a six-figure job as a lab-instrument salesman. "Robert started with a positive outlook, which is essential for nonprofit work, and he gained a lot of empathy for people as he went through our program."

Petitti is currently executive director of Koinonia Foundation, a social service agency that feeds and clothes 400 people each month who are down on their luck in one of the nation's wealthiest places, Fairfax County, Va.



"I came to understand the different voices that not-for-profits need to use in order to reach their audiences."

MARK RODRIGUEZ (BA, '00)
CHANGING WORLDS



Children in Chicago are being engaged every day in arts, literacy and culture thanks to Changing Worlds programs and the work of Roosevelt alumnus Mark Rodriguez.

"My professors taught me that helping others has real value that adds stability to communities and furthers society as a whole."

SHAWN WEST (BA, '98)
WILL-GRUNDY MEDICAL CLINIC

MAJORITY ENTER HEALTH CARE

Approximately 13 percent of nonprofit workers are in social services, according to the Johns Hopkins study, "Holding the Fort: Nonprofit Employment during a Decade of Turmoil." Another 15 percent are involved in education and education-related causes, while the majority, including Roosevelt graduate **Shawn West** (BA, '98), are making a difference in the health care arena.

"She's one of the brightest students I ever had and I knew she could become someone who could change the world," said Heather Dalmage, a Roosevelt sociology professor and director of the Mansfield Institute for Social Justice and Transformation.

A native of Chicago's Englewood neighborhood, West grew up poor, facing family health care crises that led to the premature deaths of her mother and brother. As executive director of the Will-Grundy Medical Clinic in Joliet, Ill., she and the clinic provide health care services and education to help the working poor stay healthy.

The Will-Grundy Medical Clinic is one of the sites where Roosevelt's College of Pharmacy students can take their interprofessional training. "I had never volunteered for a not-for-profit before, so for me to see the dedication and time that goes into running that kind of organization was amazing," said Meredith Immler, a third-year College of Pharmacy student. "Ms. West has a lot of dedication and passion for what she does and it made the experience more unique than spending time in a doctor's office."

GLOBAL OPPORTUNITIES POSSIBLE

Roosevelt graduates are not only making a difference at not-for-profits close to home. Some, like **Renate Schneider** (MA, '00), are improving lives and communities in other parts of the world.

"We are committed to giving students international experiences that frequently include opportunities for civic engagement and transformational learning," said Chris Chulos, associate dean of the College of Arts and Sciences, which recently expanded course offerings with an international travel component. "We want them to be ready to go out into the world and become change agents," he said.

Founder and president of a non-governmental organization (NGO) called the Haitian Connection, Schneider has been helping others in Haiti since 2003 when she went there as a Catholic missionary, becoming one of the only foreigners to remain in the country after a coup d'etat that forced President Jean-Bertrand Aristide from Haiti.

The Roosevelt graduate, who speaks five languages fluently, helped start a college in northern Haiti where she is vice rectrice, the University of Nouvelle Grand'Anse, which graduated its first class of 86 last summer. After the earthquake, she also put Haitians to work building houses for needy women and their children.

PHOTO COURTESY OF THE (JOLIET) HERALD-NEWS/SHAWN MEDIA



The Michael Matters Foundation held its second annual fundraising walk in May.

REMEMBERING WHAT MATTERS

Alumni like TJ Saye (IMC, '97) are crusaders for causes they created.

"I remember TJ coming to me after my husband's funeral in 2012 and saying, 'Let's start something in his memory,'" said Illinois Appellate Court Judge Mary Schostok, who is immediate past president of the Illinois Judges Association. Her late husband, Michael, a prominent Chicago lawyer and former president of the Illinois Trial Lawyers Association, had just died at 51 years of age from an inoperable brain tumor known as a glioblastoma.

"All of us wanted to keep his memory alive, but TJ is the one who had the vision for Michael Matters," said Schostok of the not-for-profit started by Saye, who is also chief operating officer of the Chicago law firm where Michael Schostok was a partner.

Michael Matters has raised nearly \$80,000 and is currently working with NorthShore Kellogg Cancer Center, where Schostok was treated, to provide emergency grants, frequently in the last days of life, to those with glioblastomas and limited means.

"TJ had a clear vision from the start for where he wanted the foundation to go," said Schostok. "He perceived that Michael wanted to help those he met at the hospital who couldn't afford the kind of care that we could, and I will always be grateful to TJ for making my husband's wishes become a reality."



"I can't tell you how important the education I received at Roosevelt has been." **TJ SAYE** (IMC, '97)



A check is made to the NorthShore University HealthSystem's cancer center from the Michael Matters Foundation, started by Roosevelt alum TJ Saye, third from left.

ROOSEVELT DEVELOPS LEADERS

Roosevelt graduates leading nonprofits share more than a commitment to service. They also possess leadership abilities their Roosevelt education helped them develop.

"At Roosevelt, I gained perspective on things like fundraising and grantwriting and also came to understand the different voices that not-for-profits need to use in order to reach their audiences," said Rodriguez of Changing Worlds, who received a certificate in Nonprofit Management from the University in 1998 and a bachelor's in Communications in 2000. He is currently working on a Master's in Business Administration at Roosevelt.

"I can't tell you how important the education I received at Roosevelt has been," said Saye, who has used skills he learned in the Master of Integrated Marketing Communication program to run both his law firm and Michael Matters. "My Roosevelt experience has been an incredible blessing and I don't think I'd be where I'm at today without it."

Petitti said his Master's in Public Administration degree opened him to a new way of thinking that has been essential in his work at the Koinonia Foundation. "When I used to sell a million-dollar lab instrument to someone, all I would think about was the money I'd be making," he said. "Roosevelt helped me see the importance of serving others, to the point where I find myself asking every day, 'Have you helped enough people?' It's humbling."

"Roosevelt helped me find my way as a nonprofit professional," added West, a Bachelor's of Psychology graduate who wanted to go to medical school, before switching to nonprofit leadership at the Will-Grundy Clinic and

"Roosevelt helped me see the importance of serving others, to the point where I find myself asking every day, 'Have you helped enough people?'" **ROBERT PETITTI** (BS, '80; MPA, '13)

other organizations due to family issues. "Not only did my professors encourage me to give back, they taught me that helping others has real value that adds stability to communities and furthers society as a whole."

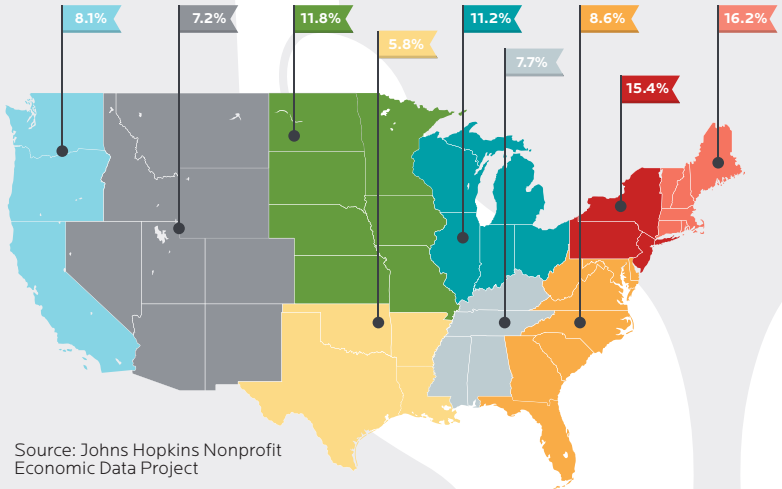
Schneider, who works in Haiti, also studied psychology as a graduate international student. "Roosevelt always was a welcoming place for global learners," said Schneider, who came from Germany to attend Roosevelt. "I gained an understanding for who I am and my professors prepared me to stand on my own feet, enabling me to wear many hats and to take on leadership roles that I probably wouldn't have had in the United States or Germany."

With an estimated 1.5 million not-for-profit organizations and an industry that is growing by about 2 percent annually, according to the Johns Hopkins study, the sky is the limit on where Roosevelt graduates can go in the not-for-profit sector.

Roosevelt's Howard said that one-third of people leading nonprofits are Baby Boomers. "As they retire and as governments continue to pull back from providing human services, our young students will have multiple opportunities in the nonprofit sector," she said.

NONPROFITS AT-A-GLANCE

Nonprofit employment as a share of private employment, by region:



10.7 million Americans are devoted to nonprofit causes and pursuits

Those employees make up about **10% of the nation's workforce.**



3 service fields account for 84% of nonprofit jobs.



Behind the Scenes

with Colleen Kelly

{ HOST OF AMERICAN
PUBLIC TELEVISION'S
POPULAR TV SHOW,
FAMILY TRAVEL
WITH COLLEEN KELLY }



BY COURTNEY FLYNN

Before Colleen Kelly (MS, '98) was married, she explored the United States from coast to coast and traveled throughout Europe from Ireland to Malta.

And even after she was married and had a family, she continued to travel so she could share her passion for adventure with her husband and two young daughters. But she soon discovered that traveling with her children, although great fun, could also be challenging because the interests of the kids and parents were often different.

Kelly, a professional television producer in Chicago, and her friend Tricia Fusilero saw an opportunity: Why not help families who want to travel by creating a television program specifically for them? That idea led to the development of *Family Travel with Colleen Kelly*, a program that now can be seen on nearly 90 percent of the 360 public television channels across the country.

"I'm obsessed with traveling and I knew this could be successful," said Kelly, who used the lessons she learned while earning a master's degree in integrated marketing communications from Roosevelt in 1998 to help her market and promote the idea to potential television carriers.

After talking with networks that wanted more of a reality-type family travel show, Kelly and Fusilero, who would become Kelly's business partner and executive producer, decided public television would be a better fit for their vision. They pitched the show to executives at WTTW-11, Chicago's public television affiliate, who ended up presenting it to American Public Television, the series' eventual distributor.

Family Travel with Colleen Kelly began airing its first 13 episodes in the fall of 2013 and is in the process of filming its second season, which is scheduled to air in March 2015. The show also was picked up by American Public Television Worldwide and is scheduled to start airing internationally by summer 2015 or sooner.

"She's so determined, she's so smart and if she sees an opportunity, she makes it her own," said Dana Hughes, a longtime Harpo Productions producer who now works as a producer for Kelly's show. "How many times do you think of an idea but it just stays an idea? Colleen gets an idea and she runs with it."

What makes the series unique is that instead of visiting well-known tourist hot spots like Orlando, Kelly and her team strive to feature, and make accessible, places that don't automatically stand out as family-friendly. For example, she has filmed episodes about New Orleans, Los Angeles and even Holland, Mich. Internationally, the show has highlighted destinations such as Montreal and Ireland.

Although she often travels with her husband and daughters who appear on the show, Kelly focuses on what each destination has to offer all types of families. She said that in addition to highlighting popular tourist spots, she seeks out educational outings, such as a trip to a children's museum as well as inexpensive or free activities like watching talented street performers.

“I just turned to Colleen and said, ‘Wouldn’t it be amazing to do a travel show?’”

TRICIA FUSILERO, EXECUTIVE PRODUCER OF FAMILY TRAVEL WITH COLLEEN KELLY

Most of the featured destinations are chosen by Kelly and her team while others are a result of cities having invited the show to film their locations. Given time constraints, places are not typically scouted ahead of time. Instead, Fusilero researches each destination and communicates with experts in that city as well as with mom bloggers in the area. Fusilero then creates a detailed schedule, outlining each spot the crew will visit while filming at a particular location.

The show’s first season was funded by Travel Film Productions, a company Kelly and Fusilero created, a private sponsor and City Pass, which bundles prepaid admission to top attractions in various cities. This summer, Kelly was seeking a travel-related underwriter, such as an airline, to help finance the show’s second season, which will feature Wales, Switzerland, Palm Beach, Fla. and other locations.

The series seems to resonate well with viewers largely due to Kelly’s personality, said her friends and colleagues. Kelly’s positive energy, warm smile and zest for travel practically jump out at you from the television screen. She’s also relatable because she’s like many other mothers trying to balance work and their children’s school and family time.

“She’s credible because she’s a mom herself, she’s attractive, she’s great on camera and she’s funny,” said Rob Morhaim, of *You and Me This Morning* on WCIU-TV in Chicago for which Kelly has done travel segments. “You put all that together and it’s a pretty successful recipe for a television show.”

AN IDEA BORN ON AN AIRPLANE

Surprisingly, Kelly admits she knew next to nothing about the broadcast business 10 years ago. Still, at that time she believed Chicago was in need of an entertainment show that highlighted the city’s fantastic dining, visiting celebrities and fancy events. She thought of it as *Access Hollywood*, Chicago style.

So she and her sister, both mothers with young children then, found a business partner with production knowledge and the three of them developed from scratch what evolved into the Emmy-winning NBC-5 Chicago show now called *24/7 City Secrets*. To get the series off the ground, the women created a pilot episode and established a web site. They then pitched their idea to local NBC executives, who loved it, Kelly said. Within three weeks, the group had to find an office and develop future shows.

“Even though I didn’t have a television background, I always wanted to do television and I just thought the only way to get into TV was to create your own reality,” Kelly said. “We were three moms from the suburbs chasing around celebrities and people thought we were nuts. We didn’t know if it was going to work out, but we took the chance.”

Watch Season 1 episodes, read Colleen’s travel tips and learn more at familytravelck.com

Season 1: Destinations near and far

 NEW ORLEANS	 SAN ANTONIO	 MONTEREY, CA
 BALTIMORE	 LOS ANGELES	 IRELAND
 CHICAGO	 MONTREAL	 CARNIVAL CRUISE
 CAMP BROSIOUS	 WYOMING	 HOLLAND, MI

As part of the 24/7 show, Kelly and Fusilero traveled to Italy in 2008 to highlight Chicago’s bid for the 2016 Olympics and showcase the city’s relationship with its Sister City, Milan. On the plane ride home, they started discussing the possibility of creating their own travel show.

“I just turned to Colleen and said, ‘Wouldn’t it be amazing to do a travel show?’” said Fusilero, executive producer of *Family Travel with Colleen Kelly*. “We brainstormed like crazy and kept coming back to this idea and the concept of family travel. There had never been a show about family travel the way we wanted to do it.”

Kelly’s sister, Emmy-award winning television host Catie Keogh, agreed to handle the 24/7 show so Kelly and Fusilero could explore the family travel idea, Fusilero said. Keogh’s show continues to air on NBC in Chicago after *Saturday Night Live* at 12:30 a.m. And while it took more than three years to develop the family travel show, Kelly said it has been one of the best things she’s ever done.



Some of the locations the *Family Travel with Colleen Kelly* show has visited are (clockwise from top left): a farmer’s market in San Antonio; a homestead; Milan, Italy; Pirate Adventure Park in Westport, Ireland; SeaWorld in San Antonio and Grand Turk on the Turks and Caicos Islands.



The *Family Travel with Colleen Kelly* crew hams it up at Ashford Castle in County Mayo, Ireland. Kelly's program is expected to start airing internationally this summer.

SUPPORTING FEMALE ENTREPRENEURS

Kelly said she's proud to be an entrepreneur and surround herself with many women and mothers. Travel Film Productions is a women-owned company certified by the Women's Business Enterprise National Council. It employs eight people on a full-time basis, including seven women. The business, which produces other shows in addition to Kelly's travel show, also works with many independent contractors to help keep things running smoothly.

"When we first started out, the only two guys on the crew were me and the sound guy – otherwise it was all women," said Jordan Campagna, one of the company's independent contractors and the director of photography for *Family Travel with Colleen Kelly*. "This is a male-driven business from crews to producers and Colleen shows that women can do this as well as men."

A native of Chicago, Kelly moved with her family to Phoenix, Ariz., when she was 3. They returned to Chicago when she was 10 and then moved to Houston when she was 15. She went on to attend the University of Texas at Austin, receiving a bachelor's degree in journalism.

After college, Kelly moved back to Chicago for a job as a district manager at Heineken USA where she was the first woman

in the country to be hired in management at the company. It was while she was working there that she decided to pursue a master's degree at Roosevelt to advance her career.

"You just can never give up when you believe in something."

COLLEEN KELLY

In addition to her travel show, Kelly, a resident of Chicago's northwest suburbs, is a family travel ambassador and featured speaker through the Illinois Office of Tourism. She also has been a national speaker for the Travel & Adventure Show, the largest travel convention in the country as well as several other travel and marketing organizations. She is regularly featured as a travel expert on WGN-TV and WCIU-TV in Chicago.

"It's been a long road and often a hard road, but you can't ever give up. You just can never give up when you believe in something," Kelly said. "If you just keep working really hard and believe in what you're doing, you can achieve anything. Roosevelt gave me that foundation to persevere." 📺

➡ Find out more about *Family Travel with Colleen Kelly* at familytravelck.com.

The Charms of Holland

➡ COLLEEN KELLY UNCOVERS A UNIQUE FAMILY-FRIENDLY DESTINATION IN SOUTHWEST MICHIGAN

WHAT'S THE FIRST THING that comes to mind when picturing Holland, Mich.? A serene spot for a couples weekend getaway? The perfect location for a group of retired friends to soak up some sun on the beach? A place that celebrates tulips and the Dutch culture?

Holland may be all of those things, but Colleen Kelly also wanted to put the southwest Michigan town on the map for being a child- and family-friendly vacation spot that's only about a two-hour drive from Chicago.

"At first I thought it was more of a place for couples or for older people," said Kelly, a Roosevelt alumna. "But once I went there, I found it to be great for families. That was a real surprise for me. There's a lot to do there."

So in the first season of her public television program, *Family Travel with Colleen Kelly*, Kelly showcased Holland and all it had to offer – from windmills and candy shops to paddle boarding and fishing.

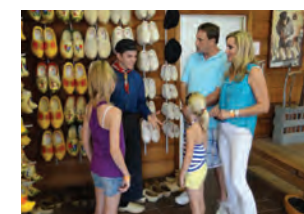
The first stop Kelly highlighted on the show was Nelis' Dutch Village, a theme park designed to celebrate the history and culture of the Netherlands. There, Kelly, her husband and their two daughters were able to view a cheese-making demonstration, walk a goat and watch wooden shoes known as Klompen being carved.

"I had never heard of Holland, Mich. Who knew?" said Lori Strong, a public television viewer from Austin, Texas. "Now my daughter wants to get wooden shoes. The show goes to places a lot of people haven't been to."

While in Holland, Kelly also visited Windmill Island, a location at the edge of town that features a 250-year-old Dutch windmill brought over from the Netherlands in 1964. Visitors can tour inside the windmill, learn how the wind powers each of its 600-pound blades and see where wheat is ground into flour.

A trip to Holland wouldn't be complete without a visit to one of its beaches. Kelly's family packed a picnic lunch filled with easy-to-grab items like pita pocket sandwiches and fruit skewers. They also played a game of sand tag that Kelly found on Pinterest. In addition, Kelly's family spent some time fishing off of a boardwalk.

Kelly's crew also met up with a family of five learning to paddle board on Lake Macatawa. A guide showed the proper way to hold the paddle with the curved part away from the body and how to start out on your knees before standing.



Michigan is a major producer of apples so Kelly set out to find local shops and restaurants in Holland that used apples in their food. Her girls helped make doughnuts using apple cider at a local shop called Crane's In The City. They also checked out the Holland Peanut Store, which is known for homemade peanuts and candy. Filled with large bins of fresh roasted nuts and jars of sweet treats, the shop has been in business for more than 100 years and run by five generations of the Fabiano family.

The episode ended with a glimpse into the town's street performers and artists that included hula hoopers, jugglers and caricature sketchers.

"We like to go to tourist places and hidden gems and unusual places on the show," Kelly said. "Holland was great because there is so much to do. It might be small, but it has great restaurants for the parents and it's also good for the grandparents because it's easy to get around."



BY ELIZABETH MEADOWS, ASSOCIATE PROFESSOR OF ELEMENTARY EDUCATION

“What Would Dewey Say Today?”

AS A FORMER CLASSROOM TEACHER in New Mexico and as a partner to Chicago Public School teachers engaging students in challenging curricula and teaching methods, I participated in a wide range of excellent educational efforts. But after several years in public education, I became distressed by both the disparities of resources among schools and societal prejudices toward some children whom I knew to be very capable of learning. I was frustrated and needed to learn new concepts while continuing to work with other committed educators. My solution was to enroll in the PhD in education program at the University of Chicago where I could explore innovative methods designed to support and enhance excellent and equitable educational practices for children and teachers.

During my studies at the U. of C., I encountered the educational philosopher John Dewey whose ideas and insights presented me with a new way to look at education and so much more. As an alumna of St. John’s College in Santa Fe, N.M., where “great books” and ideas are studied, analyzed and discussed in depth, I believe in the power of ideas. My immersion into Dewey’s ideas dovetailed with that philosophy and helped me see the real effectiveness of connecting ideas to action. I found Dewey’s ideas exhilarating because he delved into how people can and should work together to solve complex problems like those in education.

I decided to write my dissertation on Dewey and have since written several other papers on his pragmatic ideas about making things better. After earning my doctoral degree, I joined Roosevelt University’s elementary teacher preparation program. This is my dream job because at Roosevelt education is considered and practiced as a major tool for social justice and for supporting people in achieving their life dreams individually and collectively. This is an approach that Dewey surely would have endorsed.

I want to share with you who John Dewey was, what some of his main contributions were, and some ways in which his ideas are still relevant today. In particular, I want to share my excitement about how his ideas can still empower us to work together to make our world a better place.



ELIZABETH MEADOWS has taught in the Elementary Education teacher preparation program at Roosevelt University since 2002. She also teaches freshmen and sophomores in general education courses. She earned her doctorate in Curriculum and Instruction from the University of Chicago with a focus on John Dewey, aesthetics and education. Her current research interests include the intersections of listening, democracy, education and Dewey’s writings and ideas. You can contact Elizabeth Meadows at emeadows@roosevelt.edu.

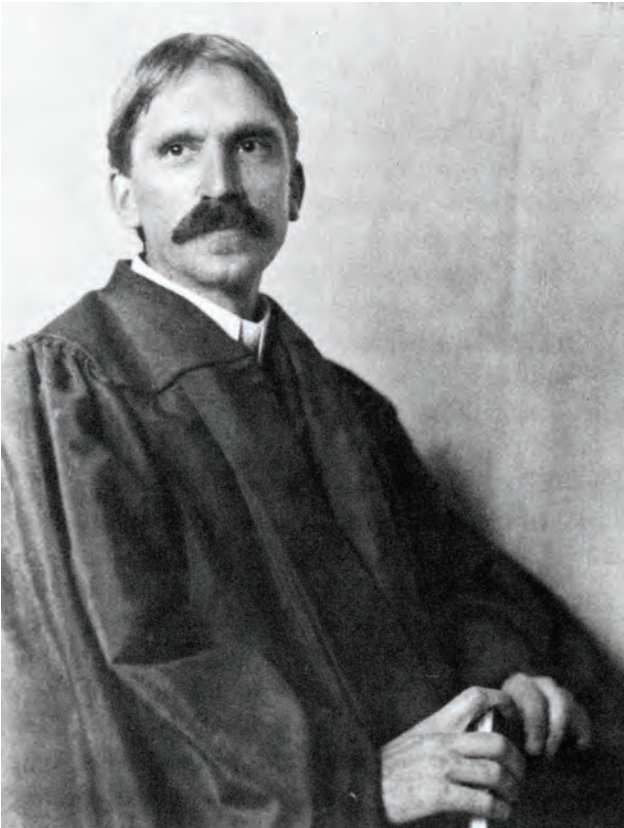
Founder of the U. of C. Laboratory Schools

John Dewey (1859-1952) is known as a preeminent U.S. philosopher who wrote about many topics with an emphasis on education. Dewey founded the Laboratory Schools for children at the University of Chicago as part of his pragmatic approach. He wanted educators to both apply educational ideas to practice and to develop new educational ideas by reflecting upon the practical processes of teaching and learning. For Dewey, philosophy (or theory) was not distinct from practice. This was one of many dichotomies that he debunked. Highlighting the power of ideas for actively improving our world was one of Dewey’s contributions to the reconstruction of the field of philosophy. After leaving the University of Chicago, he was appointed chair in philosophy at Columbia University in New York. He wrote prolifically throughout his long life and his thinking and writings contributed greatly to the field of philosophy.

He explained that many of us often operate under a false separation of ideas and action which can weaken the power of putting ideas into action. Dewey argued that the value of ideas is measured by the problems they help people solve. In one main area of his writing, he proposed that education could and should be a force that helps learners develop their intellects so they can constantly critique the status quo and work with others to make the world a better place. “Progressive education” is the term that he and others used for this powerful idea.

Dewey’s sense of hopefulness is relevant and useful to all of us today. Although some criticize him for being utopian, I and many others applaud his hopefulness. It is based on reality and is a necessary disposition for people to have in order to solve problems and co-create a world that works well for everyone. Dewey’s hopefulness is based upon his observations about humanity that are stunning in their boldness and truth. For Dewey, every person everywhere matters. One main reason for this is that each person has talents that when identified and developed can contribute to the person’s own well-being and to the well-being of others whom she or he influences. For Dewey, all of our efforts impact others’ lives all of the time, but mostly, we are unaware of our interconnectedness and of our interdependence.

Dewey also states that everyone matters because all of us have ample intellectual powers that can be continuously developed. This gives us realistic hope that we can solve paramount problems, such as providing excellent education for all, and eradicating poverty, prejudice and injurious conflict, to name a few. When we have an educational system that acknowledges and helps each individual develop her



John Dewey, an American philosopher, psychologist and educational reformer, is one of the primary figures associated with the philosophy of pragmatism.

or his capabilities and when we associate with one another freely and cooperatively in democratic ways, we can solve problems well. What is needed is a much more widespread belief in every individual’s potential and capacities, which requires efforts to reduce prejudice and discrimination. By doing this, everyone’s talents can be recognized. First-rate educational efforts are pivotal because they assist individuals in identifying their talents and developing them to their fullest. Dewey acknowledges that sometimes some of us need more resources than others in order to thrive and develop our abilities and intellects. One possible reason is that some of us have not had the necessary prior support. In these cases, just as a family gives more care and resources to a family member who is sick, society needs to give more to those in need. Furthermore, we need to reduce the negative societal influences and neglect that cause people to be in need.

Dewey believed that every child has the ability to learn complex subjects and I was able to see that philosophy in action when I analyzed the mathematical abilities of kindergarteners in the Chicago Public School (CPS) system. As an editor of the Everyday Mathematics (EM) curriculum, I interviewed (with the help of a Spanish translator when needed) hundreds of children. In these interviews, the children demonstrated strong understanding of math and problem-solving capabilities. Our effort at EM was to prove that a challenging and enriched mathematics curriculum could be used successfully

in urban schools. We felt the need to show this in order to answer questions we encountered when trying to implement the curriculum in some city school districts. Many believed that only students in suburban schools could succeed with (and benefit from) such a challenging curriculum. Today, the Everyday Mathematics curriculum is widely used in CPS and in other urban and suburban school districts. Our experience with these hundreds of five-year-olds helped us persuade others. This is something that Dewey would support and is just one example of how to identify and develop the robust intellects that all children possess.

Dewey wrote extensively about democracy (with a small “d,” and no particular political party). Democracy for Dewey involved having people associate with one another in familiar groups, such as families and religious organizations, and with members of groups they don’t know well. He wrote that an important measure of the worth of a society includes the quality of communication and conjoint action between groups of people with different aims and interests. The more people take the actions of others into consideration and how their actions influence others, the better a society can become. Likewise, people need to learn how we are all interdependent on one another. Everyone in a democracy needs to listen to, work to understand and interact with individuals from as many different groups of people as possible.

Dewey was a public intellectual who voiced his opinions and took actions on current events to effect positive change. He promoted informed, organized and individual actions that improve society. He supported the idealistic and practical approach of teachers’ unions whose members worked in a spirit of justice for those who had suffered wrongs or who were in danger of being wronged, including both children and teachers. In just one of many examples from around the world, I believe he would have backed recent actions of the Chicago Teachers’ Union as it seeks to improve learning conditions for students and teachers and to further excellent education for all students. Dewey supported unions whose members worked to preserve the educational foci of schools when forces outside of education sought to use schools for their own benefit. The Chicago Teachers Union has stood up to the growing movement to privatize and fund education by corporations which could result in only a few children and youth receiving the best education. Dewey advocated for educational excellence for one’s own and “other people’s children.” Likewise, people all over the globe continue to stand up for and work towards improved life conditions and Dewey would support them.

Too often, youth
are seen as empty
and in need of
being filled with
knowledge or
as trouble makers —
as problems to be
solved rather than
as problem-solvers.

– ELIZABETH MEADOWS

An Advocate of Relevance

Dewey’s debunking of dichotomies in every field he worked in as a pragmatic philosopher is relevant today. He wrote that thinking in “either-or’s” makes shallow the essential depths in which issues and concepts need to be explored in order to identify and improve the real issues and concepts involved. For Dewey, helping everyone experience life to the fullest in the present and mine the riches of past human learning and accomplishment were both key. Too often today, preparation is only seen as focusing on the requirements for the future, such as readying students for the next grade, college or job. This emphasis often diminishes the learning possibilities present in the lived experiences of children. For Dewey, fusing current life experiences with learning in school helps prepare youth for their futures.

Dewey’s advocacy of relevance as an educational lynchpin is important to reclaim today. It is vital for policy makers, elected officials, professional educators and members of society to be driven by this Deweyan question: What do children and youth need to know in order to develop and use their capabilities and talents to contribute to their own well-being and to the well-being of all members of their society? Often today, test scores are made paramount in a student’s progress educationally and in a teacher’s progress as a professional. This is done without a careful investigation into the meaning of the test scores and whether they truly measure well what is most important for students to learn. The high-stakes use of test scores does not focus on improvement, but rather on punishment. If test scores are too low, sometimes students are kept back a grade without additional measures to support the students’ development. In addition, teachers sometimes are let go from their jobs if students’ test scores fall below a set standard and school personnel can lose control of their school. Schools have been closed due to poor achievement as measured by tests.



Alternatively, assessments can be useful if they are used to further students' and teachers' learning. Dewey advocated focusing on both the child and the curriculum, a title of one of his many books, rather than one or the other. His is neither a child-centered nor a curriculum-centered education. It is both. Educators need to help students see how their interests and capabilities connect with the subject matters of the curriculum. They also need to guide the students' interests towards learning about meaningful subject matters which have been developed by those who have preceded these children. Educators need to realize that children are capable of developing their powers to contribute new knowledge to humanity and facilitate their growth toward this end.

Dewey criticized routine educational practices in his day when children were separated from the day-to-day life of their community. An example of this was (and sometimes still is) when students' chairs are literally or metaphorically bolted to the schoolroom floor. Dewey explained how this restricts students from following their social motivations to learn with one another and to venture outside the school walls to take part in the community's activities. Ideal education facilitates children learning from their elders. Education was and can be again an organic part of the economic and artistic endeavors of the community. Through education, the young can not only receive learning from their elders but they also can develop and contribute new knowledge back to the community.

At the same time, relevant today is Dewey's honoring of all children as capable and original thinkers and creators of new human knowledge. Too often, youth are seen as empty and in need of being filled with knowledge or as trouble makers – as problems to be solved rather than as problem-solvers. As noted earlier, Dewey's philosophy is that every individual matters to the community and every person needs to be challenged and nurtured for their well-being and that of others. In terms of children being seen as making trouble, Dewey wants education to prepare students to fight the status quo, to take stands, and to work toward positive change for all.

In conclusion, Dewey's pragmatic philosophy can help us work together to make our world a better place. His hopefulness, his belief in the worth of each person to contribute to the well-being of all, his definition of democracy as interaction and awareness of interdependence, his insistence that education prepares students to criticize current practices and work toward improved conditions for all, and his declaration that those in need be assisted compels us to think and act accordingly. Do we follow Dewey? Will we? Let's. 🙌

NOTEWORTHY

Sustainable Solutions

From rooftop gardens to energy conservation, Roosevelt University is a model for sustainability. Read more about some of the University's sustainability initiatives on the following page.

FAZILAT SOUKHAKIAN



Roosevelt University Chief Engineer Gus Kalady (left) outlines energy efficiencies for Chicago Mayor Rahm Emanuel in the basement of Roosevelt's landmark Auditorium Building. Top right, the mayor holds a press conference at Roosevelt on efforts to make Chicago buildings more efficient. Above, the mayor poses with Roosevelt's engineers.

Chicago mayor lauds Roosevelt for energy savings

Chicago Mayor Rahm Emanuel spoke at Roosevelt in July and praised the University's efforts to reduce energy consumption. Prior to his remarks, he toured the basement of the 125-year-old landmark structure for a close-up look at new state-of-the-art heating and cooling systems that in some cases are reducing the University's energy consumption and costs by nearly half.

Gus Kalady, Roosevelt's chief engineer, led Emanuel on the Auditorium Building basement tour where a model chiller plant with six separate compressors that can gear up or wind down automatically, depending on outdoor temperatures, is reducing energy consumption/costs by as much as 35 percent. A new boiler plant, with slow-start pumps and energy-efficient belt fans that save 25 percent or more in natural gas and as much as 50 percent in electricity also were shown to the mayor.

Emanuel noted that the steps taken by Roosevelt have cut the Auditorium Building's bill for utility usage from \$1.30 to 76 cents per square foot. "You're talking about real money and that's just one building," the mayor said.

In another energy-related program, a Roosevelt student and a recent graduate are making the University more sustainable with help from a Chicago company. Sustainability Studies major Mary Beth Radeck and May 2014 Accounting graduate Kevin Markowski are cultivating rooftop gardens in the University's Wabash Building and a 27-plot community garden at the Schaumburg Campus.

As sustainability interns who are being paid with help from a \$3,500 grant from Testa Produce in Chicago, the two have harvested

more than 100 pounds of produce, including vegetables and herbs from the gardens for use in meals prepared in dining centers at Roosevelt's Chicago and Schaumburg campuses.

Radeck also has been using skills she learned in the Sustainability Studies program to develop a long-term sustainability plan for the University, while Markowski has been managing installation of a new drip-irrigation system that saves water and is good for plants in the Schaumburg gardens.



Mary Beth Radeck and Kevin Markowski harvest more than 100 pounds of produce from Roosevelt's rooftop and community gardens.



PHOTOS BY BROOKE COLLINS © 2014 CITY OF CHICAGO

Pharmacy partnership agreements with community colleges

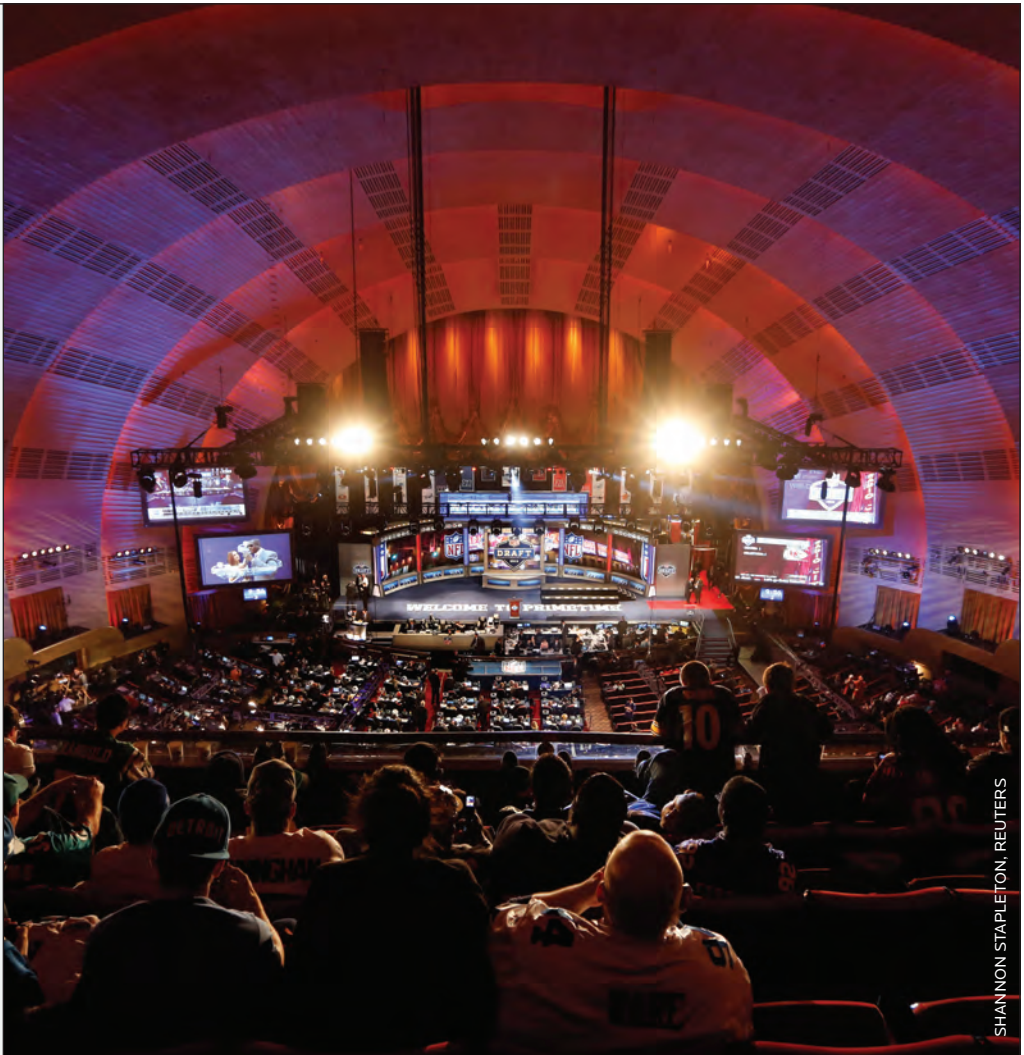
Community college students interested in becoming pharmacists can now advance directly from their community college to Roosevelt University's doctoral program in pharmacy without receiving a bachelor's degree. The unique Pharmacy Partners Program allows top-performing students direct admission to Roosevelt's College of Pharmacy in Schaumburg as long as program and pharmacy admission criteria are met at their community college.

"Nationally and at Roosevelt about 30 percent of pharmacy students don't have bachelor's degrees," said George MacKinnon, dean of the College of Pharmacy. "Students who have entered our program directly from community colleges have done very well. This unique partnership will enable more community college graduates to directly enter Roosevelt's PharmD program."

Roosevelt has signed Pharmacy Partners Program agreements with William Rainey Harper College, Elgin Community College and Oakton Community College. Up to 10 students from each of these schools who are selected by the College of Pharmacy will be eligible to participate in the program.

MacKinnon said one of the major advantages of the program is that it provides an educational pathway that will save outstanding students time and money. "They can earn their PharmD degree in two years less time than students who are admitted after earning a bachelor's degree," he said.

Advising is an important part of the program and admitted students will be assigned a community college advisor who will help students design an enrollment plan that allows them to complete all required coursework in the prescribed amount of time.



SHANNON STAPLETON, REUTERS

The NFL Draft has been held at Radio City Music Hall in New York City (above) since 2006.

Auditorium Theatre of Roosevelt University to host 2015 NFL Draft

During its 125-year history, the Auditorium Theatre of Roosevelt University has hosted everything from Presidential Conventions to rock stars to Broadway plays. Now it's going to be the host venue of one of the largest media events of the year, the National Football League's (NFL) annual Draft of college players on April 30 and May 1 and 2.

In an announcement made by the NFL, Chicago was selected as the new host city for the 2015 Draft and the Auditorium Theatre and Roosevelt University will serve as the location. This is the first time in 50 years the Draft will be held in a city other than New York.

"There's no better setting for the NFL Draft than Chicago, one of the world's greatest cities, and the Auditorium Theatre, one of Chicago's architectural treasures and a National Historic Landmark building," said Roosevelt President Chuck Middleton.

The NFL Draft is one of the major sporting activities of the year and last year the opening night was watched by 48.5 million people.



African-American male teens receive leadership training and gain exposure to cultural life during Roosevelt's award-winning Black Male Leadership Academy.



New Black Male Leadership Academy is game changer

Roosevelt University's St. Clair Drake Center for African and African-American Studies rolled out a new program over the summer that is helping black male high school students in Chicago develop as leaders.

The winner of the city of Chicago's One Summer Chicago (OSC) Game Changer Award, the academy brought 19 black Chicago teens over the summer to Roosevelt's Chicago Campus for a week of leadership training and the opportunity to experience college life.

Offering the teens opportunities to visit museums, social experiences, including dinner in Chicago's Loop, and leadership and team building exercises, the academy is the brainchild of Al Bennett, director of the St. Clair Drake Center.

"We are focusing on positives and that means giving young African-American males the support and tools they need to get ahead," said Bennett.

Roosevelt was one of more than 100 agencies serving more than 22,500 Chicago high school students through the OSC. Teens participating in Roosevelt's leadership training and cultural learning experience program were primarily from Children's Home + Aid, North Lawndale College Preparatory High

School and George Westinghouse College Preparatory High School. African-American men from Roosevelt's faculty, administration and student body led the sessions and were role models/mentors to the teens.

"I feel like I'm learning as much from them as they're learning from me."

— STUDENT VOLUNTEER JASON CURRY

"We are proud to be recognized for our efforts in making this new program a success and look forward to continuing the work of the Black Male Leadership Academy," said Michael Ford, vice provost for academic support and retention and a program organizer who received the award on behalf of the University.

In addition to serving as a summer job site for three OSC students and providing learning and cultural opportunities, the University also opened its doors on select Saturdays this fall to provide further training to the teens.

"I feel like I'm gaining college experience and learning about the college environment and that's really important to me," said 17-year-old Westinghouse High School junior Kendall Relf, who wants to go into computer engineering.

"It's great getting exposure and experience in downtown Chicago. We're doing things we don't normally get to do and I think it's opened my eyes," added Demetri DeTrayon, a junior at Gwendolyn Brooks College Preparatory School.

Five of Roosevelt's African-American male undergraduates have been providing advice about college as a means to success. They are: education major Howard Brown, special education student Jason Curry, theatre major Jason Eason, journalism student Josh Hicks and political science major Frank Pettis.

"I had some hardships growing up," said Curry, one of nine kids raised by a single mother. "When I share my story with these young men I feel like we connect."

The program is made possible through the generosity of Rose and Robert Johnson, a 1958 Roosevelt graduate and honorary trustee on Roosevelt University's Board of Trustees, as well as the Efroymson Family Fund.



Photos of labor unrest, like this one, are part of the new collection at Roosevelt.

Archives Department receives labor history documents

The Roosevelt University Archives Department doesn't just document the history of Roosevelt University, it documents the principles of social justice on which it was founded. Recently, the Archives has been expanding its labor history collections. The latest addition is the Illinois Labor History Society Collection.

The collection consists of over 155 cubic feet of materials documenting organized labor in Illinois with a particular focus on the Haymarket Affair, which resulted from a labor demonstration in May 1886 in Chicago's Haymarket Square, generally considered the origin of May Day observances for workers. The collection includes documents, books, pamphlets, sound recordings and moving images documenting labor history in Illinois and the administrative history of the Illinois Labor History Society. The jewel of the collection is a photographic exhibit called "On the Job." Created as part of the bicentennial celebrations in 1976, it was "organized for the purpose of examining the range of functions and services provided by the Illinois Labor community ... and the historic dimension of the labor experience."

Roosevelt didn't just get the collection, it got the society itself. In addition to finding a home for its collection, the ILHS needed a home for its offices as well. So last spring the ILHS moved into offices on the 13th floor of the Auditorium Building.

"This is a great partnership for Roosevelt," said University Archivist Laura Mills. "Both organizations are dedicated to social justice. And having the offices here as well as the collection will bring new researchers in to the archives."

Roosevelt reaches out to immigrants

Roosevelt University and the Mutual Assistance Associations of Illinois (MAAI) have signed an historic agreement that promises to further educational opportunities for many of the region's immigrants and refugees.

Paving the way for immigrants from all over the world to receive information and assistance regarding a wide range of college opportunities, the agreement is unique, as it is the first time ever that multiple agencies serving area immigrants and refugees in Chicagoland are working together to further higher education among their communities.

"The partnership between MAAI and Roosevelt perfectly embodies our mission and legacy in contemporary society. The MAAI and its component organizations work tirelessly to provide opportunity and hope to immigrants and refugees, and it is our privilege to join with them in this partnership that will transform lives and strengthen our resolve to create a better community through collaboration and action," said University Provost Doug Knerr.

As many as 10 social-service organizations with ties to MAAI joined in signing a memorandum of understanding with Roosevelt on Sept. 18 at the University. Colorful performances by members of several of the immigrant groups commemorated the occasion.

Among groups represented at the signing were: the Bhutanese Community Association of Illinois; Bosnian & Herzegovinian American Community Center; Chicago Burmese Community Center; Chinese Mutual Aid Association; Cambodian Association of Illinois & Cambodian American Heritage Museum and Killing Fields Memorial; Ethiopian Community Association of Chicago; Iraqi Mutual Aid Society; Lao American Community Services; Pan African Association; and the Vietnamese Association of Illinois.

"It is the first time in 34 years of MAAI's existence that we will have a relationship and partnership with a university as a coalition," said Dary Mien, president of MAAI and director of the museum and memorial at the Cambodian Association of Illinois. "It's going to open the door to refugees and immigrants from all over the region who need to be working closely with a college."

Partnership activities may include: cohosting visiting scholars and artists and cosponsoring visits, lectures, performances, exhibits and speaking engagements; teaming up on appropriate grants and research opportunities; working together to address language barriers facing immigrants who are interested in a college education; exploring issues related to recognizing credentials from other countries; and sharing expertise of faculty and staff.



Alumna honored by President Obama

Roosevelt alumna Darlene Clark Hine (BA, '68), the Board of Trustees Professor of African American Studies and History at Northwestern University, received a 2013 National Humanities Medal from President Barack Obama at a ceremony in the White House on July 28.



Clark Hine, who taught at Roosevelt in 1996 as the Harold Washington Visiting Professor, said she was speechless when she learned of the honor. “I just didn’t anticipate it,” she said. “The people that really deserve this medal are the people that I write about.”

Her medal citation, which was read by Obama, said: “Darlene Clark Hine, historian, for enriching our understanding of the African American experience. Through prolific scholarship and leadership, Dr. Hine has examined race, class, and gender and shown how the struggles and successes of African American women shaped the nation we share today.”

Clark Hine helped found the field of black women’s history and has been one of its most prolific scholars. She is a past-president of the Organization of American Historians and the Southern Historical Association. She has written three award-winning books on African American women’s history and edited the first major encyclopedia on the subject, *Black Women in America*. After graduating from Roosevelt, she earned MA and PhD degrees from Kent State University.



Top: Alumna Darlene Clark Hine is honored by President Obama in July. Below: She and History Professor Emeritus Christopher Reed have collaborated on African-American history research projects.

Former President of Brazil lectures at Roosevelt



Addressing a full house of students, professors and consular representatives on Sept. 11, former President of Brazil Fernando Henrique Cardoso issued a challenge during Roosevelt University’s 21st Franklin and Eleanor Roosevelt Distinguished Lecture. He called for citizens to actively participate in the revitalization and reinvention of representative democracy, and for international institutions to respond to the demands of a changing society.

Cardoso, an internationally known sociologist and the president of Brazil from 1995 until 2003, was invited to Roosevelt to receive its highest honor, the Doctor of Social Justice degree, *honoris causa*. President Chuck Middleton, College of Arts and Sciences Dean Bonnie Gunzenhauser and Chicago College of Performing Arts Dean Henry Fogel presented the honorary degree to Cardoso, and afterward, Cardoso delivered a lecture titled, “Reinvention of Democracy: Reconciling demos and res publica.”

The lecture drew students, members of Chicago’s Brazilian community, faculty members and consular representatives from countries including Brazil, Mexico, Nepal and Taiwan.

“Our world’s citizens no longer accept the role of passive audience. They want the truth to be told to them, and they want to be sure that their contributions will be taken into account,” Cardoso said. “Democracies must become a space for collective dialogue and deliberation rather than simply an organized framework of institutions. It is no longer possible for a leader to impose without negotiating, to decide without listening and to go forth without explaining.”



Bonnie Gunzenhauser



Joseph Chan

Roosevelt appoints 2 new deans

Roosevelt University announced the appointments of Bonnie Gunzenhauser as dean of the College of Arts and Sciences and Joseph Chan as dean of the Walter E. Heller College of Business.

Gunzenhauser, professor of English and interim dean since July 2013 of Roosevelt’s largest college, joined the University in 2003 as an assistant professor. Her assignments have included assistant director of English Composition, chair of the Department of Literature and Languages, associate dean and interim dean. She was also a scholar-in-residence at Chicago’s Newberry Library.

“Bonnie’s deep commitment to the liberal arts, combined with her outstanding record as interim dean and obvious love for teaching and learning, made her the unanimous recommendation of the Arts and Sciences Search Committee,” said Roosevelt President Chuck Middleton.

A “fan of all things 18th Century,” Gunzenhauser is a member of the North American Society for the Study of Romanticism. She received a BA degree from Luther College in English, philosophy and political science and MA and PhD degrees in English from the University of Chicago.

Chan, professor of Information Systems, is an accomplished educator, administrator and former executive at Oracle Corporation. He joined Roosevelt in 2002 and served as interim dean of the Heller College from 2007 to 2008.

Chan received the Outstanding Research Award from the Heller College in 2006, the Chicago Professorship award from the Heller College in 2005-06 and the Best Author Award from the *Journal of American Academy of Business* in both 2005 and 2006. He earned a bachelor’s degree in mathematics from Haverford College and master’s and doctoral degrees from the Department of Mathematics and Computer Science at the University of Illinois, Chicago.

Search underway for next Roosevelt president

Roosevelt University’s Board of Trustees has formed a Presidential Search Committee to identify candidates to succeed Chuck Middleton, who is retiring at the end of June after 13 years as Roosevelt’s president.

The Committee has engaged the search firm of Witt/Kieffer to help find outstanding men and women who are qualified for and interested in the position. Trustee Patricia Harris is chairing the 18-member Search Committee, which consists of trustees, faculty members, administrators, a dean and a student. When finalists are identified, they will be invited to the University for interviews with all members of the Roosevelt community.

It is anticipated that a new president will be appointed by the Board in Spring 2015. For more information on the presidential search, go to www.roosevelt.edu/PresidentialSearch.

Professor advocates for human rights for older people



Bethany Barratt, associate professor of political science and director of Roosevelt University’s Joseph Loundy Human Rights Project, recently went to the United Nations on behalf of human rights for older people.

The human rights scholar and author, faculty members from the John Marshall Law School in Chicago and other advocates delivered the Chicago Declaration on the Rights of

Older Persons to a U.N. working group that is looking at issues facing the world’s growing elderly population.

“The world’s population of older persons is growing at a steady rate and is projected to do so for several decades. As it does, age-related abuse and discrimination affect more and more people,” said Barratt, who worked with scholars, advocates and policymakers from more than a dozen countries to craft the declaration.

The document spells out older persons’ rights to things like adequate housing, education and health care as well as the right not to be medically exploited or abused. Posted in the Congressional Record and endorsed by the city of Chicago, the Chicago declaration is expected to help move forward discussions on a U.N. Convention on the Rights of Older Persons.

Today, about 342 million people over age 60 across the world lack income security, and it is expected that 1.2 billion people could be without access to such security by 2050. “We hope our work will be one of the foundational documents for a U.N. convention whose time has clearly come,” said Barratt.

Graduates recognized at 3 ceremonies

Roosevelt University held three commencement ceremonies this spring for the first time in its history. Two ceremonies were held in the Auditorium Building on May 2, at 10 a.m. for arts and sciences and performing arts graduates and at 2 p.m. for business, education and professional studies graduates. On May 22 a ceremony was held in Schaumburg for graduates of the College of Pharmacy.

By having three distinct ceremonies, graduates are able to invite an unlimited number of relatives and friends, something not possible at most universities. As is Roosevelt’s tradition, each graduate walked across the stage and was greeted by his or her college dean and President Chuck Middleton.

Alexa Canady, a physician and medical trailblazer, was the commencement speaker and honorary degree recipient at the 10 a.m. ceremony. Dr. Canady is the first African American woman in the United States to become a neurosurgeon. From 1987 until 2001, she was chief of neurosurgery at Children’s Hospital of Michigan and is currently a surgeon at Sacred Heart Medical Group in Pensacola, Fla. The student speaker at the ceremony was Brenden Paradies, an integrated marketing communications major with a minor in women’s and gender studies.

At the 2 p.m. ceremony, Ebrahim Rasool, ambassador to the United States from South Africa, was the commencement speaker and honorary degree recipient. He has a long history of involvement in his country’s anti-apartheid struggles and met the late President Nelson Mandela while both were in prison. Joanna Rivera, a first generation college student and elementary education major, delivered the student address.

Members of the first ever graduating class for the College of Pharmacy were hooded by their academic advisor in recognition of earning a PharmD degree during the ceremony held at the Renaissance Schaumburg Convention Center. Philip Burgess, chairman of the Illinois State Board of Pharmacy and former national director of pharmacy operations at Walgreens, was commencement speaker. Graduate Laurie Linton, the distinguished peer award recipient, led her classmates in reciting the Oath of a Pharmacist.



Roosevelt student selected as Asian American fellow

Roosevelt University senior Shawn Mukherji is one of six college students in Chicago selected to participate in the Asian Americans Advancing Justice-Chicago 2014 Impact Fellows Program. The program promotes civil and human rights and helps empower Asian Americans, Pacific Islanders and those in other underserved communities. Among other activities, the fellows are helping campus leaders organize voter engagement activities for the fall elections. As part of his fellowship during the fall

semester, Mukherji is assisting Jennifer Tani in the Office of Government Relations and University Outreach on civic engagement work. In September, he participated in the 2014 Advancing Justice Conference in Washington, D.C., whose theme was Asian Americans and Pacific Islanders Standing Together for Racial Justice. Mukherji is a political science and journalism double major, a senator on Roosevelt’s Student Government Association, a writer for *The Torch* student newspaper and a member of RISE, a student activist organization.

Former Iraqi interpreter for Marines earning MBA at Roosevelt



Roosevelt student Samawi Al Helli considers many members of the U.S. Marines to be like brothers.

For three years Samawi (Sam) Al Helli interpreted Arabic for the United States Marines in Iraq and helped the Marines and Iraq accomplish mutual goals. Now he is studying at Roosevelt for an MBA in international business and will graduate in December.

“During my time with U.S. Marines, I played a critical role in saving hundreds of Marines and civilians and assisted in capturing more than 100 terrorists and their weapons caches,” he said. “To this day, my best friends are Marines.” The 26-year-old Al Helli, whose native language is Arabic, learned English by listening to American rock and heavy metal music. After moving

to Chicago in 2012, he chose Roosevelt because he was impressed with the University’s founding principles, social justice mission, great reputation and business program.

When the Iraqi Civil War started in 2006, Al Helli bravely decided to stay in his homeland and become an interpreter and security advisor for the Marines through a company called Global Linguist Solutions. As a moderate Muslim, he and his family were forced to leave their home by al-Qaeda (Muslim extremists). Their house was later burned down by extremists and his father, a businessman and tribal leader who also was his inspiration, was barely

able to feed his large family. “I could have abused my position as a Marine interpreter to get revenge,” he said, “but I believe that you must treat people the way you want to be treated. That’s the only way to end the cycle of violence.”

Al Helli earned his undergraduate degree in computer engineering from Al Mamoon University in Baghdad. He is a former volunteer with the Iraqi Mutual Aid Society in Chicago where he worked on its website and provided orientation to newly arrived Iraqis. His goal is to work in management or sales for a multinational U.S. corporation.

World premiere of professor’s *Mythology Symphony*

Roosevelt University’s Chicago College of Performing Arts (CCPA) Symphony Orchestra will present the world premiere of Associate Professor Stacy Garrop’s *Mythology Symphony* on Jan. 27 at the Harris Theater for Music and Dance in Chicago.

“Stacy Garrop is one of America’s notable composers and this is an extremely important event that will feature some of her best work and also bring attention to our music program and students,” said Henry Fogel, dean of CCPA.

Mythology Symphony has five movements, each relating to a female character or characters from Greek mythology, including Medusa, Penelope, the Sirens, the Sisters of Fate and Pandora. Garrop’s first symphony will be conducted by Alondra de la Parra, founder and artistic director of the New York-based Philharmonic Orchestra of the Americas. Cedille Records will record the symphony for forthcoming CD of Garrop’s work.



“This is a significant event in my career and it is also a fantastic opportunity for CCPA and its student musicians,” said Garrop, who has written and published works for brass, chorus, orchestra, mixed chamber ensembles,

piano, piano trios, saxophone, string quartet and voice and has won numerous awards and grants for her compositions.

The free event will be held at 7:30 p.m. at the Harris Theater, 205 E. Randolph St. Program for the evening includes Antonin Dvorak’s Slavonic Dances, Op. 46, Nos. 5-8; Arturo Marquez’s Danzon No. 2; and Garrop’s symphony, which was written between 2007 and 2013.

For more information, visit roosevelt.edu/CCPA/MusicConservatory or call 312-341-2238.

Eight Roosevelt students are Four Freedom Fellows

Eight Roosevelt students have been selected for the University’s new Four Freedoms Fellowship Program, a year-long initiative that is providing them with training in how to make positive change in their communities, our society and the world.

A poet/playwright, a single mother who is also a suburban school board member, an international student from Ghana and an entrepreneur who recycles discarded cell phones in Kenya and Haiti are among the inaugural class of Four Freedoms Fellows who are being trained in leadership, public speaking and advocacy during the 2014-15 academic year.



Roosevelt’s inaugural Four Freedoms Fellows include (front row, from left) Amelia Enberg, Danielle Cooperstock and Christopher Mich and (back row, from left) Roselyn Abassah-Manu, Patricia Mickey, Sean Anderson, Connor Reilly and LeeAnn Revis.

The program is named after President Franklin Delano Roosevelt’s famous 1941 Four Freedoms Speech, in which he encouraged Americans to be conscious of their stake in preserving the nation’s democracy. As such, the fellowship aims to deepen students’ knowledge of the political landscape, imparting effective strategies for influencing decision makers and providing coaching in how to powerfully articulate personal stories that can be a tool for positive change.

“This is an opportunity for our fellows to take a leadership role in Roosevelt advocacy efforts and to develop skills to further the causes they care about most,” said Jennifer Tani, assistant vice president for community engagement.

The inaugural class of fellows includes: Roselyn Abassah-Manu, a Master’s in Public Administration student and a native of Ghana; Sean Anderson, an undergraduate Business Management major and a student board member of the Illinois State Board of Higher Education; Danielle Cooperstock, a Social Justice major and member of the student group RISE; Amelia Enberg, an undergraduate Integrated Marketing Communications major and a member of the Roosevelt Lakers softball team; Christopher Mich, a Computer Science major and a student trustee on Roosevelt’s Board of Trustees; Patricia Mickey, an English and Creative Writing major and a poet and playwright; Connor Reilly, an undergraduate Finance major and the innovator behind a not-for-profit, Global Mobal, which ships discarded cell phones for use in Kenya and Haiti; and LeeAnn Revis, a Social Justice major and a member and vice president of the Thornton Fractional Township High School District 215.

Broadway calls more Roosevelt alums



Two more alumni from Roosevelt University’s Theatre Conservatory are making their mark on Broadway. Scott Stangland, (MFA, ’05) is appearing in *Once* at Broadway’s Bernard Jacobs Theatre. Damon Gillespie, who has completed his second year in Roosevelt’s musical theatre program, recently performed in the Disney show, *Newsies* at New York City’s Nederlander Theatre.

Earlier this year, musical theatre alumna Courtney Reed made news by landing the role of leading lady in Broadway’s *Aladdin*, a show that she currently stars in as Jasmine.

“This has been the best year ever for our alumni on Broadway,” said Sean Kelley, associate dean of Roosevelt’s Chicago College of Performing Arts and director of The Theatre Conservatory. “We are celebrating their success as well as our own success as a program that helped develop this kind of talent.”

Stangland, who began his professional career in Chicago theatre as a “musician/actor,” acts and plays guitar, piano, melodica, harmonica and percussion as Eamon, a musical producer who helps the lead characters in *Once* record an album. Gillespie was one of 14 “newsies,” who sang, danced and did acrobatics in *Newsies*, which closed on Broadway in late August.

A graduate of Roosevelt’s Master of Fine Arts in Acting program, Stangland’s debut came about two years ago when he got the roles of the father and fireman in Lookingglass Theatre’s *Eastland: A New Musical*, a production in which he also played piano. He went on to perform in Steppenwolf Theatre’s *The Wheel*, where he played guitar and accordion. He also had roles in Goodman Theatre’s *A Christmas Carol*.

“A friend told me that I would be perfect for *Once* since I play instruments as an actor,” said Stangland, who auditioned in Chicago for the national tour of *Once*. Called to New York to replace a departing cast member, Stangland has been performing on Broadway since June.

Gillespie not only dreamed of being on Broadway. He targeted *Newsies* as his kind of show, auditioning for its national tour as a high school senior in Chattanooga, Tenn. “I had seen the movie and really was impressed by the dancing. I felt like I could be in it and really set my sights on it,” he said. Selected for the show’s national tour that began this fall, Gillespie joined the Broadway production instead last summer. He also replaced a departing cast member.



Student selected to state education board

Sean Anderson, a 22-year-old business management major at Roosevelt University, has been appointed as one of only two college students on the Illinois Board of Higher Education (IBHE). He is the second Roosevelt student in the past three years on the 16-member panel that plans and coordinates Illinois’ system of colleges and universities.

A prominent student leader, Anderson is active with Roosevelt’s Student Government Association and is attuned to the University’s mission of social justice. After his first board meeting in August, Anderson, a native of Naperville, Ill., said his aim as a board member is to work with IBHE and Illinois lawmakers to find remedies for the growing student-loan debt crisis. “I’m here to collaborate with our higher education leaders in taking a hard look at what can be done to keep college students from serious debt,” he said.

Joanne Howard, a Roosevelt public administration professor who had Anderson as one of her students, said, “He’s got great analytic skills. He knows how to get at the nugget of a situation and present very effectively.” Anderson said he wants to have a discussion in Illinois about “Pay it Forward” pilot programs, such as one being tried in the state of Michigan in which students receive tuition-free education, paying back based on income earned after graduation.



After earning degrees from Roosevelt, former men's basketball teammates Tyler Smith (left) and Mark Tometich are now working in Chicago.

consultant at The Northern Trust, a \$106-billion bank, located just a short distance from the Lillian and Larry Goodman Center, which he now frequents as a fan.

Tometich urges other student-athletes to use the opportunities that Roosevelt has in the city of Chicago. “Take what the city has to offer and what the University has to give you and use it to your full advantage,” he advises. “There are multiple businesses in multiple fields. Use the resources you have around you and the help Roosevelt will give you.”

One of those resources is the Office of Career Development, where all Roosevelt students can go to get assistance creating and developing resumes and cover letters, engage in mock interviews, get career and major exploration assessments, and seek advice on internship and job search strategies.

“We know how tough it is to be a full-time student-athlete and try to build a resume for post graduation, so we thoroughly enjoy helping student-athletes build their resumes while having to navigate a tough schedule,” said Aaron Kennedy, student placement specialist.

Kennedy advises student-athletes to gain work and internship experience during their off-seasons and asks student-athletes to consider various student employment opportunities on campus that provide meaningful work experience.

Alexia Tann was a standout point guard during Roosevelt’s first two women’s basketball seasons, but her time in Green and White proved to be a tale in perseverance. One of the Lakers’ leading scorers in the beginning of the 2010-11 season, she tore an anterior cruciate ligament (ACL) sidelining her for the remainder of the year. Despite the lengthy and difficult rehab for her knee, Tann returned in 2011-12 and led the Lakers in assists before her career came to an end.

Head coach Robyn Scherr-Wells assisted Tann in acquiring the skills she needed to go forward after her basketball career was officially over. Supplementing what she learned in the classroom and in an internship at Roosevelt, she made friends with Roosevelt staff members and alumni who steered her toward employment opportunities. “You never know who will help you get a job,” Tann said. “There a lot of smart people who go to Roosevelt, so befriend everyone you meet.”

Tann is now happy doing what Scherr-Wells did to lure the Beloit, Wis. native to Chicago: recruiting. She works at a temp agency as a professional recruiter, placing people in the right positions like she did when she was the floor general for the Lakers.

“Once it’s gone, it’s gone.” That’s how Tim Storrs succinctly described the finite length of a collegiate sports-playing career.



Alexia Tann's tenacity as a point guard for Roosevelt's women's basketball team served her well in beginning a professional career after her playing career concluded.

An infielder on the Lakers’ baseball team and a 2012 business graduate, Storrs is currently a commercial underwriting analyst for Ally Financial, a worldwide bank with more than 15 million customers.

One of Storrs’ teammates on the 2011 and 2012 Roosevelt baseball teams was Ernesto Irizarry, a catcher who was one of head coach Steve Marchi’s top hitters. Irizarry was attracted to the University because of the athletic program and the offering of a criminal justice major.

Thanks to Marchi and assistant coach Mike Schultz, who Irizarry credited with pushing him harder to excel academically, Irizarry attained his bachelor’s degree and is currently an administrative assistant at a local law firm. Next fall, he plans to enter law school to pursue a career in criminal law.

“You don’t realize how short college is, and then when you get into the real world, all you want to do is go back to college,” Irizarry said. “Take advantage of any opportunity that arises. Take time to enjoy the Roosevelt experience. It ends faster than you think.”

Even though their time as Roosevelt students and Laker athletes went by more quickly than Irizarry and others would have preferred, these five graduates maximized their brief tenures at the University in a manner that can last a lifetime. They took advantage of their opportunities and showed that athletics can be a stepping stone to a fulfilling career.

Roosevelt student Steven Mane contributed to this story.

Athletics: The Postgame Show BY JOHN JARAMILLO

Data from a 2013 NCAA research study show that less than two percent of college athletes go on to play their sport on a professional level. For the vast majority of student-athletes, the chances of continuing a competitive sports career as a means to a living are slim to unrealistic.

Student-athletes at Roosevelt are well aware of those odds and are using their education, athletic training and contacts throughout the University to help them obtain jobs in a variety of professions.

Tyler Smith, a key contributor on the men’s basketball teams in the 2010-11 and 2011-12 seasons, said, “Roosevelt gave me the chance to seek out many job opportunities. I enjoy being in a fast-paced environment, and Roosevelt was able to offer that to me. Being able to live in downtown Chicago as a student was a great bonus.”

While at Roosevelt, he held a variety of jobs to make ends meet and volunteered as an intern for the athletic department to gain experience working games, writing collateral materials and maintaining websites and he jumped in as a

student assistant coach for the basketball team in the middle of the 2012-13 campaign when another assistant departed.

Shortly after graduating in 2013, Smith was offered a job at The W Chicago City Center, and just recently he turned that experience into a new position as sales coordinator for The Westin Michigan Avenue hotel.

A teammate of Smith’s, Mark Tometich, also knew that Roosevelt would be the right fit for him. “I realized I wanted to be in the city, I knew I wanted to play sports, and I knew I wanted to be a business major,” Tometich said of his goals when choosing a university. “Roosevelt has a good business program and I had a good relationship with Coach [Joe] Griffin when he was recruiting me, so it was a combination of those things.”

On the court, Tometich was an All-Chicagoland Collegiate Athletic Conference sharpshooter who set the Roosevelt record for three-point baskets made in a career. Off the court, he was determined to get his degree and a good job following graduation. He succeeded by being hired as a financial



Roosevelt Lakers Continue to Rise The 2014-15 season is shaping up to be a promising one for the Lakers despite graduating top players on a number of teams, including All-American women's basketball star Casey Davis (dribbling) and six baseball seniors, among them Nathan Greene (15) and Alex Van Ness (pitching). Some of the veteran athletes returning are men's soccer players Hayden Hagemann (4) and Diego Rivas (11) and men's basketball player Kevin Priebe (above, center).





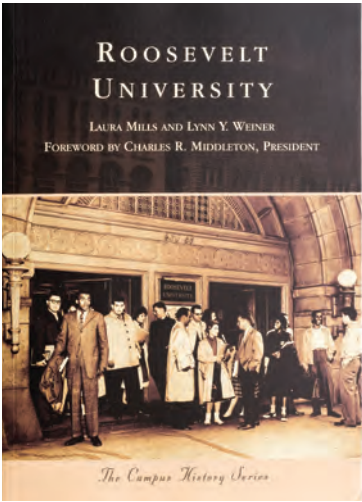
Book depicts Roosevelt’s history

Alumni can view more than 200 vintage and distinctive photographs of Roosevelt University from its pioneering days to the present in a new history book, appropriately titled *Roosevelt University*. Compiled and written by University Historian Lynn Weiner and Archivist Laura Mills, *Roosevelt University* is part of a series of books on campus histories by Arcadia Publishing, the leading local history publisher in the United States.

Many alumni will find themselves or their friends in photos of classrooms, dances, plays, protests and sports teams. They’ll also recognize professors and such luminaries as Eleanor Roosevelt, Mayors Richard M. and Richard J. Daley, Marion Anderson, Mayor Harold Washington, Oprah Winfrey and Frank Lloyd Wright to name a few.

The photographs and detailed captions that accompany them show the changing look of Roosevelt’s campus buildings, from the Wells Street building and Auditorium Building to the Schaumburg Campus and new Wabash Building. Most importantly, there are wonderful images reflecting Roosevelt’s devotion to civil rights, social justice and academic excellence.

Roosevelt University is available for purchase in the University’s bookstore and online from Arcadia Publishing at arcadiapublishing.com.



Celebrating our 70th Anniversary

Roosevelt University Founders Day Gala and Theatre Event | April 10, 2015

Mark your calendars for a once-in-a-lifetime event celebrating Roosevelt University’s 70th anniversary. Roosevelt University’s Auditorium Theatre will welcome distinguished American actors Loretta Swit and Ed Asner in two one-person shows depicting the lives of Eleanor and Franklin Roosevelt.

The evening begins with a pre-show gala dinner and concludes with an after show party with the stars. June and Al Golin, Felicia and George Lofton, Marsha and Michael Goldstein and Helen Ashford and Al Dinwiddie are chairing the event.

Swit, known for her many years on *M*A*S*H*, portrays first lady Eleanor Roosevelt, who grew from being the supportive spouse of an American aristocrat and politician to an advocate for the rights of those who had no champion.

Asner is best known for his character Lou Grant on *The Mary Tyler Moore Show* which began in 1970. In 1977, Asner was given his own show, *Lou Grant*, which ran from 1977-1982. Asner is the only actor to win Emmys in both comedy and drama for the same role.

FDR recounts Franklin Roosevelt’s White House years, including the Depression and WWII. *FDR* is based on *Sunrise at Campobello* by playwright Dore Schary, which chronicled Roosevelt’s personal journey as the first and only president to be elected for four terms.



Eleanor, Her Secret Journey, starring Loretta Swit



FDR, starring Ed Asner

Tickets are now on sale through the Auditorium Theatre box office and online at Ticketmaster. Premier seating is available. For gala tickets and sponsorship information, contact Lauren Chill at (312) 341-3617 or lchill@roosevelt.edu.

Dance studio named for Lou Conte



Roosevelt University has named its largest dance studio at 218 S. Wabash Ave. in Chicago for legendary Chicagoan Lou Conte.

In a ribbon-cutting and dedication ceremony on Sept. 18, Room 308 of the Chicago College of Performing Arts (CCPA) dance facility was named for Conte, a dancer, choreographer and teacher who founded the internationally acclaimed Hubbard Street Dance Chicago, which previously had been headquartered at the 218 S. Wabash facility.

The studio where Roosevelt’s Theatre Conservatory students currently take dance training was named for Conte thanks to a generous donation from Roosevelt University Trustee Charles Gardner and his wife, Patti Selander Eylar, who previously danced with Conte and the Hubbard Street Dance troupe. Conte and other members of the city’s vibrant dance community were on hand for the naming.

“We are pleased to have a studio that is named for one of Chicago’s biggest names in dance,” said CCPA Dean Henry Fogel.



TOM ROSSITER PHOTOGRAPHY

Harry Cohen Science Summer Bridge Program fund

In honor of Professor Emeritus Harry Cohen’s 100th birthday in 2016, Roosevelt University has announced a \$1 million fundraising campaign to endow the Science Summer Bridge Program in his name.

It’s hard to imagine Roosevelt University without Harry Cohen. He taught chemistry to hundreds – maybe thousands – of students for almost 60 years, from 1947 to 2006. His name is one of those most often remembered by Roosevelt alumni, and many credit him with not only teaching chemistry in a way that made a difference, but also caring for students as people and advising them on school and life. Cohen’s students went on to pursue careers in medicine, pharmacy, science research, education and business, including E. Van Vlahakis, founder and CEO of Earth Friendly Products, Gustav Gutman, distinguished scientist at 3M Company, and many others.

Roosevelt’s innovative Science Summer Bridge program allows new freshmen science majors to bond with science faculty and fellow students, and to form a science community.

For more information on the campaign to honor Professor Cohen, contact Jan Parkin, interim vice president of Institutional Advancement, at (312) 341-4327.

- The curriculum includes:
- Preparation for freshmen majoring in allied health, biochemistry, biology and chemistry, with a math prep course and a one-credit course in lab literacy;
 - A general education course (Speech 101), allowing freshmen to earn credits before their first semester begins;
 - An introduction to University life through co-curricular activities, including a one-week residential experience, weekly field trips, career exploration and social events;
 - Introductory activities to college mathematics, biology, scientific literature and critical thinking, and an opportunity to work with full-time science faculty in the laboratory or field.



SPOTLIGHT ON:

Frank
Dominique
Westry

Class Year:
2015

Degrees:
BA, English (major)
Secondary Education (minor)

Hometown:
Chicago

High School:
South Shore High School

Scholarship:
Jim Blinder English Scholarship

For the Love of Literature **BY LINDA SANDS**

FRANK WESTRY came to Roosevelt University because he was looking for an excellent English program. But he was also influenced by his mother, alumna Martha R. Rice, who earned a Bachelor of Professional Studies degree in 2009 with a concentration in psychology. Her experience at Roosevelt was so transformative and welcoming that she persuaded her son to attend.

Westry has a love for literature. He is a prolific reader who enjoys the works of Toni Morrison, Arthur Conan Doyle, Oscar Wilde and Robert Louis Stevenson. Westry also admires books by Malcolm Gladwell because the author addresses how we think as human beings, and he admires Mary Wollstonecraft, an 18th Century feminist philosopher who advocated for women's rights.

Westry believes that literature can impact one's life because it teaches and entertains at the same time. Roosevelt has helped him hone his writing skills and increase his understanding of the importance of good writing. The Roosevelt English major works at putting his skills into action by serving as a tutor in the University's Writing Center, which helps students become better writers. This experience will serve him well as he wants to go on to graduate school and eventually teach at the high school level.

One of Westry's favorite quotes is from Martin Luther King, Jr. who, when addressing the purpose of education, said, "The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society."

Along with his mother, he gives credit to two professors, Ellen O'Brien and Carrie Brecke, whose outlook and encouragement have given him a positive attitude on life, education and the importance of the written word. Westry feels that during his time at Roosevelt, he has been challenged and grown academically.

Westry enjoys traveling and would like to do more of it in the future so he can observe different cultures. London, where Shakespeare founded his Globe Theatre, is near the top of his list. He wouldn't mind locating to a warmer climate so he has included Hawaii on that list, too.

When he isn't working in the Writing Center or at Hertz Rent-a-Car, Westry enjoys playing pool, especially in pool halls. Playing and watching basketball – he's a Bulls fan – and working on jigsaw puzzles – the more pieces the better – are some of his other interests.

When asked what advice he would give to his fellow students, he said, "Always be ready to learn. It should never stop. And, don't be afraid to come to the Writing Center!"

Would you like to help a student like Frank Westry?

There are many ways to support Roosevelt students, including establishing a named scholarship. For information, visit Roosevelt.edu/giving or call the Office of Institutional Advancement at (312) 341-4327.

WHERE RU? BY PETER PIATKOWSKI

1950s

Herb Franks (BSBA, '54) was honored at Law Day 2014 with the Distinguished Service Award by the McHenry County Bar Association. A managing partner at Franks, Gerkin & McKenna, Franks has served as president of the Illinois State Bar and the Illinois Court's Commission and is president of the Illinois Lawyers Trust Fund.

Barry Chessick (BA, '59) is a published author, actor and a lifelong sailor. His books are *Maxwell Street Memories*, *Spring Sailing & the Muses* and *I Feared for My Life*, among other works. As an actor, he appeared in a variety of productions including *Cat on a Hot Tin Roof*, *Plaza Suite* and *The Time of Your Life*. He has sailed on the Atlantic Ocean and the Caribbean Sea and has participated in 10 Chicago and Mackinac Races on Lake Michigan.

1960s

Edward Baker (BSBA, '61) is employed by Human Resource Management Ltd. in Buffalo Grove, Ill., where he uses his experience in corporate management to help companies with human resource matters and issues.

Jacques Paul Klein (BA, '63; MA, '73; Hon. Dr., '05) was inducted as an honorary citizen of the City of Osijek, Croatia. He received a certificate of citizenship and the city's gold medalion. He previously served

as chief of the United Nations Mission and was responsible for implementing the Erdut Agreement, the precursor of the Dayton Accords that fully integrated the region into the Republic of Croatia.

Arthur Rice (BSBA, '66) has had a prolific career in the health care industry, working in the 1970s as a consultant to the U.S. Department of Health, Education and Welfare. He served as president/CEO of the Visiting Nurse Associations of America and in 1983 he founded Hospital Home Care Corp. In 1995 he retired, but he is very active – recently he has taken over CEO responsibilities for a car leasing company in Houston.

Bert Shlensky (BSBA, '66) is the president of StartUp Connection, a company designed to help entrepreneurs and small business owners maximize their capabilities and opportunities. He also mentors entrepreneurs and has counseled over 1,500 clients. Along with his degree from Roosevelt University, Schlensky earned an MBA and a PhD from the Sloan School of Management at Massachusetts Institute of Technology.

Freddi Pakier (BSBA, '69) was invited by the Rancho La Puerta Spa in Mexico to be a guest chef and teach healthy cooking classes. Before her current career in nutrition, Pakier worked for 20 years as a real estate broker in Tucson, Ariz.



Betty Hechtman

1970s

➤ **Betty Hechtman** (BA, '70) is a bestselling mystery writer. Two of her books, *Silence of the Lamb's Wool* and *Knot Guilty*, were recently published and she just received a contract to pen two more books.

Ronald Giranio (BA, '71) is retiring after 43 years of teaching Spanish, 30 of them at Whitney Young High School in Chicago.

➤ **Stanley D. Banash** (MA, '72) received a resolution from the Illinois House of Representatives for his third book, *Roadside History of*



Stanley D. Banash

Illinois. The book covers Illinois history from the Ice Age to the present.



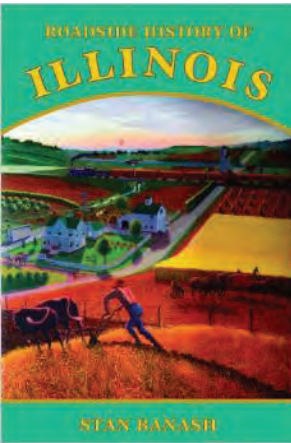
James J. Radous III

1980s

➤ **James J. Radous III** (MBA, '89) was appointed executive vice president sales, Americas for UniCarriers Americas Corporation, one of the leading designers and manufacturers of material handling equipment.

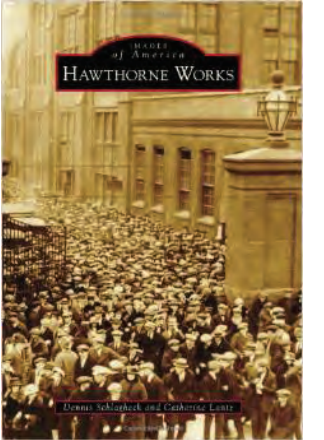
1990s

Joseph Stefanits (BM, '91) performed a recital of Latin American music at the Goethe-Institut Thailand. An accomplished musician and



STAN BANASH

composer, Stefanits has released two CDs and performs around the world.



➤ **Dennis Schlagheck** (BA, '97) is a reference librarian at Morton College in Cicero, Ill. The library oversees the Hawthorne Works Museum and Schlagheck has co-authored the book *Hawthorne Works*, a narrative and photographic history of the famed Western Electric manufacturing complex.

➤ **Scott Liebenow** (MM, '99) created a children's CD, *The Daydream* with help from his



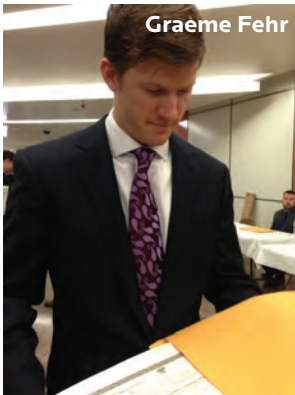
Scott Liebenow

family. The 14 songs on the album are written by Liebenow and his wife. The duo has written over 150 songs during the last 15 years.

2000s

Andrew Park (MFA, '04; CERT, '02), artistic director of the Shedd Aquarium, is responsible for writing, directing and producing the Shedd's marine mammal shows. This year the Shedd worked with Broadway star Susan Egan (*Beauty and the Beast*) on its shows.

Esther Hall (BGS, '04) in 2014 adopted a child and graduated with a master's degree in Organizational Leadership from the International Leadership University in Nairobi, Kenya. Hall works in East Africa as a mission consultant.

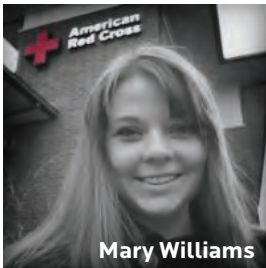


Graeme Fehr

➤ **Graeme Fehr** (MBA, '09), a new lawyer, has joined his brothers Karl and John as an attorney with Fehr Law Group, LLC, Chicago.

Marisol Rivera (MA, '09) is a PhD student in Loyola University Chicago's history program. Her research is on Latino politi-

cal organizations in Chicago and her thesis is *Latinos in the Chicago Political Realm from the 1960s to the 1980s*.



Mary Williams

2010s

➤ **Mary Williams** (MATD, '10) is regional communication officer for the American Red Cross of Northeast Ohio. She is in charge of coordinating media and social media relations for 12 American Red Cross chapters in 22 counties.

Jarrett Adams (BPS, '12) was exonerated with help from the Wisconsin Innocence Project for being wrongly convicted of sexual assault. He is currently studying at Loyola University Chicago Law School and plans to be a civil rights lawyer and help others who have been wrongly convicted.

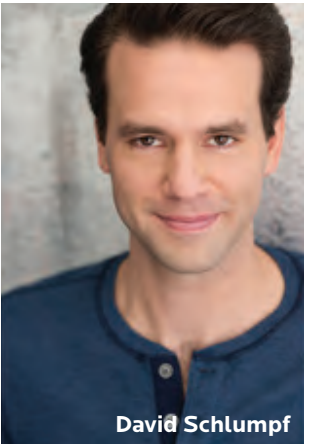
➤ **Gerardo Ramirez** (BA, '12) was hired by the Illinois Department of Human Services



Gerardo Ramirez

as a caseworker. He likes helping people become self-sufficient.

David Schlumpf (MFA, '13) won a Jeff Award for his leading role in the musical *Sweet Smell of Success*. The Jeff Awards honor excellence in Chicago theater.



David Schlumpf

Where are you?

Send us your photo and an update! Email alum@roosevelt.edu or mail:

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

Alumni Events



Golden Alumni Celebration

At Roosevelt’s May 2 graduation, Golden Alumni from the Class of 1964 sat onstage in the Auditorium Theatre. Following the ceremony, they met in the Sullivan Room for a reception with President Chuck Middleton where they shared memories of their student days and received commemorative medallions.

Get involved!
Visit www.roosevelt.edu/alumni/events



Las Vegas Alumni Chapter

Members of the Las Vegas Alumni Chapter gathered at a Las Vegas restaurant to reconnect and meet new friends. The chapter held a raffle and silent auction to benefit Roosevelt’s general scholarship fund.

South Side Alumni Chapter

The South Side Alumni Chapter gathered in the Wabash Building on May 17 for a presentation on Making Your Money Speak Success – A Financial Literacy Workshop.

Loop/Lake Shore and North Shore Chapters

The Loop/Lake Shore and North Shore Chapters hosted alumni and friends at the Tony award-winning musical, *Thoroughly Modern Millie*, presented by Roosevelt’s Chicago College of Performing Arts on April 19.

Northwest Suburban Alumni Chapter

Two successful events were held by the Northwest Suburban Alumni Chapter. On Aug. 8, alumni, family and friends went to Schaumburg Stadium to watch the Schaumburg Boomers baseball team play the Washington Wild Things. On Sept. 20, the chapter hosted a Job Readiness Fair. The fair included a job search workshop and guest speakers.

Roosevelt goes to White Sox game

On Aug. 2, incoming students, alumni, faculty, staff and family members enjoyed an evening of baseball and watched the Chicago White Sox take on the Minnesota Twins at U.S. Cellular Field. The evening was also Elvis Night and fireworks took place after the game.

Honors Program celebration

Several alumni who were part of Roosevelt’s Honors Program returned to the University on April 4 to attend a celebration marking the program’s 15th anniversary. They reconnected with faculty and met current students.

Hidden History events

President Chuck Middleton and University Historian Lynn Weiner met with dozens of alumni around the country at Hidden History events, where alumni shared their memories of Roosevelt and brought along memorabilia from their days as Roosevelt students. So far, the events have taken place in Illinois, Nevada, California, Texas, Georgia, Arizona, Florida and New York.

Paralegal Studies Group

Roosevelt University’s Alumni Paralegal Group hosted several well-attended workshops in the spring. The sessions focused on career planning and resume development. A networking opportunity followed the workshops.

New Affinity Groups

Roosevelt has new affinity groups for actuarial sciences and choral music alumni. The organizations met for the first time in the fall so alumni could reconnect and hear about activities at the University.

In Memoriam

BY CHICONA HODGES

Roosevelt University regrets to report the deaths of the following community members.

1940s

Evelyn Cohen (BA, ’41) of Deerfield, Ill., died on Mar. 23. She worked as a social worker for the Cook County Bureau of Public Welfare.

Mariam Cammallarie (BA, ’44) of New Berlin, Wis., died on April 29. She was a lifetime member of the Chicago Federation of Musicians as a violinist and was a Chicago Public Schools special education teacher.

John Richard Srubas (BA, ’49) of Albuquerque, N.M., died on May 14. He served as a communications lineman in Europe during World War II and upon his return, worked for the Electro-Motive Division of General Motors as a technical writer and editor.

1950s

Robert Gammie (BA, ’50) of Chicago died on Jan. 30. A longtime community leader and activist, he managed an unemployment office in Evanston Ill., for many years before retiring. Gammie is best known for the help he provided to a number of local LGBT organizations by combining fun with fundraising events in his home and other locations around the city of Chicago.

Marian D. Helfner (BA, ’50) of Chicago died on July 1. She was a science teacher at Portsmouth High School in New Hampshire.

Marilyn Hairston (BA, ’52) of Gary, Ind., died on March 3. She served as a guidance counselor for 35 years and was a member

of Delta Sigma Theta and the Urban League.

Roscoe C. Foster, Jr. (BA, ’52) of Edmondson, Ark., died on April 21. He was employed as a research associate in the Department of Dermatology at the University of Chicago where he co-authored several articles published in the *Journal of Investigative Dermatology* and the *Journal of Oil Chemists Society*.

Mykola Marchenko (BA, ’52) of Sugar Hill, Ga., died on June 13. He obtained a bachelor’s degree in mathematics.

Leo Edward Buttrum, Jr. (BA, ’53) of Evansville, Ind., died on April 2. He was a certified public accountant for over 30 years.

Joseph “Mac” Smith (BA, ’53; MA, ’64) of Chicago died on April 30. He was a Tuskegee airman and served as principal at Harlan Community Academic High School on the South Side of Chicago.

1960s

Charles A. Vickers (MA, ’63) of Peoria, Ariz., died on April 9. He was a teacher at Daniel Webster Junior High School and Little Fort School.

George M. Brooks, Jr. (BA, ’65) of Zanesville, Ohio, died on March 25. He was a biology instructor at Ohio University and an experimental cook.

Charles Burdeen (BA, ’66) of Plantation, Fla., died on May 13. After retiring from the Chicago Teachers Union, he advocated on behalf of the members of Dade County School Administrators Association and the American Federation of School Administrators Association.

Marian Shaw (BA, ’50; MA, ’69) of Chicago died on March 21. She

was the first woman to graduate from Roosevelt University with an MBA degree and was a former classmate of the late mayor of Chicago, Harold Washington.

Charles D. Cone (MA, ’66) of Griffith, Ind., died on June 6. He had a private practice in marriage and family counseling from 1977-1995.

1970s

Betsy Adelman Hamilton (BA, ’70) of Chicago died in August 2013. She was recognized for her contributions to the vocational education of the visually impaired by the Chicago Lighthouse.

Thomas Gerald Cleary (BA, ’70) of Cartersville, Ga., died on May 14. He obtained a bachelor’s degree in psychology.

John J. Boywid (BA, ’71) of DePere, Wis., died on March 14. He worked as a senior loss control consultant after serving in the Vietnam War.

Robert Dale Hess (BA, ’71; MA, ’73) of Louisville died on March 18. He was a lifelong learner and teacher who developed the Hess Leadership Program.

Joseph D. Crittenden, Jr. (MA, ’74) of Arlington Heights Ill., died on April 12. He was a retired Chicago police officer.

George Otto Vogel (MA, ’76) of Midlothian, Va., died on April 19. He earned a master’s degree in counseling and guidance.

Georgia Atha Sweeney (BA, ’78) of Richmond, Ind., died on Jan. 13. She was a retired Chicago Public Schools truant officer whose avocations included working for civil rights and educational equality.

1980s

Patrick Kissane (MA, ’80) of Kentwood, Mich., died on May 11. He obtained a master’s degree in marketing communication.

Peggy Lee Kamysz (MA, ’80) of Hammond, Ind., died on June 19. She was a retired registered nurse and business analyst at the Information Technical Department of St. Mary Medical Center in Hobart, Ind.

John Bell (BA, ’82) of Evanston, Ill., died on June 28. He was director of research and planning at the Million Dollar Round Table.

2000s

Katherine Carroll (MA, ’00) of Chicago died on June 14. She earned a PhD from Loyola University Chicago and published a number of academic articles and a book analyzing the use of postmodern constructs in comparative education studies.

Students, Staff

Carrie B. Brown (BA, ’76; MA, ’81) died July 17 at the age of 96 in Indianapolis. She was the administrative secretary in Roosevelt’s Dean of Students Office from 1954 until retirement in 1983. Brown also served as president of the Office & Professional Employees International Union, Local 391 from 1969-1983.

Byron W. Skinner, a 23-year-old student in the Walter E. Heller College of Business, died Oct. 24. A resident of Palatine, Ill., he played on the Roosevelt baseball team during the 2013-14 season.

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I want to use this occasion to sincerely thank everyone who has financially supported Roosevelt University during my 12 years as President. Your investment in Roosevelt has enriched our academic offerings, supported our students and helped the University expand and grow.

Since 2002, I have been privileged to experience firsthand the generosity of so many people devoted to Roosevelt, including alumni, trustees, friends and educational partners. No matter how large or small, your contribution has been essential to us. Since its founding 70 years ago, Roosevelt University has been transforming the lives of its students. You have helped us continue this important work and for that I am deeply appreciative.

During my time as President, I have had the good fortune to meet hundreds of alumni in Chicago and around the world and most of them eagerly told me wonderful stories about their professors and their time at the University. I am always deeply inspired when alumni make a contribution because it means they want others to benefit from the same first-rate educational experience they enjoyed.

My colleagues at the University and on the Board of Trustees are some of our most generous donors. Along with many other friends of the University, their significant contributions year in and year out have allowed us to keep tuition as low as possible while providing an outstanding education. Finally, I'd like to recognize another vital segment of our fundraising activities – the University's corporate, foundation and governmental partners. Their support has not only benefitted Roosevelt, but through our many outreach programs, the entire Chicago metropolitan region as well.

After a 50-year career in higher education, my final day will be June 30, 2015 when I retire as Roosevelt's President. One way you can support the University and our new president is by joining me in making a contribution to Roosevelt. Your continued involvement will help pave the way for the many new and exciting successes which await.

With sincere thanks,

Chuck Middleton
President

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Estate of Leonard Goodman
Estate of Bernard Gordon
Mr. Burton M. Gould
Dr. Karl H. Hallwass
Mr. Philip B. Heller
Estate of Lawrence Helstern
Dr. Talmadge C. Henderson
Professor Arthur Hillman
Estate of Bernice K. Hintz
Estate of Winifred E. Holland
Estate of Edward Israel
Estate of Solomon Jesmer
Mr. Louis C. Karbiner
Mr. Harry Karr

Mrs. Marjorie Keenleyside
Estate of Olga M. Kordin
Mr. Casimir J. Labno
Estate of Renee B. Lameka
Louise H. Landau Foundation
Estate of Seymour LaRock
Estate of Rosalind A. Lepawsky
Dr. Arthur Lerner
Mr. Harry J. Lowenbach
Mr. Charles W. Lubin
Mr. Charles Milton Luminais
Mrs. Genevieve R. MacDougall
Estate of Anne Mansfield
Mr. Marvin W. Marshall
Estate of Robert Maust
Estate of Melvin E. Mendelsohn
Elisabeth I. Meyer Living Trust
Estate of LaVerne A. Meyer
Estate of Jeanette D. Mier
Theresa Miller Estate
Estate of Richard L. Mitchell
Estate of Leroy A. Mock
Estate of Marvin A. Moss
Estate of Gretel Motulsky
Mrs. Lucile Wachtel Napp
Estate of LaVerne O'Donnell
Estate of Mrs. Julia Olsansky
Estate of Patrick L. O'Malley
Estate of Cecilia J. Paluch
Estate of Morris L. Parker
Mrs. Rose L. Pashkow
Estate of Helen Paynter
Mrs. Albert Pick, Jr.
Charlotte R. Piltch Trust
Estate of Joseph L. Pisciotta
Estate of Dr. Evsay Prilla
Ms. Ethel M. Rish
Estate of Samuel A. Roberman
Estate of Albert A. Robin
Estate of Arthur Rubloff
Estate of Burton Rubloff
Mrs. Gertrude Salzenstein
Estate of Leonard H. Scane
Estate of Robert C. Schaffner

Mr. Max Robert Schrayner
Estate of William Scott-McCoy
Estate of Herman Shapiro
The Jerome and Natalie Share
Scholarship Fund
Mrs. Betty L. Shires
Estate of Sarah M. Solomon
Estate of Mrs. Marion B. Sparling
Estate of Mrs. Mary Specthrie
Estate of Louise D. Sterling
Estate of George W. Storm
Ms. Jeanne Strauss
Estate of Marjorie Stenerson
Mrs. Beatrice W. Swartchild
Estate of Dempsey J. Travis
Ms. Rosalie Trinz
Estate of James Tyree
Estate of Frank Untermeyer
Mr. William Wainberg
Estate of James M. Warzecha
Samuel Wendorf Trust
Mr. Louis Werner
Louis Wexler Charitable Foundation
Estate of Sammiea Williams
Estate of Otto Wirth
Estate of Janette H. Wright
Mr. Steven Zellmer
Estate of Clara Fordyce Zepernick
Estate of Hannah Ziegler

CURRENT BEQUESTS

During fiscal year 2013-14, the University received bequests from the estates of the following alumni and friends.

Estate of Ladislaus Braun
Estate of Betty Taylor Clarke
Estate of Clifton O. and
Lois M. Dummett
Mr. Boyd L. Gillilan
Max Goldenberg Foundation
Estate of Norma Harris
Estate of Marvin A Moss
Mrs. Bernice R. Simon
Estate of Sarah M. Solomon

*Deceased **Roosevelt employee



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