

ROOSEVELT

SPRING 2012

REVIEW

Hello, China.

East meets West as Roosevelt expands enrollment and alumni networks in the People's Republic.



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Every Gift Makes a Difference

Roosevelt University could not have succeeded in 1945 were it not for men and women of great vision and means who embraced social justice and understood that the new college must make a difference. They set the example by giving and raising financial support for Roosevelt. They challenged others to exercise their social conscience and support a school whose goal was success through access to education for all students.

That purpose remains today. Roosevelt can continue its forward momentum only through the generosity of our alumni and friends. Many of our alumni have given generously in their lifetimes, often working with Roosevelt's president in support of special projects to build Roosevelt's legacy, including providing for Roosevelt in their wills. In the past three years we have received major estate gifts ranging from \$513,230 to \$2.2 million.

Many more of our alumni, often unable to give large donations while they are living, also provide for Roosevelt in their wills. These alumni make provisions to leave a gift, a percentage of their estates, or a portion of their life insurance, whatever they are comfortable with, to provide the same opportunities to future generations that they themselves received.

The Office of Planned Giving received a phone call recently from a woman who wanted to know the exact wording to provide for Roosevelt University in her will. She was in her 40s and decided, "It's about time that I create a will." We spoke for a while and I helped with the wording for her will. I encouraged her to let us know when her will is finalized so that we can welcome her into The Fireside Circle, which honors Roosevelt alumni and friends who have made provisions for Roosevelt in their estates.

She paused, and then somewhat embarrassed, said quietly, "I don't have a very large estate." We assured her that Roosevelt is grateful for every estate gift we receive, no matter the size.

We recognize that many of you do not have great wealth and that your first priority in planning your estate is to provide for your family. But every gift to Roosevelt, regardless of the size, when combined with other modest estate gifts, becomes a powerful source of support for the University and for our students. In 2011, Roosevelt received a total of 9,218 bequest gifts of \$5,000 or less, totaling \$1,825,420.

There are many ways to provide for Roosevelt in your will. If you would like information on the vehicles available to provide for Roosevelt in your will or have specific questions, please contact me, Denise Bransford.

By the way, the exact wording to provide for Roosevelt in your will is, "... to Roosevelt University, Chicago, Ill."



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"Roosevelt provided me with a tremendous opportunity. I learned how to strategize, develop business relationships and communicate. It is an experience that changed my life," says Guoxin "Charles" Tan, who after completing his Roosevelt degree gained employment with a company providing energy-efficient elevators and escalators for the main Beijing Olympic facility called "The Bird's Nest" (pictured above).

Read more about Roosevelt's Chinese alumni on page 20.

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PHOTO BY BOB COSCARELLI

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“It’s not just the building itself, but it’s the time it was built that says something about the resolve of the University and the design team to really bring something this unique to life.”

JEFF HRUBEC,
 SENIOR VICE PRESIDENT
 AT VOA ASSOCIATES, INC.

“Every night is an adventure and I am enjoying the ride.”

One of many Phonathon students, Jessica Gibbs talks about staying motivated on the job – while inspiring others to give. **PAGE 32 ▶**



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Roosevelt Review is published two times a year by Roosevelt University. There is no subscription fee.

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FROM THE 12TH FLOOR OF ROOSEVELT'S NEW VERTICAL CAMPUS, POWER CONSTRUCTION CEO AND ROOSEVELT ALUM JEFF KARP TALKS PROUDLY ABOUT THIS ICONIC STRUCTURE. PAGE 16



“Looking at the University from two vantage points on every issue is essential if we are to imagine and then create a future that honors our past while creating new ways to express the values embedded in those traditions.”

The Concept of Two

BY ROOSEVELT UNIVERSITY PRESIDENT CHUCK MIDDLETON



Some sage once noted that where one stands depends upon where one sits. When I first heard that saying as an inquisitive undergraduate with limited life experience, I thought, “Yeah, but there are always first principles that ought to govern no matter what!”

It’s another essay to explore the growing sense of contingency that often accompanies the aging process. “Always” and “Never” seem less certain than “On the Other Hand” and “Well, Occasionally, Perhaps.”

I was reflecting on these dichotomies one balmy January day as I looked out over Lake Michigan from the student study lounge on the top residential floor of Roosevelt’s new Wabash Building. Not only could I easily see Indiana and the portion of Michigan that abuts it, but I also noticed that the lake wasn’t yet frozen. So much for the certainty of bitterly cold Januaries in Chicago!

These matters also came to mind two days later as I flew out of O’Hare and the plane passed way above the Loop heading east. I looked out and down on the Roosevelt block with the modern skyscraper standing proudly beside the majestic old “skyscraper of the 1890s” that the iconic Auditorium Theatre Building has become.

From both angles it’s easy to see, though in different and complementary ways, why our accomplishments, coupled with our aspirations for the future, are so compelling in the story of Chicago and its people. Roosevelt is now a vital player in the success of the metropolis and these structures stand as testimonials to that role.

These two experiences also set me to thinking about how looking at the University from two vantage points on every issue is essential if we are to imagine and then create a future that honors our past while creating new ways to express the values embedded in those traditions.

Another duality lies in our two-campus structure. We are fast at work in thinking anew about possibilities for the University as a whole by concentrating on each of them separately.

For instance, the pharmacy students in Schaumburg are but one representation of

how imagining that campus as the central institution of higher education in the northwest suburbs opens up possibilities for us that are both exciting and dynamic, like the communities we serve there.

And in Chicago the traditional age students, both graduate and undergraduate, who have come to dominate the campus bring an energy to the Auditorium and Gage buildings that make going to work daily a great joy for all of us who engage them there.

Yet another duality lies in imagining how we can complement our education of these younger students by returning to our past successes with adult learners as the new century unfolds. We have historically had many successes with students who entered college some time after graduating from high school, as many readers of the *Review* can attest.

In the twenty-first century world that is emerging, Baby Boomers and Gen Xers will need new types of educational opportunities if they are to successfully pursue new careers in the first instance, and qualify for the new jobs, in the second.

Projections are that by the year 2020 over 60 percent of all jobs in the United States will require either a two or a four year degree. And yet today, only slightly over 40 percent of adults possess those credentials.

Couple those statistics with the fact that the numbers of adults between 25 and 34 years of age will be growing by over 20 percent in the next decade, and you can see that opportunity abounds. But we have to be smart and engage those potential students in ways that make sense to them, which means new programs, new credentials, different schedules of classes, and a willingness to give credit for certifiable learning experiences that they have had outside formal schooling.

These opportunities, when taken together and projected against the backdrop of our past, clearly point to this as yet another major moment of transformation in Roosevelt University’s history. Each previous one had its naysayers and its critics; each its advocates and devotees. What holds them all together, including our current experiences, is the community of people who are the University.

If you have confidence like I do in the people and their ability to take advantage of the kinds of opportunities these dualities have presented to us in our times, then all that remains is to do the smart and hard work necessary to implement them as fully as is humanly possible.

And that is one tradition of Roosevelt that doesn’t have an alternative point of view.

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



change agents

Roosevelt courses take students outside the classroom for hands-on experiences that teach powerful lessons while enacting social change. **BY LAURA JANOTA**

AMANDA WARREN AND 19 OTHERS

in a Roosevelt University sociology class recently had their eyes opened while doing transformational service learning at an elementary school on Chicago's southwest side.

"I hadn't been to an elementary school since I was a kid," said Warren, who heard children insult one another's mothers, taunt each other over their clothing and bully each other about being gay. "It was pretty intense, but I knew I wanted to help change things if I could," she said.

She and others in Professor Heather Dalmage's Sociology of Education class were trained how to diffuse conflicts, taking kids aside to talk through their disagreements and leading them in group discussions known as peace circles.

"Our goal is to shift the school culture so kids aren't getting suspended or expelled, which can hurt their chances for success," said Dalmage. As director of the Mansfield Institute for Social Justice and Transformation, Dalmage is working with Institute staff who have forged a three-year partnership aimed at overhauling the discipline philosophy at Morrill Elementary School.

Combining book knowledge with field experience, the course is among a growing number offering a service-learning component as part of the course work.

"We are seeing this type of learning being incorporated into a range of courses, from introductory classes up to advanced graduate seminars," said Steven Meyers, professor of psychology and Mansfield professor at Roosevelt's Mansfield Institute.

TRANSFORMATIONAL LEARNING OPPORTUNITIES ABOUND

In the last three years, transformational learning at Roosevelt has exploded: 150 course sections now include a service-learning component, a five-fold increase over what was offered in 2009-10.

Meanwhile, more than 1,000 students — the most ever in the history of the University — completed or are currently doing service as part of their course work this academic year.

"I absolutely loved the course and wanted to come back to lead the peace circles," said Warren, who has seen kids who

speak their minds in the circles shift from being angry when they walk in to laughing by the time they leave.

She and nine others who took the class are continuing their work this semester at Morrill, where a restorative-justice model for discipline is continuing to evolve with help from students in a College of Education mental health counseling course led by Assistant Professor of Counseling and Human Services Kristina Peterson.

The model is already showing signs of success, according to Morrill Elementary School Principal Michael Beyers, and will continue to be fine-tuned in the fall when students in sociology courses taught by Dalmage and Assistant Professor of Sociology Alfred DeFreece do restorative-justice service at the school.

"At this point, transformational learning is being incorporated in courses throughout all six colleges at the University," said Meyers, who has used the teaching method at universities since 1992. "What's unique about it at Roosevelt," he said, "is that these courses are aimed — much like the Morrill School experience — at helping the less fortunate while teaching Roosevelt students to work for social change."

CREATING A CULTURE COMMITTED TO SOCIAL CHANGE

With its historic mission of social justice and a plan to strengthen its culture of student civic engagement, the University joined the Association of American Colleges and Universities' Bringing Theory to Practice Project (BToP) in 2009.

"We wanted to encourage more engagement in everything from our general education courses to our campus initiatives," said Schaumburg Campus Provost Douglas Knerr, who worked with Meyers to obtain a \$13,500 BToP grant.

The money has been used in part to facilitate workshops and broad discussion among faculty, administrators and

students on ways that transformational learning can be applied anywhere, any time and in any discipline.

"Out of this work, we have seen a new focus emerge in which everyone at the University — no matter the discipline or the department — is on track to encourage students to grapple with social problems and become agents for change," said Knerr.

A case in point is the Heller College of Business's plan to create the Chicago area's first social entrepreneurship major for undergraduates, as well as a social entrepreneurship concentration for MBA students.



Number of Roosevelt courses that include a service-learning component



"Social entrepreneurship can help solve some of the world's worst problems, and we believe — given the University's mission — that it should be our college that leads the charge," said Terri Friel, dean of the Heller College.

Hired in 2010, Raed Elaydi, the Amoco Assistant Professor of Entrepreneurship and Management, has been laying groundwork for the new major and concentration that could be offered as early as the fall. "On the

first day of class, I walk into a room and say: 'Who here wants to change the world?'" said Elaydi, who has already taught Social Entrepreneurship: The Acara Challenge, a competitive case-studies course, at Heller College.

"The majority of students raise their hands and I say: 'That's what you can major in at Roosevelt University. Social entrepreneurs change the world. They find a problem, create a solution and create the community around it.'"

In The Acara Challenge, students researched social problems in India, keying in on topics like malnutrition or lack of clean water, developing a plan and product

that addresses the problem. During the course, Roosevelt students competed against teams from major universities across the nation. A winner was selected to go to India and implement its product/plan.

"We chose to build a sanitation station where people could have access to restroom facilities, safe water and information about safe water," recalled Joyce Johnson, a 2011 business graduate who took the course last year.

The product/plan didn't win the challenge, but Johnson had her eyes opened. "This course taught me that there are many, many people in other parts of the world who suffer."

"Transformational learning is being incorporated in courses throughout all six colleges at the University. **What's unique about it at Roosevelt is that these courses are aimed at helping the less fortunate while teaching Roosevelt students to work for social change.**"

PROFESSOR STEVEN MEYERS

Social Justice in Action

Supported by grants from the McCormick Foundation, here are a few examples of transformational learning in progress:

Latin America to Independence (HIST 315), covering early Latin American history. Taught by Assistant Professor of History Fabricio Prado in partnership with La Casita Parents Association, course work has included teaching in Chicago's Pilsen neighborhood. "We helped kids with their homework and gave them fun facts about Latin America," said undergraduate Janet Rosas, who took the course last fall. "I was surprised how little some of them knew about their heritage and I was proud as a Latina to share what I learned with them," she said. Rosas went on to become Prado's teaching assistant, organizing field work done in Pilsen this semester by students taking Readings in Latin American History.

Human Neuropsychology (PSYC 350), which studies the relationship between the brain and behavior. Taught by Assistant Professor of Psychology Lisa Lu, the course requires students to assist brain-injured people with daily tasks. Last fall, students volunteered at the Midwest Brain Injury Clubhouse, Alden Park Rehabilitation Center and Rehabilitation Institute of Chicago. "My students have helped people work on computers, read a newspaper or simply clarify their thoughts," said Lu. "The experience empowers those who need help and it gets students to better appreciate the course content."

Teaching Reading in Elementary School (READ 320), which trains pre-service teachers how to teach reading. Taught by Assistant Professor of Elementary Education Tammy Oberg De La Garza in partnership with Chicago's Logan Square Neighborhood Association, the course aims to improve Latino literacy, pairing Roosevelt students as after-school tutors with small groups of kids at McAuliffe Elementary School. (See related story, page 36.) To learn more about the experiences of Oberg De La Garza's students, digital stories are available at misjt.blogspot.com/2011/12/students-in-tammy-oberg-de-la-garzas.html.

Writing Social Justice (LIBS 201), a required undergraduate composition course. In one section, taught by Instructor Jan Bone, students interviewed suburban police chiefs, psychologists, women's shelter counselors and others last semester for stories posted on the Northwest Suburban Alliance on Domestic Violence site at www.endallabuse.org. "I knew the Schaumburg Campus was having a community meeting on domestic violence and I wanted to help," said Bone. She is now teaching the writing course in partnership with CEDA Northwest, a resource students are using to research and write about the need for affordable housing in the suburbs.

Service and Sustainability (SUST 350), which focuses on urban farming and community development. Taught by Associate Professor of Humanities Michael Bryson in conjunction with the not-for-profit Chicago Lights, the course gives Sustainability Studies majors experience in preparing an urban farm for the growing season with help from area youth. It's a first for Bryson, a veteran Evelyn T. Stone College of Professional Studies professor who is new to transformational learning. "I always had it in the back of my mind to try it, and I think the time is right this semester," he said.

GROUNDS FOR CHANGE COURSE REQUIRED FOR ALL STUDENTS

Meanwhile, this fall a new course required for all undergraduates, encouraging problem-based learning and called Grounds for Change, will be launched. In it, students start with a problem or theme related to social justice. Toxins in the environment, transit in transition and urban education and the achievement gap are a few topics being considered. Students break into groups to address various aspects of a

problem, coming up with policy-change recommendations.

“A service-learning opportunity can be built into the course,” said Priscilla Perkins, associate professor of English and associate dean of the College of Arts and Sciences. “But even without it, this course is a kind of service, as students are coming up with solutions to problems that they can pursue further in their studies or after graduation.”

A RECOMMITMENT TO SERVICE THROUGH PARTNERSHIPS

Also, this semester for the first time, and in honor of the 10th anniversary of Roosevelt’s New Deal Service Days, the University community will re-commit itself to service through a series of events and opportunities highlighting Roosevelt’s significant work with partners in the community.

The University will be partnering with Feeding America and the Greater Chicago Food Depository with help from new Roosevelt University Board of Trustees member Vicki Escarra, president and CEO of Feeding America.

“Service is ingrained in all that we do at Roosevelt and this is an opportunity to raise awareness of the thoughtful, community-based partnerships and projects we’ve developed,” said Jennifer Tani, director of community engagement at Roosevelt.

In the end, partnerships forged between Roosevelt and community not-for-profits, schools, lawyers, judges, health organizations, lawmakers, faith-based

groups and others are critical to the future success of Roosevelt and its students.

“We try to nurture partnerships by helping out wherever we are needed,” said Nancy Michaels, associate director at the Mansfield Institute, which now has more than 30 partners in its ongoing work to keep disadvantaged kids out of trouble, out of the prison pipeline and on track for college.

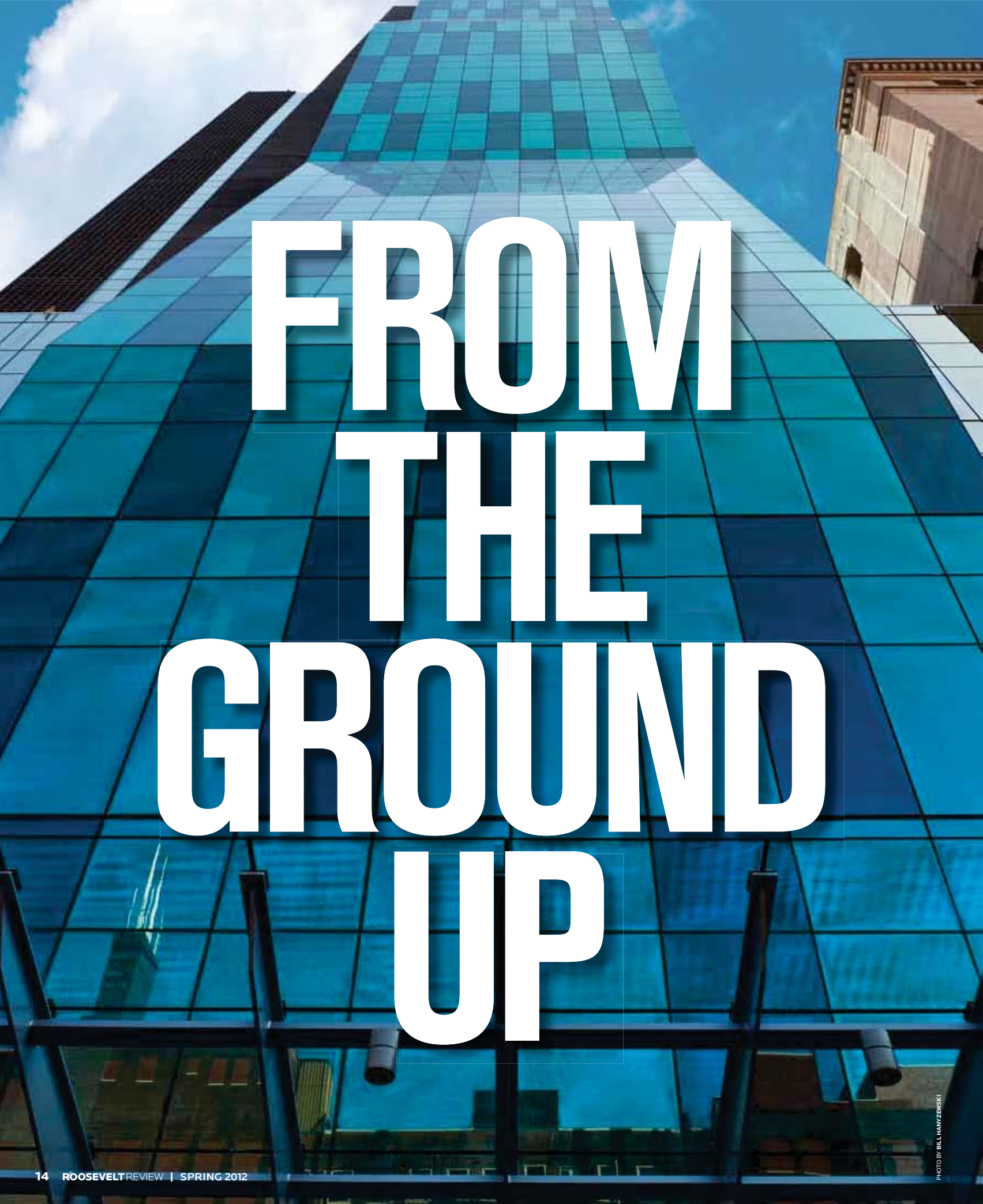
In the fall semester, the Mansfield Institute started a fellowship program called the Mansfield Scholar Activist Program. It has paired 15 students and faculty members with five community partners in need of research to help make the case for alternative approaches in dealing with at-risk kids. Scholars and their faculty advisors are expected to make reports to partners later this spring.

“It’s an excellent foundation for us to build relationships that in the end help our students and help elevate Roosevelt as a social justice institution,” Michaels said. 📍

CIRCLE OF TRUST Roosevelt student Amanda Warren volunteers, leading peace circles at Chicago’s Morrill School where positive change is ongoing.



PHOTO BY BOB COSCARELLI



FROM THE GROUND UP

BY COURTNEY FLYNN

AS ROOSEVELT CELEBRATES THE COMPLETION OF ITS NEW 32-STORY WABASH BUILDING THAT WILL CATAPULT THE UNIVERSITY INTO THE FUTURE, THE ARCHITECTS, ENGINEERS AND CONTRACTORS WHO DESIGNED AND CONSTRUCTED THE VERTICAL CAMPUS SAID IT TOOK UNUSUAL PLANNING AND COORDINATION TO MAKE IT ALL HAPPEN.

While most Chicagoans marvel at the building's unique, undulating shape with glass windows reflecting the city's blue skies, those who worked on it are most proud of the behind-the-scenes challenges they had to overcome.

For example, they had to operate in a construction space constrained by Chicago's "L" tracks to the west and historic buildings on the east, south and north containing delicate façades and unique foundations.

One of the first construction challenges engineers faced was the placement of a crane used to deliver materials to the site. Because of the urban location, there was not enough room to place the crane within the footprint of the building, as normally would be done. There was also insufficient space to position the crane anywhere outside the site. So it was set on a diving board of sorts made of steel beams that were attached to the building about six feet off the ground.

"I've never done this before in my career," said Kevin Dyball, vice president and construction manager for The John Buck Co., which served as the development

manager for the project. "It was a great solution for this particular project to get it outside of the footprint. It allowed all of the construction to proceed smoothly."

Another creative idea to keep work moving was to integrate a concrete pumping station into the site. Although space was tight, having the on-site station allowed trucks to dump their concrete loads into a hopper inside the building without tying up the street with construction traffic. Every floor of the building consists of poured concrete, so it was necessary to have a constant flow.

"With as little access as we had, it was imperative to come up with innovative ways to feed the materials into the building," said Bob Van Deven, the project executive and vice president at Power Construction Co., the general contractor for the building. "If you didn't have them, then everything would have had to stop and wait."

There was ongoing collaboration with the Chicago Transit Authority to ensure that "L" trains could pass by safely while construction continued on the building less than 30 feet away. Work was scheduled between trains or when train traffic was the lightest,

such as on weekends. The CTA provided flaggers, and trains were stopped when large pieces of steel needed to be placed near the building.

And while all the coordination and construction continued, there was the constant concern for protecting the historic Auditorium Building and the façade of the former Fine Arts Annex, which both posed their own issues.

The Auditorium Building was constructed more than a century ago on a "floating foundation," which depends on a mat of large timbers to spread out the weight of the structure, said Van Deven, who received his MBA in finance in 1992 from Roosevelt. The timbers need to be kept wet to keep from cracking. In addition, the Auditorium Building's foundation encroached on the site of the new building by several feet.

To preserve the integrity of the foundation, a steel earth retention system (like a bathtub) was built around the entire Wabash Building to ensure none of the water drained away as construction took place on the facility.

"Imagine if you built a deep hole near a river. The tendency would be for the water to flow there. It was techni-

cally very complicated," said Rafael Carreira, principal at the Buck Co. "The water levels were monitored every single day. It is a unique foundation that required a lot of care and attention."

Another issue was the connectivity between the Auditorium Building and the Wabash Building. The two buildings connect at five points, but joining a modern structure to a historic building posed its own challenges because of different grades.

"It was extremely important that we developed a way for persons to go easily from one building to the other, but the floors didn't always match up," said Steve Hoselton, Roosevelt's associate vice president of campus planning and operations and the University official overseeing the construction project.

Because of all the grade variations, connecting the Michigan Avenue side of the Auditorium Building to the Wabash Building proved to be one of the most complicated parts of the design. "We had to create a sloping walkway over an alleyway to connect the buildings," Hoselton said. "Now, if you are in the dining hall of the Wabash Building and want to go to the north



JEFF KARP: ONE POWER(FUL) ALUM

Roosevelt University's new Wabash Building makes Jeff Karp proud on two different levels.

First, as the president and CEO of Power Construction Co., the building's general contractor, he's delighted that the skyscraper was constructed on time, on budget and with great teamwork on the part of all stakeholders to meet the project's objectives. At the same time, he's a Roosevelt alumnus who can appreciate how much the building will benefit future generations of Roosevelt students.

Karp earned his MBA from Roosevelt in 1984. "I had a civil engineering degree from IIT (Illinois Institute of Technology), but realized I needed more training in management," he said. "My Roosevelt degree was a differentiator. It gave me a great framework for my future career which turned out to be more in management than in engineering."

When Karp joined Power in 1986 as a project manager, it was a relatively small company with about 25 employees and annual revenue of approximately \$50 million, despite having been in business since 1926. Today, there are 210 salaried employees and sales in 2011 of \$680 million. "Our growth has been organic," said Karp, only the fourth CEO in Power's history. "We do business exclusively in the Chicago area and 90 percent of our growth has come from repeat-business customers, word-of-mouth and referrals."

Karp believes the construction project which put Power, a

Schaumburg-based firm, on the map was the Omni Hotel built on Michigan Avenue in the late 1980s. "That project really enhanced our credibility. It was a high-rise building that showed we were able to do a large job right in the heart of Chicago."

The majority of Power's projects are in five areas: hospitality, healthcare, institutional, higher education and corporate, with new hospital construction accounting for nearly half of its work during the past few years. The Ann & Robert H. Lurie Children's Hospital of Chicago will open this summer, while a 14-story hospital at Rush University Medical Center opened to great acclaim in January. "Those projects have been huge for us," Karp said with a grin. "Despite the very tough climate for building, we've been able to keep our people busy."

Karp said that each assignment has its challenges, like having to build on a very constrained site at Roosevelt and implementing a unique structural design at Children's Hospital. From his perspective, the key to success is having skilled employees and knowing whom to call to attack the problem.

"When you look at what we built over the years, it really makes you proud," he said. "All of us at Power live here; we're part of the community. It's very rewarding when you work on something that will have a positive long-term impact on people, be it hospital patients, hotel guests or university students."

side of the Auditorium Building, you won't have to walk all around the buildings in a big "U" shape."

Another challenge was saving the six-story façade of the building located on the north end of the Wabash Building property and incorporating it into the design of the building.

The former Fine Arts Annex façade was built in 1924 by renowned architect Andrew Rebori.

Because the façade was historic, it couldn't be taken down and rebuilt later. Instead, steel reinforcing bars were put up around the façade and it was completely restored. It is now the entrance to Roosevelt's bookstore.

In addition, the signature terra cotta on the façade had to be restored. But there are only two manufacturers in the entire country that make the particular type of terra cotta used in the façade.

"It was really a very complicated and time-consuming thing for us to get it right," Hoselton said. "We didn't think it was going to be that complicated, but as we got more and more into it, it got more and more complicated."

An overarching problem was combining all of the different uses of the new building into one cohesive structure—from the dining hall to science labs to residence space, said Jeff Hrubec, senior vice president at VOA Associates, Inc. and the project manager/project architect for the Wabash Building.

The design team used a "neighborhood concept," grouping similar functions together and color coordinating them in shades such as yellow, blue, red and orange.

Student support services, which include a fitness center and dining hall, are housed on the building's first five floors. Science labs, classrooms and faculty office space comprise the sixth through 13th floors. And beginning on the 14th floor heading up, there are residence rooms with incred-



CONSTRUCTIVE SOLUTIONS The engineers and architects who worked on Roosevelt's Wabash Building came up with innovative ideas to solve construction dilemmas. The crane was placed on steel beams outside the perimeter of the building due to the tight construction site. The façade of the historic Fine Arts Annex was preserved, restored and connected to the new building. Each of the building's five green roofs has different environments so the plants chosen for each roof were based on those specific climates.





“WE COULDN’T PUT UP JUST ANY BUILDING NEXT TO THE AUDITORIUM BUILDING. WHEN THAT WAS BUILT IN THE LATE 19TH CENTURY, IT WAS A STATEMENT TO THE WORLD THAT THE CITY OF CHICAGO HAD ARRIVED. THE WABASH BUILDING HAD TO BE A STATEMENT THAT ROOSEVELT HAS ARRIVED.”

STEVE HOSELTON
AVP, CAMPUS PLANNING AND OPERATIONS

ible views overlooking the Art Institute of Chicago, Lake Michigan and Soldier Field.

“At a typical university in a rural area, there would be as many as six different buildings,” Hrubec said. “One of the major challenges was trying to get all of the different programs to work together.”

Making sure the building was “green” and sustainable was an imperative for everyone involved. Although it was often difficult to achieve, the University incorporated several green initiatives into the project. These include native plants on 51 percent of the roof, using construction

materials that were 20 percent recycled and installing energy efficient heating and air conditioning equipment with a Building Automation System rating that is 24.5 percent above industry standards. Roosevelt will learn this spring if it will receive a LEED silver or gold certification, something very few skyscrapers in Chicago have.

Aside from all of the engineering, architectural and construction challenges, those who worked closely on the project said another wonder of the Wabash Building is the tough economic climate in which it was built.

“In a normal time, it’s one of those once in a lifetime opportunities to take all these program elements and put them all in one building with a significant design,” Hrubec said. “We started in 2008 when the rest of the world was falling apart. So it’s not just the building itself, but it’s the time it was built in that says something about the resolve of the University and the design team to really bring something this unique to life.”

“This is really a fascinating, distinctive building,” Hoselton said. “We couldn’t put up just any building next

to the Auditorium Building. When that was built in the late 19th century, it was a statement to the world that the city of Chicago had arrived. The Wabash Building had to be a statement that Roosevelt has arrived.”

@ ON THE WEB

Watch a behind-the-scenes video of the Wabash construction project, from process to completion:

www.architecture.org/LunchOnline/Roosevelt

Read The Chicago Architecture Blog’s glowing review of the Wabash tower, by Paul Kulon:

www.roosevelt.edu/towerblog



PHOTO © BILL HANTZEWSKI

BRIDGING THE DIVIDE

Halfway around the world, men and women with degrees from Roosevelt are helping shape China's future.

These financiers, civil servants, entrepreneurs, developers, publishers, university officials – the list of their professional occupations goes on and on – live all across the world's most populous nation.

In the tradition of Roosevelt University, they are socially conscious leaders, using their education to problem solve and innovate, transforming their society and homeland for the better. Stories of what some of these alumni have done with their Roosevelt education and lives in China are told on the following pages.

BY LAURA JANOTA

"They are remarkable individuals and worth knowing, as Roosevelt has transformed their lives and their world view," said Roosevelt University President Chuck Middleton, who has visited alumni in China many times.

"Given Chicago's growing presence as an international city and China's emergence as the 21st Century's newest economic superpower, it makes sense for the University to be connected with these alumni and with China," he said.

Since 1999, the University has hosted groups of mid-career Chinese leaders, educating them in the classroom and giving them field experiences and internships for the Executive Master of Business Administration (EMBA) or Executive Master of Public Administration (EMPA) degree.

There are about 500 EMBA and EMPA graduates in China today. Most of them received their EMBA and were sponsored

by governments and organizations in China's northern Liaoning Province, Beijing, Shenzhen, Shenyang and Tianjin. In addition, hundreds of alumni who went to Roosevelt as international students live in China today.

Pledging to stay in touch, the University's Office of Institutional Advancement has organized alumni chapters in Beijing, Shenyang, Shenzhen and Tianjin.

Currently, there are nearly 100 Chinese students at Roosevelt, including a group of mid-career Beijing Statistical Bureau managers pursuing the EMPA degree.

"We are reaching out to our alumni, friends and many contacts in China," said Patrick Woods, vice president for institutional advancement at Roosevelt. "We want them to know our door is always open and we want them to tell others in China about the Roosevelt experience and how it changes lives."

Rising to the Top

SHENZHEN, CHINA Hengdi Li • Xiaochun “Jason” Liu • Songming Xu



Roosevelt business professor Lee Ahsmann visited China shortly before his death in 2007, where he met with former EMBA students.

“I never saw Lee as energetic and involved as when he was with the Chinese students,” said management professor Tom Head, who also taught them. “He spoke of it as the high point of his life, and when he came back from China, I remember him telling me, ‘We did it right! We really did it right!’”

For amazing success stories of alumni in China one can look to the city of Shenzhen, which sent the University 21 mid-career leaders whom Ahsmann and Head taught in 2001-02.

At the time, **Hengdi Li** was general manager of a 180-person Shenzhen shipping company. He mastered English that year and easily advanced in his career upon returning home.

Today, he manages the Shanghai plant of a Norwegian company that makes environment-friendly auto-emission-control devices. “This business is not just about making money,” said Li, who grew up in south China’s countryside, the son of farmers and the first of seven children to get a master’s degree. “It’s about environmental protection and contributing to society and I am doing something that is in the spirit of Roosevelt.”



Top: Members of the Shenzhen class gather during a visit to Lake Michigan and a boat cruise. Pictured from left are: Qingwei Peng, Gang li, Songming Xu, Jing Ming, Xiaochun Liu and Jun Huang. Above: The 21-member group graduated from Roosevelt in 2002.

Xiaochun “Jason” Liu had been general manager of the legal department of Shenzhen Investment Company in Hong Kong. After receiving his EMBA, he became deputy general director of Shenzhen’s World Trade Organization Affairs Center and founding chair of Shenzhen Society for WTO Studios. Today, he is deputy general secretary of the South China Commission of the China International Economic and Trade Arbitration Commission (CIETAC), one of the largest arbitration institutions in the world.

“While at Roosevelt, I had an internship with the Chicago International Dispute Resolution Association that taught me a lot about international arbitration and helped me in my career,” he said.

Songming Xu had been Shenzhen’s director of real estate and housing and chief editor of a real estate magazine. Now, he is one of the city’s highest ranking officials. “I received a lot of professional training regarding leadership,” said Xu.

As vice chair of Shenzhen, a city of 14 million, Xu handles all urban planning and development and manages a team of 200. He has introduced a plan for Shenzhen to be a low-carbon eco city, which is now a national model for China. He envisions a day when electric cars and buses will be the norm.

“We need to slow down a little in terms of economic growth and combine our efforts in planning for our economy, society and the environment,” he said.

Learning to Say ‘I Love You’

SHENYANG, CHINA Yan “Angel” Wang

Before attending Roosevelt in 2002-03, **Yan “Angel” Wang** was reserved and strict. She didn’t have a car. She didn’t express feelings much. She believed rigorous discipline was necessary for her six-year old to do well in school.

Now a veteran English professor and foreign languages department director at Shenyang University, the Roosevelt alumna is a changed woman. Not only does she better understand English and American culture, she also enjoys her life, family and future.

“I found that in relationships, the American people love each other. They show their feelings,” she said. Back home, she made a habit of telling her husband, parents and son that she loved them. She bought a car, a house and new clothes. She began spending leisure time with her family.

“My husband and son have told me: ‘You have changed quite a bit.’ They have said: ‘It’s quite nice the way you’ve changed.’” Wang is looking forward to the day her son, now 15, will study in the United States and gain his own experiences.



Bridging Cultural Differences

BEIJING, CHINA Guoxin “Charles” Tan • Wenchang “Kevin” Zhu



Top: A group of Roosevelt alumni from Beijing. Above: Wenchang “Kevin” Zhu (left) receives an award from Carrier for his team’s winning sales.

Roosevelt alumni **Guoxin “Charles” Tan** and **Wenchang “Kevin” Zhu** transformed their lives and careers after receiving EMBA’s from Roosevelt University.

They were in the first group of 46 EMBA students from Beijing municipal government. Both have

gone on to build careers in China as liaisons between foreigners who want to do business in Beijing and the contacts they will need to get things done.

“These are gracious men who understand that progress is made by taking time to make connections,” said Judy Frey,

who guest-lectured at Roosevelt on Asian/American cultural differences for their incoming class in 1999-2000.

At the time, Tan, a Beijing Municipal Foreign Economic Relations and Trade Commission official, asked Frey to help Zhu, the deputy director of Beijing Chamber of Commerce, meet Chicago business leaders.

Frey introduced the men to a university leader heading up a high-tech incubator program involving Chicago entrepreneurs, as well as to members of the Chicagoland and Illinois chambers of commerce. For their graduation, she also gave them a framed, autographed photo of then-Chicago Mayor Richard M. Daley, a memento they still treasure today.

After returning home, both men joined foreign companies investing in China and the 2008 Beijing Olympics.

Tan joined Otis Elevator (China) Investment, helping the com-

pany win contracts to build energy-efficient elevators and escalators for Olympic facilities and Beijing subway lines. Zhu became leader of the sales team for Carrier, which won the majority of contracts for “green” air conditioning at Olympic facilities. As a result, his team won Carrier’s prestigious Presidential Award. “Roosevelt gave me ideas on how to lead our team and how to organize our work,” said Zhu.

Today, both men are directors for separate divisions of General Electric – Zhu is director of government affairs and policy for GE Water; Tan is director of government programs at GE China. Both work on projects tied to China’s growing green economy.

“Roosevelt provided me with a tremendous opportunity,” said Tan. “I learned how to strategize, develop business relationships and communicate. It is an experience that changed my life.”



A Place in their Hearts

BEIJING, CHINA Bo Wang • Yuzhe “Cindy” Ding

Roosevelt University is a special place for **Bo Wang** and **Yuzhe “Cindy” Ding**.

The Chinese natives met in 2007 as international students in Roosevelt’s English Language Program. Today, they live and work in Beijing, and are married. “Roosevelt University and Chicago will always hold special memories,” said Wang.

Courtship began when Ding, an undergraduate business management major from Suzhou, China, saw Wang, an integrated marketing communications major from Beijing, in a classroom and asked in English if she could sit next to him. Agreeing to this, Wang addressed Ding in Chinese, saying: “Why don’t you speak Chinese to me?”

Dinners in Chinatown, shopping at malls and travels to Miami, Washington, D.C., Las Vegas, Niagara Falls and Florida’s Disney World followed.

Graduating in 2009, Wang returned to Beijing and got a job doing marketing for a Chinese

company equivalent to Netflix. A year later, Ding graduated and moved to Beijing, taking a human resources job at CCTV News.

In 2010, Wang asked Ding to attend a conference trip that would include Chicago. “I brought her to the lakeside near Roosevelt and the museums, and I asked her to marry me,” he recalled.

“Roosevelt University and Chicago will always hold special memories.”

— BO WANG

“I thought there would be a romantic dinner with violins, so I was a little disappointed,” said Ding. She did agree to marry him and had dinner with Wang in John Hancock Center’s Signature Room.

The two were married before 250 guests in Beijing in December.



Bo Wang (top photo) proposes to Yuzhe “Cindy” Ding on Chicago’s lakefront in 2010. The two met as students at Roosevelt and were married last year (above) in Beijing.

Opening World Financial Markets

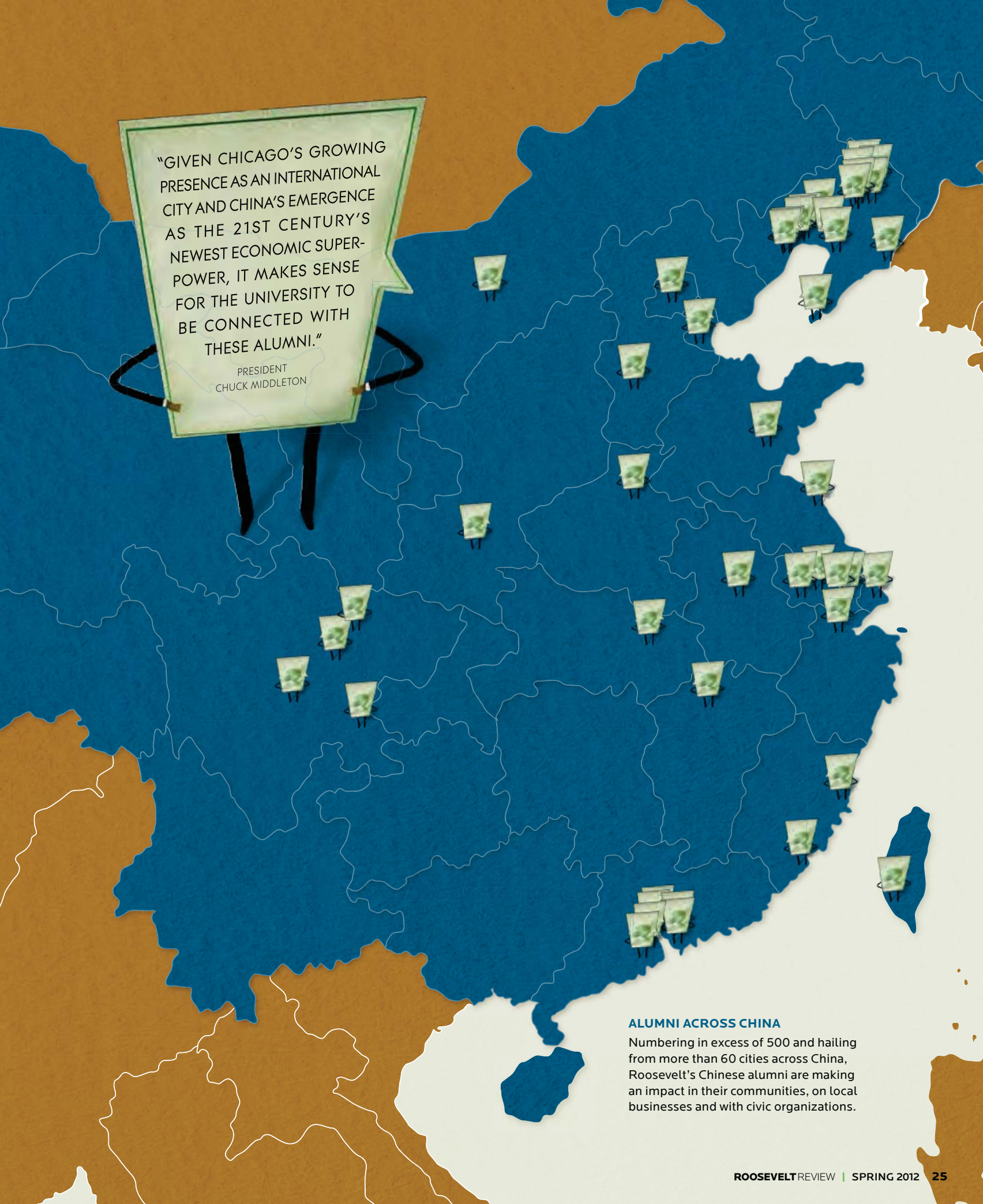
SHANGHAI, CHINA
Kaiyuan “Kathy” Xu

At a time when China’s nascent financial industry is aggressively going global, **Kaiyuan “Kathy” Xu** leads a sales team courting foreign investors for a major securities firm in Shanghai.

Part of the 12-member Chinese Youth Federation sponsored by China’s federal government at Roosevelt during 2001-02, the EMBA graduate now talks regularly with potential clients from institutions all over the world.

Xu, formerly with the Shanghai Grain Exchange, remembers eye-opening field trips to the Federal Reserve Bank of Chicago, the Chicago Board of Trade and the Chicago Mercantile Exchange while she was at Roosevelt. She also credits a business course, Strategic Management, for giving her skills she uses daily to research and analyze companies.

“There are many opportunities now in China’s financial industry and in our global markets,” she said. “Roosevelt helped prepare me.”



ALUMNI ACROSS CHINA
Numbering in excess of 500 and hailing from more than 60 cities across China, Roosevelt’s Chinese alumni are making an impact in their communities, on local businesses and with civic organizations.



Building strong relations

Roosevelt University and its alumni in China are maintaining strong ties, thanks in part to a series of October 2011 alumni events in China where alumni chapters in Beijing, Shenyang, Shenzhen and Tianjin have been chartered.

Pictured from upper left and clockwise: President Chuck Middleton and a delegation of Roosevelt trustees and University leaders celebrate the start of a new chapter with alumni in Tianjin; a view of the Great Wall of China; President Middleton meets an alum at a chapter gathering in Shenyang, China; alumni from Liaoning Province in the north of China re-connect at a Shenyang alumni chapter event; a view of the Olympic stadium in Beijing; Chicago College of Performing Arts Dean Henry Fogel (fourth from right) meets with officials of the Central Conservatory of Music in Beijing. Immediately to Fogel's right is professor Wang Cizhao, the conservatory's president. Roosevelt University Board of Trustees Chairman James Mitchell and his wife, Linda, don festive Chinese garb in Shenyang; Shanghai was one of the stops for a meet-and-greet with alumni that the Roosevelt delegation made during a goodwill trip on behalf of new alumni chapters in China.



Government Training, American Style

BEIJING, CHINA

Daidong "Willis" Wu

At a time when the Beijing Municipal Bureau of Statistics is building a new data system, **Daidong "Willis" Wu** understands the need to be trained in new technologies and the best public-administration practices.

"We need to know new information and technology," said Wu, who was promoted to deputy director of the bureau's consultancy center after getting his EMBA from Roosevelt in 2008. "We must apply what we learn to our new metropolitan system," which uses geographic information system technology for the first time, he said.

Forty-three bureau managers studied at Roosevelt in 2007-08 and 2009-10 and 18 others are now at the University working on the EMBA. Their program is the same as for U.S. students, learning about public administration, management, quantitative and research methods, leadership, policy, budgeting, strategic planning, economics and human resources. Government and non-profit internships are provided.

"It has been difficult. Before we started the program we knew little about the history of public administration management in America," said Hui An, who took part in Beijing's 2010 census and is currently studying for the EMBA. "Language is a problem but we are getting better."

Anna Marie Schuh, associate professor and coordinator of the EMBA program, gives the Chinese opportunities in class to work with all of her public-administration students. In addition, the students spent Thanksgiving at Schuh's home and attended a TV party viewing GOP presidential primary results with political science professor Paul Green.

Giving Back to Roosevelt

BEIJING, CHINA Wang Li



Beijing Hospitality Institute Dean Wang Li will give back to his alma mater, sending BHI students to Roosevelt for hospitality management training.

After **Wang Li** got his EMBA at Roosevelt in 2000, he was promoted by the Beijing Tourism Group. Over the years, his responsibilities have included being in charge of training for the group's 40,000 employees, managing five-star hotels, and marketing hotels worldwide. He joined *elong.com* in 2007 and is now dean of Beijing Hospitality Institute (BHI), a new hotel management training school.

Now Li is giving back to his alma mater in a partnership that will bring BHI students to Roosevelt's Manfred Steinfeld School of Hospitality and Tourism Management.


"My dream is for my students to be the best hotel managers in the world," said Li. "They need to know how to communicate with people of different cultures and backgrounds. I know Roos-

"Roosevelt gave me the opportunity to see what happens in the real world. I am glad to do something for the University as an alum."

— WANG LI

velt has talented teachers with real-world experience." Plans are currently being made to bring BHI students to campus.

"We are looking forward to this relationship with the Beijing Hospitality Institute," said Gerald Bober, director of Roosevelt's hospitality program. "We have several talented Chinese graduate students in our program, and we are planning to utilize them to mentor undergraduates from BHI."

"Roosevelt gave me the opportunity to see what happens in the real world," said Li. "I am glad to do something for the University as an alum." 

@ ON THE WEB

Watch Chinese students discuss their experiences at Roosevelt University:

www.roosevelt.edu/InternationalStudents

The Man Behind the Scenes

Q & A WITH TOM FLYNN, CHIEF ENGINEER

Although he's been at Roosevelt University for 30 years, Tom Flynn is hardly known to students and Roosevelt's faculty and staff rarely see him. And that's just the way he likes it.

Flynn is the man responsible for ensuring that the Auditorium Building, Roosevelt's national historic landmark structure, functions smoothly, be it the coldest day of the winter or the hottest day of the summer. And that's not an easy task, considering that the building was originally constructed in the late 1880s as a hotel, theatre and office building.

A member of the International Union of Operating Engineers Chicago Local 399, Flynn came to Roosevelt after working for two years as a boiler operator in the building housing the former Marshall Field's store on State Street.

To learn how the Auditorium Building operates, *Roosevelt Review* editor Tom Karow asked Flynn, whose office is in the basement of the historic building, to tell us what goes on behind the scenes.

OUT OF SIGHT The basement of Roosevelt's Auditorium Building is the domain of Tom Flynn, Roosevelt's chief engineer.



PHOTO BY BOB COSCARELLI

Tom Karow: The Auditorium Building will soon turn 125 years old. As the building’s chief engineer, what do you do and how do you think the building is doing?

Tom Flynn: I’m responsible for maintenance and operation of the entire Auditorium Building, including the Auditorium Theatre section. It might be an old building, but its functionality is 100 percent. Aside from one unusual piece of equipment, there are no items where you would say, “Wow, I can’t believe this is here.” Let me give you an example. The building was one of the first in the country to be wired for electricity, but everything is different now. We have modern wiring, circuit breaker panels, fuse panels, etc. It’s far from the original.

TK: How about the elevators, which for decades were a source of frustration?

TF: They have certainly been a challenge and we could obviously use more. But they are in better shape now than ever. We have upgraded all of the elevators here to direct digital control with the exception of the tower elevator. All of them have top of the line doors and rollers and they are maintained on a regular basis by our elevator contractor. The building’s original elevators were water hydraulic elevators. Water towers on the roof pumped water through the towers using gravity pressure to make the elevators go up and down.

TK: I understand that the Auditorium Building has numerous roofs.

TF: Yes, because of the way the building is laid out, there are 29 separate roofs on a variety of elevations. Much of that had to do with additions to the building over the years. The roofs for Ganz Hall and the Heller Wing were add-ons as were the roofs above equipment rooms. There are also different roofs above the alleyway near Michigan Avenue.



“When they come in and their offices and classrooms are nice and warm, and the lights go on, we want them to just take that for granted. Obviously there’s no magic wand that makes all that happen, but we want people to think it’s automatic.”

TK: You said that there was one original piece of equipment still in use. What’s that?

TF: It’s called a Shone sewage ejector and it serves the Auditorium Theatre. A pneumatically operated water tank is lo-

cated in the basement. When it’s triggered, a valve opens up and shoots compressed air into the tank and then the compressed air forces sewage located in the basement of the Theatre to curb level and into the city sewers for recycling. Unfortunately repair parts are no longer available and an electric ejector pump has been installed.

TK: Another peculiar feature of the Auditorium Building is that the Auditorium Theatre is located within the main building.

TF: It is really two separate buildings in one, the theatre and the University. The theatre itself has no perimeter walls, so its heating and cooling requirements are different from the University’s. In fact, the theatre has all electric heat. The heating load in the winter is very minimal, especially when the theatre is full of people. The theatre also has just

one chiller for cooling, compared to five for the rest of the building.

TK: Old buildings were not outfitted with sprinklers for fire protection. Have you worked on that life-safety issue in the building?

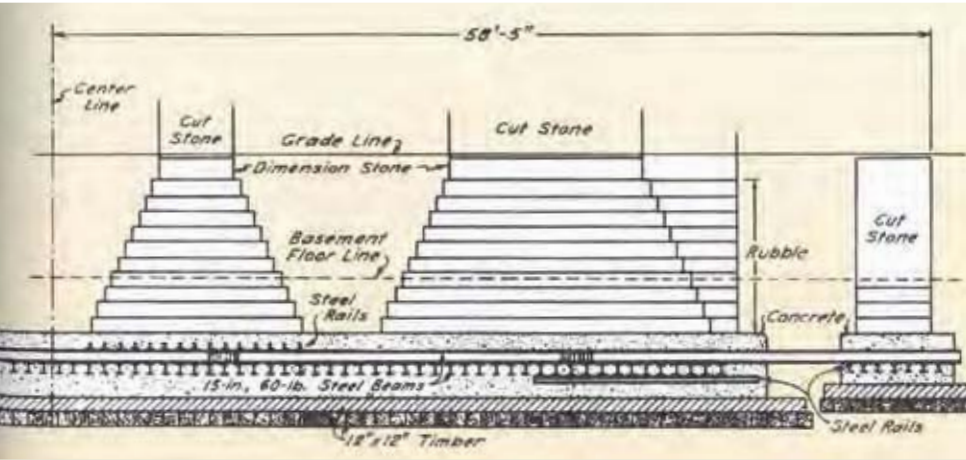
TF: We have been working hard on that issue, which is complicated and expensive. So far, we have installed sprinklers in the basement and through the seventh floor, about 65 percent of the building. We will meet the city of Chicago’s timeline to have sprinklers installed on the remaining floors.

TK: What’s the fire alarm system like in the building?

TF: About seven years ago, we installed a Simplex Fire Detection System, which has smoke alarms, heat detectors, pull stations, and horns and strobe lights for notification. It is tied into the Chicago Fire Department, which



CHECKING THE FOUNDATION The floating foundation of the Auditorium Building (left) is checked daily by Chief Engineer Tom Flynn and his crew. If the water level drops below the timbers, indicated at the very bottom of the schematic, the timbers could crack as shown in the picture above. This has never happened in the 125-year history of the building.



responds quickly when the system is activated.

TK: Since buildings weren’t air conditioned in the 1800s, has it been difficult to air condition the Auditorium Building?

TF: Definitely. Someone said to me that he’s never been in a building that had so many micro environments. There are spaces in the Auditorium Building that do not have any air conditioning at all, the Sullivan Room (on the second floor) being one of them. We put portable air coolers in there during the summer. The room next to it, Congress Lounge, has central air. Over the years, we have installed a lot of different cooling systems, depending upon what applications fit best at the time. Plus, we have approximately 150 window air conditioning units in the Auditorium Building.

TK: When the Auditorium Building was built it had a unique foundation. Can you tell me about

the foundation and are you responsible for maintaining it?

TF: Yes, we monitor it every day. The building has a floating foundation made of crisscrossed railroad ties, topped with a double layer of steel rails embedded in concrete. It is critical that water levels stay above the railroad ties. If the water level would ever drop below them, the railroad ties would dry out and split, causing severe foundation problems in the 110,000-ton building. We still have a comfortable level of water but we track it over time to make sure we will never have a problem.

TK: Is there another feature like that, which is probably unique to the Auditorium Building?

TF: Within the theatre itself there are no columns except those used to support the floor. Its roof is supported by large wrought iron trusses located in a space above the theatre seating

area. Today when engineers and architects see that area where all the trusses and supports that span the roof come together and connect to the load-bearing walls, they are amazed at the unique design.

TK: Has the University replaced the windows in the building?

TF: The majority of the windows are original to the building. We have been renovating them the past few years, starting with those which were in the worst shape. The original glass was saved and reused after the woodwork was refurbished and the windows were reinstalled. The building’s windows are operable, which is an easy way to get fresh air.

TK: Will you also be in charge of engineering for Roosevelt’s new Wabash Building?

TF: Yes, I’ve been involved with the Wabash Building from the

initial design stage. It’s quite a change – from working in one of the oldest buildings in Chicago to one of the newest. All of the equipment in the new facility is state of the art.

TK: I know that the Wabash Building will be LEED-certified. From your standpoint, what are some of the features that make it energy efficient?

TF: There are many, but lighting control is an important one. There will be occupancy sensors in the offices and classrooms. And there’s going to be a master control so we’ll be able to turn all of the lights on and off at certain times to control energy. Another is the thermal glass windows on the building. They have a very high R value (a measurement of insulating effectiveness) that will help with energy consumption as well.

TK: Will the two buildings share any equipment?


TF: A diesel fuel-powered emergency generator was installed in a room near the loading dock of the Wabash Building. It will provide emergency lighting and power to the water pumps for fire protection in both buildings should the electricity go out.

TK: How large is the engineering staff for the Auditorium Building?

TF: Including me, there are seven of us. At least one of us is in the building 24 hours a day, seven days a week.

TK: What is the goal of your staff?

TF: We want the students, faculty and staff to be able to focus on their studies and work. In the wintertime, when they come in and their offices and classrooms are nice and warm, and the lights go on, we want them to just take that for granted. Obviously there’s no magic wand that makes all that happen, but we want people to think it’s automatic. 🏠



Students employed by Roosevelt's phonathon program connect with alumni — and gain a lot more than donations.

ANSWERING THE CALL

BY GREGORY HESS

On the 11th floor of Roosevelt's Auditorium Building, 15 students sit at a row of desks, thumbing through multi-colored stacks of call sheets and diligently making phone calls.

The student workers in Roosevelt's phonathon program call alumni four days a week during the fall and spring academic terms, earning work study credit and making personal connections with more than 60 years of Roosevelt alumni.

Karyn DuBose, Roosevelt's director of annual giving who has administered the phonathon program since October 2010, previously led annual giving initiatives at other colleges, including the Illinois Institute of Technology and the University of Illinois at Chicago. "I always tell the callers, 'You are the next generation of givers. When you graduate, someone is going to call you. So, it's important that you understand the culture of philanthropy that you are fostering right now. The people who you're calling are investing in your success,'" DuBose said.

Monae Ferguson, a co-lead who will graduate with a major in integrated marketing communications in 2013, started with the phonathon in fall of 2009. Ferguson had experience on the phone from a previous job at the Illinois Tollway, answering phone calls from toll booth violators. For her, Roosevelt's phonathon is a welcome change of pace.

"It's very refreshing hearing some of the people's stories about life after Roosevelt," Ferguson said. "I called a woman one time who ended up being a best-selling author. We had a very inspiring conversation."

Callers are trained and given scripts to work from, but they learn very quickly that calls can often veer down unexpected paths. "Being a psych minor, I understand people have different personalities and different things going on in their lives, so I try to remember that and take it in stride when a call goes badly," Ferguson said.

John Lang, a jazz voice major who graduates in May, is another co-lead at the phonathon. Lang said that his performance background has played a role in helping him get comfortable on the phones.

"It is a pretty natural fit," Lang said. "The personalities of alumni really come out when they pick up the phone. The first time you get on the phone is pretty nerve-wracking. But after the first person you connect with, it's all gone, and it becomes second nature."

There's one thing that you won't find at the phonathon, however—computers. Unlike most modern call center environments, Roosevelt's phonathon is still doing things the old-fashioned way, with ink and paper.

"Alumni should know this isn't some automated system calling them. This is an actual student, flipping through sheets of paper and pressing the keys on the phone. It's definitely old school, but it works, and there's a personal aspect to it," Lang said.

The callers regularly have the chance to connect with alumni in their field, who are often eager to offer career advice and guidance for life after college. "The alumni are constantly giving the callers great professional advice, because they are out there in the workplace, using their education," DuBose said. "Usually when they give us advice, what they say is, 'just keep going,'" Ferguson added.

"Alumni should know this isn't some automated system calling them. This is an actual student, flipping through sheets of paper and pressing the keys on the phone. It's definitely old school, but it works, and there's a personal aspect to it."

JOHN LANG (BM, '12)

by the numbers

10
Number of students who make calls per evening

Number of phonable alumni

45,529

\$44
Average amount per donation

\$53,717
Pledged from Oct. 1, 2011 to March 19, 2012

950
Average number of calls students make per evening

A CALL TO ACTION If you receive a phone call from a Roosevelt student, Jacob Youngblood may be on the other end of the call. "It's cool to contact people throughout the country," he says.

who's calling?

MEET SOME OF ROOSEVELT'S PHONATHON STUDENTS



John Lang
Age: 22
Hometown: Denver, Colo.
Major: Jazz and Contemporary Vocal Performance
Graduation: May 2012
Time with the Phonathon: 2 years

"I like the Phonathon because it brings students, alumni, faculty and staff together to better Roosevelt."



Jessica Gibbs
Age: 20
Hometown: Ford Heights, Ill.
Major: Business Management
Year: Junior
Time with the Phonathon: 8 months

"I like talking to the different alumni who live throughout the United States. Every night it's an adventure and I am enjoying the ride."



Tim Crawford
Age: 20
Hometown: North Kingstown, R.I.
Major: Sociology
Year: Sophomore
Time with the Phonathon: 6 months

"Phonathon is a cool job. Good work environment. Good hours. Good people."




Ashley Reed
Age: 20
Hometown: Chicago
Major: Integrated Marketing Communications
Year: Senior
Time with the Phonathon: 2 1/2 years

"The phonathon not only allows alumni a chance to hear about new developments at the University, but also gives students the opportunity to hear more about the legacy and history of Roosevelt."



▲ **Karyn DuBose**, Roosevelt's director of Annual Giving, personally hand writes a letter to each donor. She often tells the student callers: "You are the next generation of givers. So, it's important that you understand the culture of philanthropy that you are fostering right now. The people who you're calling are investing in your success."

 **If you would like to make a gift to Roosevelt by phone, call (312) 341-2138.**

Jacob Youngblood, a junior jazz trombone major who was hired at the phonathon in the fall 2011 semester, said, "It takes effort and focus, but I really enjoy it. It's cool to contact people throughout the country and make that connection, whether they're nice or rude to you. On any given night, you might talk to someone in Las Vegas or Maryland or Hawaii."

Tanisha Littrice, a senior business management major, commutes from Flossmoor, Ill., and uses her pay from the phonathon to help pay for her monthly Metra pass. She enjoys the incentives and games that the supervisors use to keep the mood in the call center fun.

"We play a game called 'Phonieland,' where if you get a pledge you get to move a space. It's fun and encouraging, because every time we come in we want to see how many spaces we need to win," Littrice said.

Each pledge the students receive is manually entered into the University's database by DuBose. She even personally hand writes a letter to each donor, sealing and mailing the envelope herself.

The phonathon program represents the first contact many alumni have with annual giving. Though the gifts the callers receive are often small, overall they add up to a significant portion of the University's fundraising efforts. "Collectively, these gifts mean a lot, and they do great things for the University," DuBose said.

The students began calling this academic year in October and as of mid-March, they had received pledges totalling \$53,717.

"It's making a huge impact. We're the people behind the scenes, late at night, getting things done," Ferguson said proudly. 📞

THROUGH THEIR EYES

Roosevelt professor Tammy Oberg De La Garza takes a unique approach in her research of literacy among Latino elementary students. BY LAURA JANOTA



The collection of photographs portraying literacy in Chicago includes images of business and street signs, TV remote controls, T-shirt logos and graffiti.

Shot by Latino grade-school children in Chicago's Logan Square neighborhood, these views and others are providing a Roosevelt University professor with clues for what must be done if the reading and writing skills of Latino youths are to improve.

"To me, it's obvious," said Tammy Oberg De La Garza, assistant professor of elementary education and a 2011-12 American Association of University Women (AAUW) fellow. "These kids may understand what literacy is all about in the school setting, but they don't get the kind of access they need to real literacy in their homes and in their neighborhood."

A former fourth grade teacher in Chicago and a literacy consultant in some of the city's toughest public schools, Oberg De La Garza long has been troubled by U.S. data ranking Latinos behind both blacks and whites in reading levels as well as in bachelor's degree completions.

In an attempt to find the problem's causes and solutions, she started a dynamic, new literacy project in partnership with the Logan Square Neighborhood Association in 2010.

"What we need to realize is that Latinos are our fastest growing group in the nation," said Oberg De La Garza. In fact, the U.S. Census Bureau is predicting that one-fourth of all U.S. students will be Latino by 2021. The census also is reporting that education levels of Latinos are lower than the levels achieved by any other ethnic groups.

Illinois standardized test scores show that eighth-grade Latino students are reading at levels that white students achieved in fourth grade. These results also point to a reading achievement gap between Latinos and whites that has not significantly improved in 15 years.

"If Latinos are our lowest achieving group educationally, where does that leave us as a nation?" Oberg De La Garza asked.

SNAPSHOTS OF REALITY These photographs taken by Latino grade-school children offer a troubling glimpse into a world where "literacy" is often limited to video games, commercial packaging and T-shirts.



PHOTO BY BOB COSCARELLI

For answers, the Roosevelt professor began research with a grant from the Mansfield Institute for Social Justice and Transformation and later as an AAUW fellow using Photovoice, a unique approach that allows the researcher to gain candid insights from photos taken on a specific topic or theme by the subjects the researcher is studying.

It was first developed and used in 1992 by Caroline Wang at the University of Michigan and Mary Ann Burris at the University of London as a means to learn what women in rural China really thought about their lives and their community.

Since then, Photovoice has become a tool of choice for researchers who are seeking the views of those who have no say in the policymaking that affects them. Appalachian coalminers, patients with mental illness and people diagnosed with HIV/AIDS are just a few of the marginalized groups that have been able to express their views through the research photography.

“It is a creative way to encourage our young people to express their thoughts and feelings,” said Holly Stadler, dean of the College of Education. “We are committed to empowering under-represented communities and we see this project as a way to support their hopes and dreams.” Oberg De La Garza became interested in the methodology after seeing the

than through the lens of teachers or administrators.” In the fall of 2010, the professor asked 17 undergraduates in her READ 320-23 class to take photos of literacy in their communities. They came back with shots most would expect: photos of home library collections, texting on hand-held devices, home computers, bookstores and public libraries.

“Latinos are our fastest growing group in the nation. If Latinos are our lowest achieving group educationally, where does that leave us?”

TAMMY OBERG DE LA GARZA

Oscar-winning documentary film, *Born into Brothels*, which features photos taken by children of prostitutes living in Calcutta’s red-light district. “The movie really opened my eyes to seeing things through children’s eyes,” she said. “I began to think it would be a helpful way to look at literacy. That is, through the eyes of a child rather

The students also gave disposable cameras to 36 grade-school students they were tutoring in Logan Square. About half of the children returned completed rolls of film. The photos taken at school by the children were rich with literacy and included: written student work, posters, books, students reading or



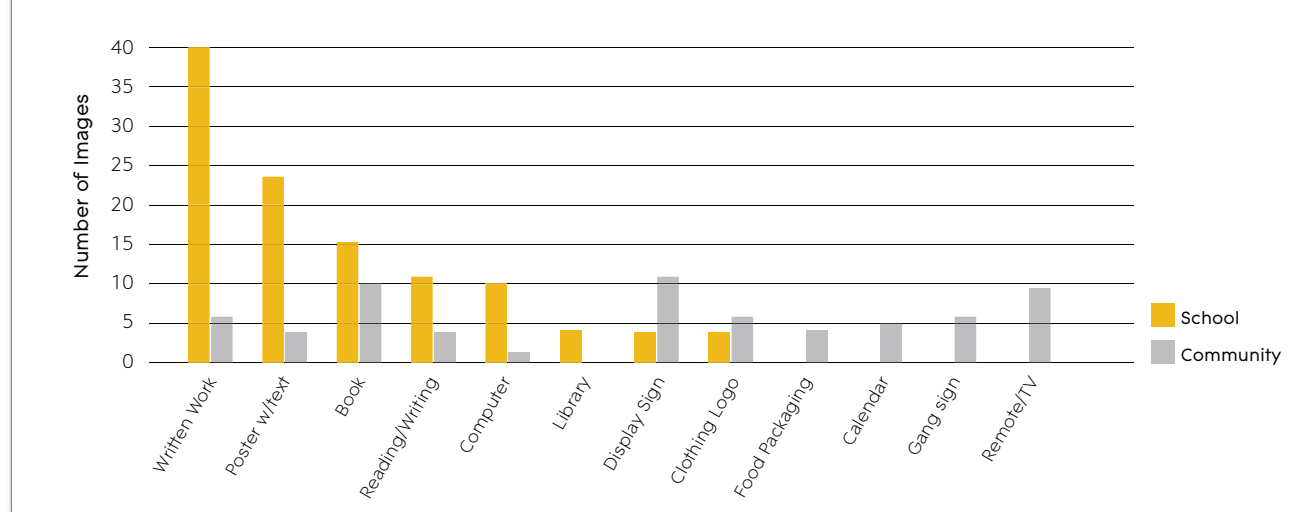
Tammy Oberg De La Garza, assistant professor of elementary education, is an expert on social justice in urban education, educational equity and literacy access for all. She joined Roosevelt in 2009 following appointments at the University of Illinois at Chicago and Concordia University.

Oberg De La Garza earned a PhD from UIC in curriculum and instruction and a master’s in education from Northeastern Illinois University. She began her career as an elementary teacher in the Chicago Public Schools.

Last May, she was awarded a prestigious 2011-12 American Fellowship from the American Association of University Women. The eight-week fellowship included a \$6,000 grant to complete a Latina literacy study that began as a service-learning project in her Teaching Reading in Elementary Schools class.

You can contact her at tobergdelagarza@roosevelt.edu.

THROUGH THE LENS: Tammy Oberg De La Garza’s Photovoice research unveils a striking contrast between students’ access to literacy within their school versus their community by tracking the themes of their photographs. Themes and frequency of student photos in each location are tracked below.



New faculty members team up to study Latino learning environment

BY LAURA JANOTA | Tammy Oberg De La Garza and two of her Roosevelt colleagues, Alyson Lavigne and Amy Roberts, have a theory for what may work to create classrooms that support Latino children's success in school.

It hinges on the idea that gaps in cultural norms hinder these students from experiencing an environment of care and acceptance in the classroom, thus diminishing their chances for academic success.

The three put their heads together and came up with the theory, and how to test it, recently during a meeting of a new group called Write Now, where junior Roosevelt faculty members can get together, discuss research and lend support to one another.

During the meeting, Oberg De La Garza, a second-year assistant education professor whose expertise is in identifying and removing obstacles that Latinos face in reading and writing, mentioned her concerns about these children falling behind. Lavigne, a second-year assistant professor of curriculum studies and an expert on student/teacher dynamics, raised a question about the importance of conveying care in the classroom and how different cultures demonstrate care. Roberts, a second-year assistant professor of psychology, noted that her research and expertise is in the various approaches that children of different cultures take as they learn and how learning is grounded in communities.

From there, a new research project called "Culture of Care" was born.

"Sometimes kids fluently use both verbal and non-verbal communication. We began wondering whether teachers take note of this nonverbal communication – or is it something they miss?" Roberts asked.

To find out, the developmental psychologist, with help from several Roosevelt graduate students, videotaped interviews with Latino children in Oberg De La Garza's after-school tutoring program at McAuliffe Elementary School.

About 20 students were asked about the kind of care their teachers showed, what behaviors they liked and didn't like from their teachers and whether their teachers respected language differences. The responses currently are being analyzed and will be the basis for more interviews with Latino children in Chicago, likely later this year.

"Kids this age sometimes have difficulty articulating ideas on how they conceptualize complicated concepts like care and culture. The videotapes we are collecting will help us capture their complete responses to our questions by including things like facial expressions, body movements and other non-verbal communication," Roberts said.

The study could lead to recommendations on ways teachers can communicate care in the classroom. Ultimately, the project could pave the way for a teacher-training program on communicating care in diverse classrooms.

"Theory about care in the classroom was most notably developed during the 1980s, but it is now catching on as a hot topic as many in the education field are beginning to think about and create culturally responsive classroom communities," said Lavigne.

"These issues are huge for Latinos, particularly since these students are falling behind. We need to find new ways to improve their educational outcomes and support their academic success," she said.

writing, computers and libraries. However, the majority of shots taken by the students in their homes and communities didn't contain the same type of literacy images found in schools. These views included: business and street signs, single books in the home, TV remote controls, written homework, household bills, clothing logos, graffiti and gang signs, calendars and food packaging.

"There is a gap between what teachers define as literacy, and the types of literacy experiences that are accessible to Latino kids at home or in their communities," said Oberg De La Garza. "My goal is to prepare teachers to bridge the cultural gap so that they can make literacy a part of these kids' lives not only in school but also in the environs where they spend the better part of 16 hours a day."

Her research study, titled "The Cultural and Economic Divides of Literacy Access: Addressing Barriers and Advocating Change," was published in the *International Journal of Diversity in Organizations, Communities and Nations* in December 2011. Her next article, "Using Photovoice Methodology to Explore Latinos' Access to Literacy" will be published later this year in *The Journal of Higher Education and Community Engagement*.

With hopes of expanding the project into other Chicago neighborhoods, she recently gave cameras to a group of sixth graders from Chicago's largely Latino Hermosa Park neighborhood with the assignment to shoot literacy. While the photos taken by the second group appear to be similar in content, Oberg De La Garza still is reviewing them for more findings.

In the meantime, the Roosevelt professor has been actively working to improve literacy with parents at the Logan Square Neighborhood Association (LSNA), a 50-year-old community organization that has worked in partnership with schools in Logan Square for more than 20 years. "We have always had the need for one-on-one work with our students," said Lisette Moreno Kuri, president of the association that has set up community learning centers for parents and students at five Logan Square grade schools.

"We are ecstatic that Tammy (Oberg De La Garza) has been working on literacy training with our community," added Moreno Kuri. "She has helped us to make a connection with higher education and that is important for our children's future."



AFTER-SCHOOL FUN Roosevelt student Yazmin Martinez helps kids from Chicago's Logan Square grasp the fine points of a children's story.

"There is a gap between what teachers define as literacy, and the types of literacy experiences that are accessible to Latino kids at home or in their communities."

TAMMY OBERG DE LA GARZA

In fact, the tutoring program that Oberg De La Garza started as a service-learning opportunity for Roosevelt students at McAuliffe School in Logan Square is becoming so popular that children had to be turned away last fall.

"We can see that the Roosevelt students are making strong connections with the kids," added Silvia Gonzalez, director of Community Learning Centers for LSNA. "We want to see this program ongoing," she said. "And we'd like to see it expanded into other schools in the Logan Square area.

Laura Beson is one of the Roosevelt students who has been tutoring kids at McAuliffe. She

also lives in Chicago's gentrifying Logan Square. "When I first saw the kinds of photos that the kids were taking of literacy in their community and in their home, I realized there were no bookstores nearby and that it was hard for them to get to the library. It's two buses and a distant walk from where they live."

That realization has helped Beson, who will graduate in May, with her tutoring. "It made me realize that teachers are really the main source of literacy for these kids," she said. "We need to be passionate, we need to reach out to the parents, perhaps babysit or tutor these kids at home or at least

make books from our own libraries available to them."

For her part, Oberg De La Garza is leading another class of student teachers at McAuliffe School this semester. She is also planning a community forum in Logan Square where her research findings will be presented to parents and interested residents.

"We need to try and politically attack the things that are hindering Latinos' access to literacy," said Oberg De La Garza. "These kids need better access to things like books, libraries and computers. We will need to work together as a community to make this happen."

@ ON THE WEB

Visit www.roosevelt.edu/READ320 to view three compelling digital stories created by students in Tammy Oberg De La Garza's READ 320 class.



KEVIN JANUS



MEGAN ARKIN



BRADLEY ALLEN



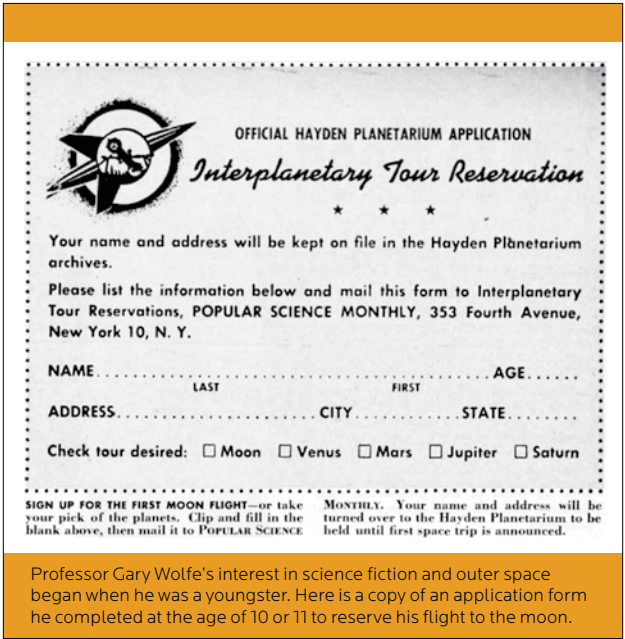
When I was about 10 or 11 years old, I got my reservation for a round trip to the moon. It was easy; all you had to do was pass a short quiz (questions like “The moon is really a ___ star ___ satellite ___ planet”) and your name would be turned over, eventually, to the first company making commercial trips to the moon. You also got a wallet-sized reservation card, and—oh yes—three books for a dollar with your new membership in the Science Fiction Book Club, which promised to keep your reservation in its archives forever, or at least until moonliners started booking up. My favorite part of the ad was the disclaimer that it “in no way commits you to make the voyage,” as though I might be worried that at some unknown point in my adult life I could be abducted by a lunatic astronaut brandishing my now-ancient reservation.

I’ve long since lost my wallet card, but I still have the three books I selected; I could put my hands on them right now. Science fiction can be addictive that way, if you approach it at the right age and with the right temperament, and perhaps at the right historical moment. I’ve been doing some research lately on science fiction of the 1950s—the first decade in which it really became part of the mainstream book publishing industry, no longer confined to the pulp magazines that had been its home since the 1920s—and it occurred to me that this was a pretty good time to become a science fiction reader. After two decades of Depression and war, the future seemed right around the corner—we were eliminating old diseases like polio, building massive superhighways, beginning to use computers (the Census Bureau installed its first one, a massive UNIVAC, in 1951), inaugurating transcontinental jet passenger service, beginning to identify the structure of DNA. We could even launch rockets with artificial satellites into orbit. It didn’t seem at all unrealistic for a 10-year-old kid to believe he might fly to the moon in his lifetime.

But the 1950s was science fictional in another way, too. We had seen what a nuclear weapon could do to a city, and knew that our global rival the Soviet Union already had such weapons. We had seen how modern technology could be adapted to ruthless programs of genocide and the rocket-bombing of cities, and were becoming more aware of the human cost of racism and oppression in our own society. We were beginning to see that the environment wasn’t always self-sustaining, or even friendly (a four-day smog in London in 1952 killed thousands). Somewhat less grim—though it produced enough anxiety at the time—people began sighting mysterious lights in the skies, first

popularly dubbed flying saucers and later UFOs. For all the promise the future held out on one hand, it also offered the specters of world-ending nuclear wars, environmental cataclysms or even alien invasions.

Science fiction, of course, had been writing about all this for decades. The term “atomic bomb” was first used in a novel by H.G. Wells in 1914, and an artificial satellite was described by Edward Everett Hale way back in 1869. Fortunately, science fiction’s worst cataclysms never came to pass—but neither did its most optimistic predictions. We made it through the next half-century without a crippling nuclear war, and we even made it to the moon—though almost no science fiction writer imagined that we’d just pack up and go home less than four years after the first moon landing (it’s now an historical event remembered by no one under their mid-40s). We began improving the air quality in many of our cities, but weren’t prepared to learn what global warming might do to the planet as a whole. We breathed a sigh of relief at the end of the Cold War, only to witness in shock—and in images that looked like they might have come from a science fiction movie—what havoc global terrorism could wreak. And, in another development that few science fiction writers foresaw, we now find ourselves instantly connected to each other and to an almost infinite stream of information worldwide through smart phones, the Internet, home computers, Facebook and Twitter.





But I still don't have my moon flight.

One of the lessons from all this is one that science fiction writers and scholars have known for a long time: Science fiction is not really very good at foretelling the future. It has its share of hits, all right—Hugo Gernsback describing radar in 1911, Lester del Rey portraying a peacetime disaster at a nuclear power plant in 1942, William Gibson inventing cyberspace in 1984—but it has far more misses. We don't have our jetpacks or personal robots or Mars colonies, and we're not going to get them anytime soon. You won't learn much about the world of 2012 by reading the science fiction of the 1950s, but you can learn a lot about the 1950s, and that, in the end, is what science fiction (like all fiction) is really good for: it tells us something about ourselves—our hopes, dreams, fears, nightmares. What many regard as the first real science fiction novel, Mary Shelley's *Frankenstein* (1818), gave us a nightmare that has stayed alive in the popular imagination ever since—not just a hulking monster, but the idea that our own science could get out of control, that our own inventions could turn against us. Not many people over the age of seven worry about those monsters anymore, but a lot of people wonder about the day when computers will be smarter than we are, and possibly even self-aware. It's a different kind of technology, but the principle is the same.

Those monsters have haunted science fiction in a different way as well. For the better part of a century, serious writers and readers of science fiction have argued that it's really a literature of ideas, which grapples with weighty philosophical issues, assumes the world will not always be the way it is now, and asks us if we're ready for the changes to come. But this kind of science fiction has never really been that popular. What most people see are the movie monsters, or the colorful aliens and spaceships

that once graced the covers of those pulp magazines, or, in more recent years, disaster spectacles like *Transformers* stomping down Michigan Avenue. When I tell people I'm interested in science fiction and fantasy as a literary critic, the “literary critic” part usually goes right past them and, if they're sympathetic, they'll tell me how much they loved *Star Wars* or *Star Trek*, and if they're not, they'll politely take their drink and go find someone else to talk to. It's not their fault; if you look at a list of the top-grossing movies of all time, you'll find it peppered with *Avatar*, *E.T.*, *Star Wars*, and *Batman*, but you'll seldom see a science fiction novel on the best-seller lists. As movies, SF (as we call it) is pure gold; as literature, it's regarded as something of a niche interest, like contemporary jazz or contemporary classical music.

This is true in the academic world as well. By the time I got to the University of Chicago, I'd been reading science fiction for more than half my life, but I wasn't sure I'd dare propose it as a Ph.D. dissertation topic. (Nowadays doctoral dissertations on science fiction are common, and a few universities even offer it as a specialty.) I ended up writing about science fiction's sister genre of fantasy, which has always been a bit more respectable (after all, the authors of *The Chronicles of Narnia* and *The Lord of the Rings* were Oxford dons), and more or less shelved my interest in writing about science fiction until I arrived at Roosevelt, which was pretty open-minded about such things. (As a brief aside, the differences between fantasy and science fiction could be another essay entirely, but in a nutshell science fiction purports to be about things that are possible given our current understanding of science, while fantasy deals with beings and events that are impossible or supernatural. Going to another planet in a spaceship is something we believe to be possible; standing on a secret platform in London and catching a magical train

FOR THE BETTER PART OF A CENTURY, SERIOUS WRITERS AND READERS OF SCIENCE FICTION HAVE ARGUED THAT IT'S REALLY A LITERATURE OF IDEAS, WHICH GRAPPLES WITH WEIGHTY PHILOSOPHICAL ISSUES, ASSUMES THE WORLD WILL NOT ALWAYS BE THE WAY IT IS NOW, AND ASKS US IF WE'RE READY FOR THE CHANGES TO COME.



PHOTO BY KYLE CASSIDY

to Hogwarts is not. We can understand how a robot might work, but we have no idea where sorcerers get their power or how people can turn into wolves. But of course, writers don't always observe these neat rules.)

I've often taught individual works of science fiction and fantasy in my humanities classes at Roosevelt, but only a few times have I taught an entire class on the subject. The classes seemed popular, drawing a range of students from hardcore fans who read almost nothing but science fiction to those who thought it looked like an easy elective where we'd be watching *Star Wars* movies. Over the years, though, the demographics of those classes have begun to change, in a way that probably reflects the changing science fiction readership itself. Early on, the classes attracted mostly young white males, which is still the common stereotype of the SF fan—the supersmart nerd who's not very well socialized and doesn't get many dates (think of a TV series like *The Big Bang Theory*). Later on, students of every sort showed up—young, old, male, female, Caucasian, African American, Hispanic, Asian, Middle Eastern. Science fiction may still be a specialized taste, but it's no longer the specialized taste of a particular group.

The same is true of the writers of science fiction. The most famous writers who came of age in the 1940s or 1950s—Ray Bradbury, Robert A. Heinlein, Isaac Asimov—indeed began their careers as young white males, though even back then there were far more women involved in science fiction than was generally recognized. Today, though, some of the most exciting science fiction and fantasy is coming from quarters that few of those older writers and readers would have dreamed of. The latest World Fantasy Award (one of the top awards in the field) went to *Who Fears Death?*, a novel set in a future Africa by the Nigerian-American writer Nnedi Okorafor (who lives in the Chicago area). Other exciting newer writers have Caribbean roots (Karen Lord, Tobias Buckell, Nalo Hopkinson), while still others come from Israel (Lavie Tidhar), Finland (Hannu Rajaniemi) or South Africa (Lauren Beukes). And this isn't entirely a new development; a novel which I sometimes teach is *Kindred*, concerning a young black woman in 1976 who finds herself transported back in time to an 1830s slave plantation; it was written by the late Octavia Butler, the first science fiction writer to receive one of the MacArthur Foundation's famous "genius" grants.

Nor are the settings of modern science fiction always the familiar urbanized American futures of an earlier

era. The future, science fiction writers tell us, will be far more multicultural. One of the best is Ian McDonald (from Northern Ireland) whose recent novels concern the future in India (*River of Gods*), Brazil (*Brasyl*) and Turkey (*The Dervish House*). Canadian-born British writer Geoff Ryman has set several works in a future Cambodia, while Paolo Bacigalupi's award-winning *The Wind-Up Girl* takes place in an energy-deprived future Thailand, and in Alastair Reynolds's *Blue Remembered Earth* the center of technological development has shifted to Tanzania.

In short, the future isn't what it used to be, and neither is science fiction. In fact, this might be as exciting a time to start reading SF as the 1950s was, and this is reflected in the growing interest in the field among young adult readers. I'm not referring to the immensely popular sorcerers of the *Harry Potter* tales or the vampires and werewolves of the *Twilight* saga—remember that distinction between science fiction and fantasy—but to novels like Suzanne Collins' *The Hunger Games* (the basis of one of the most anticipated movies of spring 2012) or Paolo Bacigalupi's *Shipbreaker*. These may depict pretty grim futures—children forced to compete for survival in deadly reality-TV-style games in Collins' novel, or hired to strip ruined oil tankers for rare copper and oil in Bacigalupi's—but they might well be the sort of futures that young people worry about. Science fiction writers not only show us futures that we want to achieve, but futures that we want to avoid. Either way, the basic message is simple: the future is in our hands, and is ultimately what we choose to make it, through our actions—or our failures to take action.

This is one of the reasons, I think, that science fiction is so well suited for the classroom. Almost by definition, it's one of the most interdisciplinary kinds of writing. A modern science fiction writer might draw on engineering, astronomy, biology, physics, information theory, history, sociology, political science, neurology, economics, ecology, psychology and more. Whatever is important to understanding our own world is equally important in building an imaginary one, and—unlike the fantasy writer who can appeal to magic—the science fiction writer needs to play by the rules, and to know what they are. Learning those rules, and learning how to make the right choices using them, is a good part of what higher education is all about. Whether we choose to think about it or not, we're making the future right now. That's a good part of what I've learned from science fiction, and of what I try to teach. ✎

Gary K. Wolfe is professor of Humanities in Roosevelt University's Evelyn T. Stone College of Professional Studies. Since joining Roosevelt in 1971, he also has served in various administrative capacities, including dean of the Stone College. His scholarly and critical writings have focused on science fiction and other forms of fantastic literature, and his work has been recognized by the Science Fiction Research Association, International Association for the Fantastic in the Arts and the British Science Fiction Association. Since 1992, he has written a monthly review column for *Locus* magazine. His most recent books are *Evaporating Genres: Essays on Fantastic Literature and Sightings: Reviews 2002-2006*.



A FIRST FOR ROOSEVELT To use his words, the research grant Assistant Professor Sergiy Rosokha (above) received last year from the National Science Foundation (NSF) "is a really big deal." For most of us, that description is probably a bit easier to grasp than saying, "My grant is for a study of halogen bonding between organic acceptors and transition-metal complexes." *Continued on following page* ▶

Truth be told, Rosokha's grant is a big deal. His \$280,000 award is the first time Roosevelt University has received a scientific research grant from the NSF. Prior awards from the highly regarded government agency were for instruments and science education.

In addition to underwriting chemicals and testing equipment to support Rosokha's innovative research, the grant allows four to six undergraduate students to receive paid internships to study with the Roosevelt chemist for the next three years.

The chair of the University's Department of Biology, Chemistry and Physical Sciences, Cornelius Watson, said that only about one in four NSF applications are accepted due to increased competition and reductions in funding levels. "It is a real tribute to Dr. Rosokha that he was able to win this award. Hopefully it will make Roosevelt more competitive for future research funding."

Rosokha's area of interest is intermolecular interactions, particularly molecules containing halogen atoms and how those atoms bond. In his research, he hopes to establish the main factors that determine the characteristics of halogen-bonded complexes and the effects the interactions have on halogen-containing molecules.

When asked if this would be a major advancement in chemistry, he laughed and then replied in his heavy Ukrainian accent, "In this area, definitely yes, in general chemistry, not as much."

The grant allows Rosokha and his students to conduct high-level research work that is publishable and is of interest to the scientific community. "Students

who do research learn what chemistry is all about," he said. "It is much deeper than laboratory work in class. It is more advanced, both theoretically and experimentally, and provides them better opportunities for future work."

One of his research students, senior Monica Timmerman, is eager to learn as much as possible about chemistry procedures and theory. The chemistry major who wants to pursue a career in pharmacy or the health sciences said, "I have found that research requires determination and improvisation, at times. It is different from course lab work as there is no book or packet that can tell you about the reactions taking place."

Michael Vinakos, a biotechnology and chemical science major, agreed, adding, "In research you don't necessarily know what the results will look like or if the methods devised will even successfully yield useable results. I wasn't all that familiar with halogen bonding before Dr. Rosokha gave me some literature on the subject to read. I have learned how halogen bonding may be an overlooked phenomenon."

A chemical researcher in his native Ukraine and the United States for nearly 20 years, Rosokha received his undergraduate degree from one of the former Soviet Union's most distinguished universities, the Moscow Institute of Physics and Technology. It is considered to be the Russian equivalent of the Massachusetts Institute of Technology. His PhD is from the National Academy of Sciences in Kiev, Ukraine.

At the University of Houston, where Rosokha taught before joining Roosevelt, he



"In research you don't necessarily know what the results will look like or if the methods devised will even successfully yield usable results," says Mike Vinakos, a biotechnology and chemical science major who is studying with Rosokha.

and a colleague attracted the attention of scientific journals for their studies on intermolecular interactions. It was that research which paved the way for Rosokha's NSF grant. "Without being published in the highly-ranked journals, I wouldn't have gotten this grant. That proved my credibility and showed that I know what I'm talking about," he said.

Jeremy Ritzert, who will graduate in 2013 with a biology degree, has found Rosokha to be passionate about chemistry education. "He expects students to understand big concepts in addition to laboratory techniques. He uses laboratory and research methods as a way of backing up theoretical concepts."

Last summer, Ritzert, after doing research with Rosokha at the Schaumburg Campus, was selected to make a presentation at Argonne National Laboratory. "It was an amazing experience to do research in organic chemistry, a subject that I love, and then to be able to present to other students in other fields of science," he said.

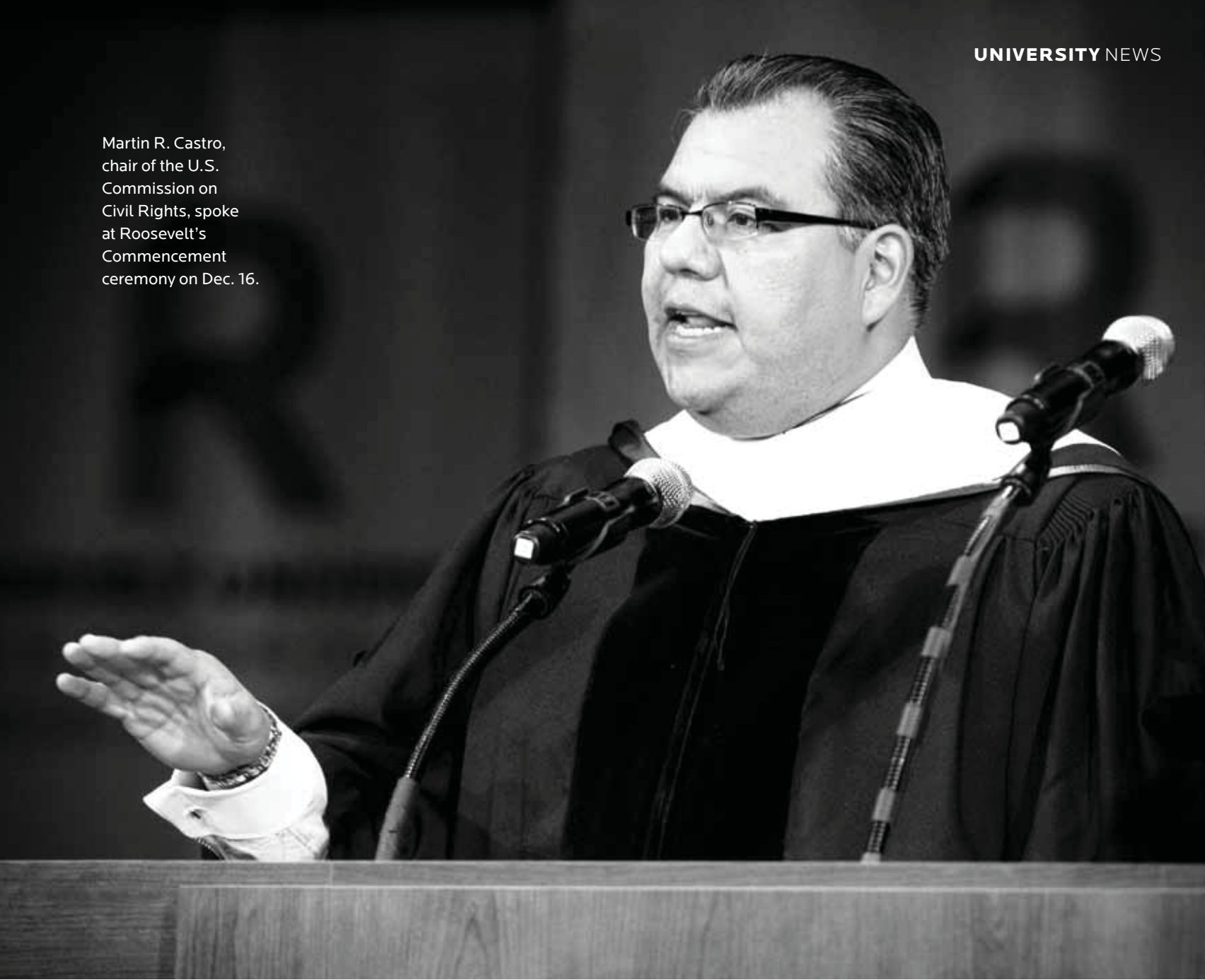
Helping students like Vinakos, Ritzert and Timmerman is a major reason Roosevelt

received the NSF grant. In awarding the grant, the NSF noted that, "Participation in the project will advance the problem-solving ability and experimental expertise of students, as well as improve their teamwork and communication skills. The research experience leading to publications and presentations at professional meetings will encourage students, many of whom are from the underrepresented in sciences groups, to explore careers in science."

Rosokha knows that the grant will be valuable long-term for both the University and its science program, which will have brand new, state-of-the-art laboratories at the Schaumburg Campus and in the new Wabash Building. "Roosevelt has many students who are capable of participating in scientific research," Rosokha said. "This grant allows us to show chemists across the nation what we at Roosevelt University can do." – TOM KAROW

@ ON THE WEB

Get a sneak peek at the cutting edge, state-of-the-art science labs within Roosevelt's new Wabash Building: www.roosevelt.edu/wabashlabs



Martin R. Castro, chair of the U.S. Commission on Civil Rights, spoke at Roosevelt's Commencement ceremony on Dec. 16.

Commencement speaker fights for social justice

December's Commencement speaker talked about something he practices every day: giving back to the community. Martin R. Castro, chair of the U.S. Commission on Civil Rights, gave up a lucrative position as an attorney with an international law firm to serve others, especially those whose rights are being violated.

"I am glad to fight for social justice and change," he told Roosevelt University's summer

and fall graduates. "I encourage you not to let your careers be timid and safe. We need you to be involved in the effort."

The first in his family to graduate from high school, college and law school, Castro, whose parents came to the United States from Mexico, is president of Castro Synergies, which provides organizations with strategic advice on how to have positive social impacts on diverse communities.

Castro told the audience that receiving a doctor of humane letters degree from Roosevelt "means the world to me." To illustrate his point, he translated a saying from his father, which declares: "Tell me who you are with and I'll tell you who you are." "Now I am part of the Roosevelt family," he said proudly.

"Don't let yourself be a commodity," he said. "You are graduates of a University

founded on the principles of social justice. You need to add value to your country – volunteer, tutor, be on a board, mentor, provide a different perspective."

Castro was appointed in January 2011 by President Barack Obama to chair the nation's civil rights commission. In this role, he makes recommendations to the president and Congress regarding civil rights issues.

Buckley named interim dean of Professional Studies



An associate professor who discovered several new species of crocodiles from the age of dinosaurs has been appointed interim dean of the Evelyn T. Stone College

of Professional Studies. Gregory A. Buckley will serve in the position through June 30, 2013. He succeeds John Cicero, who left to become dean of the School of Engineering, Technology and Media at National University in San Diego.

In addition to providing overall leadership of the Stone College, Buckley will be focusing his efforts on programs to increase enrollment in the college, and he will be working closely with Schaumburg Campus Provost Douglas Knerr on a new task force on adult education.

Buckley joined Roosevelt in 1996 as an adjunct faculty member while he was on staff at the Field Museum of Natural History and became a full-time faculty member in the Evelyn T. Stone College in 1999. He previously served as associate dean of the college and department chair in Professional and Liberal Studies.

Specializing in paleontology, his research has included work in Montana, Wyoming, North Dakota, Chile, Argentina and Madagascar. It was in Madagascar where Buckley and his colleagues discovered the crocodiles, including a vegetarian crocodile that was featured in science journals internationally. His more recent interests have shifted to ecological restoration practices, ecology of the forest preserves of Cook, Lake and McHenry counties and historical land-use transformation of the Schaumburg area.

Occupy Everywhere: Roosevelt offers new course exploring the Occupy Movement

A new course exploring the Occupy Movement and the political-economic order it is challenging is being offered this spring at Roosevelt University's Chicago Campus.

Thirty-two undergraduates, including several who are involved with Occupy Chicago, are taking the course, Political Science 390, Special Topics in Political Science: Occupy Everywhere, with Jeff Edwards, associate professor of political science and an expert in social movements.

"It is exciting and timely to look at a movement as it unfolds in its early years," said Edwards, who got the idea for the course in response to the ongoing debate in America's academic political science circles over the impact that growing socio-economic inequalities are having on U.S. democracy.

During the course, students are reviewing literature, essays and articles about the Occupy Movement that began in 2011; they are looking at considerable research that's been done in the area of socio-economic



inequality and democracy; and they will be doing their own research on various aspects of the Occupy Movement.

According to Edwards, various aspects that are being studied include: historical comparisons of Occupy to other social movements; racial dynamics of Occupy, including how the movement allies itself with other communities and causes; Occupy as a global movement, and its potential for changing politics globally; Occupy's future, including strategies/directions that the movement could take in the future; and Occupy's potential impact on the 2012 U.S. presidential election.



Associate Professor Jeff Edwards and Roosevelt student Ameshia Cross were interviewed on CNN about his course on the Occupy Movement.

Roosevelt holds summit on restorative justice

A group of college professors whose aim is to transform the Chicago Public Schools (CPS) met on April 11 at Roosevelt University to discuss school safety and the role that restorative justice can play in tamping down violence.

Chicago-area faculty and scholars from the newly formed Chicagoland Researchers and Advocates for Transformative Education (CReATE) discussed ideas for change in the way disciplinary matters are handled at CPS.

Representatives from the schools, including the Chicago Teachers Union, attended the event, which included a discussion about a new CReATE research brief, "Increasing Safety through Restorative Justice: Making Schools Safe for Girls and LGBTQ students in Chicago's Public Schools."

"We want to shift the disciplinary policy in Chicago Public Schools away from suspending or expelling students, which is proven not to work," said Leslie Rebecca Bloom, associate professor of educational

leadership and women's and gender studies at Roosevelt.

A co-founder of CReATE and a member of its restorative-justice research team, Bloom said school officials frequently express public support for restorative justice, but don't always implement its practices, including one-on-one interventions, peace circles and peer juries.

The organization has found that female students at CPS face disturbingly high rates of gender discrimination, including bullying, harassment, teen-dating violence and threats, including cyberbullying. Researchers say positive relationships among students, teachers and parents are associated with lower levels of violence at schools where restorative justice is present.

"There is a strong social justice issue at stake here, and we want to affect policy with a positive change that helps students and their parents and which supports CPS teachers," Bloom said.

Three horn players selected for Mexican orchestra

Three French horn players from Roosevelt University's Chicago College of Performing Arts have won positions with Orquesta Sinfonica Sinaloa de las Artes, which performs symphony, pops, opera, ballet and chamber music throughout Mexico.

John Reem, 27, of Macomb, Ill., a graduate student in CCPA's Orchestral Studies Diploma Program, has been selected as principal horn with the Mexican orchestra based in northwest Mexico's state of Sinaloa; Rhonda Kremer, 21, of Chico, Calif., a 2011 graduate with a bachelor of music from CCPA's Horn Performance Program, has won the position of second horn; and Amber Dean, 23, of East Moline, Ill., a graduate student in the horn program, has been chosen as third horn.

All three studied with Dale Clevenger, a veteran horn instructor in the music conservatory at CCPA and principal horn with the Chicago Symphony Orchestra. "I

have never seen anything like this happen before," said Clevenger, who has been teaching for 27 years, including more than a decade at Roosevelt. "It is highly unusual that there would be three openings in one orchestra at the same time, and it's extremely rare that all three musicians chosen for the openings would come from the same school," he said.

The three performed their first concert together on Jan.12, with Orquesta Sinfonica Sinaloa de las Artes, which has a 42-week season all over Sinaloa and throughout Mexico.

"We are all very appreciative of being offered this exceptional opportunity to perform music for a living," said Kremer. "In addition, we are all friends and are very fortunate to have been able to move together, to play together and to tackle all of the challenges of adapting to a new country together," she said.

National Recognition for Math and Science Programs



Associate Professor Robert Seiser accepts the Bennett Award.

Roosevelt University's programs in science and math have received the highest award from SENCER, a national organization devoted to improving science education by focusing on real world problems.

The William E. Bennett Award for Extraordinary Contributions to Citizen Science was presented on March 13 to Associate Professor of Biology Robert Seiser on behalf of his Roosevelt colleagues. The Bennett award is given annually to a person, team or institution whose SENCER and other related activities have made "exemplary and extraordinary contributions to citizen science."

In announcing the Bennett award, David Burns, executive director of the National Center for Science and Civic Engagement, said, "An exceptionally talented group of young faculty members has imagined, planned, and implemented a range of SENCER courses across the undergraduate curriculum. . . We hope that this recognition will inspire others to achieve what your team is achieving."

In addition to Seiser, the Roosevelt faculty members who have been most involved with SENCER over the years are Kristen Leckrone (chemistry), Kelly Wentz-Hunter (biology), Barbara Gonzalez (math), Melanie Pivarski (math), Dave Szpunar (chemistry), Byoung-Sug Kim (education) and Jie Yu (math).

Study uncovers bias in Middle East media coverage

Henry Silverman, assistant professor of finance and an expert on factors that may influence investor behavior in the stock market, regularly sifts through corporate documents in search of messages that may be false, biased and/or which misrepresent the truth. In a word, he looks for propaganda.

The Roosevelt professor, who pioneered the use of Ethnographic Content Analysis

revealed more than 1,100 occurrences of propaganda and fallacies, as well as violations of Reuters own corporate governance charter and handbook of journalistic ethics across 41 distinct categories, he said.

Thirty-three Roosevelt students, who volunteered to participate in the study and were relatively neutral about the Israeli-Arab conflict, were asked to read

the news articles. Their attitudes toward the conflict were then measured for shifts in sympathy and support. “The results were significant,” said Silverman. “While they started out fairly neutral, these students ended up siding with the Arabs in the Mideast conflict after they read the articles. These shifts were associated with particular

propaganda techniques employed by Reuters,” he said.

In published reports, Reuters has maintained that its agency and reporters are committed to the company’s charter requiring accurate and impartial reporting. The company has denied propaganda techniques are being used in its coverage of the Middle East.

For his part, Silverman sees the study as merely an extension of work he regularly does reviewing financial prospectuses, which can be persuasively misleading in convincing investors to buy into a company, venture or product without always being upfront about the risks.

“The idea was to apply the same techniques I have been using in the business arena to the media,” said Silverman, who teaches investment theory and international finance at Roosevelt’s Heller College of Business. “My hope is that other academic scholars will follow my lead and further investigate all kinds of information out there that affects decisions we make every day.”



(ECT) in reviewing corporate documents, also is an avid consumer of business news, regularly following the latest coverage by media outlets including the Reuters international news agency.

“In my work, I regularly look for particular words, phrases and material omissions a company may employ to misrepresent its objectives and the risks to which it is exposing its investors. I began to notice similar patterns of language and omissions in Reuters coverage of events in the Middle East,” Silverman said.

Using ECT and traditional quantitative statistical analysis, Silverman examined a sample of 50 news articles related to the Israeli-Arab conflict that were published on Reuters.com websites between May 31 and Aug. 31, 2010, a period which included a deadly encounter between Israeli commandos and supporters of the militant Palestinian group Hamas aboard the *Mavi Marmara* passenger ship.

Findings of the three-month study, published in the November/December issue of *Journal of Applied Business Research*,

‘Democracy in the Making’: Roosevelt class behind new Illinois state law

Illinois recently became the fifth state in the nation to enact a law granting limited immunity from prosecution to overdosing drug users and those who reach out on their behalf for emergency help, thanks in part to the efforts of Kathleen Kane-Willis and her Roosevelt students.

As director of Roosevelt’s Illinois Consortium on Drug Policy and adjunct instructor of the course Drugs and Society, Kane-Willis worked for two years with students, parents who have lost children to drug overdoses and treatment professionals to convince lawmakers to adopt the Emergency Medical Services Access Act, which was signed into law in February by Illinois Gov. Pat Quinn.

“We did background research and went down to Springfield to advocate for the new law,” said Clay Wallace, a Roosevelt graduate sociology major who was the teaching assistant for Drugs and Society. A resident of Chicago’s Hyde Park neighborhood, Wallace enlisted the support of his state representative, Democrat Barbara Flynn Currie, who co-sponsored the Emergency Medical Services Access Act.

“This was democracy in the making, and it showed me that lawmakers are willing to look at things on a practical level. The bottom line is no one wants people to die from a drug overdose and our lawmakers understood that,” he said.

Kane-Willis is predicting that drug-induced deaths, which have been on-the-rise across the nation, will decline in Illinois after the new law takes effect in June.

Roosevelt signs partnership agreements with Harper College and College of DuPage

Roosevelt University recently expanded partnerships with the two largest community colleges in Illinois. On March 22, a new Dual Degree Program that includes 35 degree articulations was signed with Harper College, while in January four 3+1 agreements in hospitality management were signed with the College of DuPage.

Roosevelt President Chuck Middleton said that the agreements provide a pathway for full-time students to earn in four years affordable associate and bachelor’s degrees close to home. “Our plan,” he said, “is to continue developing these types of partnerships with other community colleges and the City Colleges of Chicago.”

Academic degrees that are part of the program with Harper include computer science, economics, psychology, accounting, business administration, education, commerce

and enterprise, criminal justice, hospitality management, network computing and security, organizational leadership, paralegal studies, professional administration and sustainability studies.

Middleton said the agreement with College of DuPage formalizes a relationship that Roosevelt University’s Manfred Steinfeld School of Hospitality and Tourism Management has had with the hospitality and culinary programs at DuPage for many years.

Douglas Knerr, Roosevelt’s Schaumburg Campus provost, said that advising is an important part of the agreements. “Counselors at the community colleges and Roosevelt will help students develop and follow four-year academic plans to ensure that none of their credits are lost when they transfer to Roosevelt.”



Top: Roosevelt University President Chuck Middleton and College of DuPage President Robert Breuder (center) signed 3+1 agreements.

Right: Harper President Kenneth Ender, left, signs a new Dual Degree Program agreement alongside Roosevelt President Chuck Middleton.



Roosevelt hosts panel discussion celebrating African National Congress

The 100th anniversary of the African National Congress (ANC) was celebrated with a panel discussion at Roosevelt University in January. Nomvume Magaqa, consul general and South African ambassador to Chicago, began the program by saluting Roosevelt for its efforts in highlighting the plight of South Africans and for promoting educational programs and partnerships between Roosevelt and universities in her country.



Roosevelt’s Denise Bransford (standing) moderated a discussion in January on South Africa.

Charles Hamilton, a Roosevelt alumnus, former trustee and professor emeritus of government at Columbia University, shared an opinion piece written in the *Cape Times* that discussed the tensions going on within the ANC and questions whether it will be able to overcome “distractions” and concentrate “on improving the lives of the people it serves.”

Hamilton defended the distractions as necessary growing pains. He compared the ANC struggles to the civil rights struggle of the 1950s and ‘60s in the United States. “These open and rigorous challenges are not harmful to the country,” he said, “but rather are useful to guard against complacency and even arrogance in office.” He pointed out that the South African government is only 18 years old, asking, “How long did it take this country to get there?”

Roosevelt Professor Heather Dalmage, who has spent time studying and teaching there and who will return with a group of students this spring, said that “for South Africa to build a strong democratic future, it must reposition education as the place in which humanity capital grounded in social solidarity across race lines is developed.”

The panel was moderated by Denise Bransford, a board member of the Mansfield Institute for Social Justice and Transformation and assistant vice president for planned giving.

Rubenstein Fellowship awarded to expert on biodiversity

Forests in the Eastern Arc Mountains of Tanzania are estimated to be 30 million years old and contain 2,000 species of woody plants, many rare and unique and some considered important for scientific research.

For the past 21 years, Norbert Cordeiro, assistant professor of biology at Roosevelt University, has been studying the region. Now four or five students can take an active role in his research, thanks to a Rubenstein Fellowship he received from the Encyclopedia of Life (EOL), an online collaborative encyclopedia attempting to document all of the 1.9 million living species known to science.

“The award will enable us to mentor students and disseminate important information that will hopefully advance both science and conservation in an area of the world where so little is known,” Cordeiro said.

Cordeiro is one of 16 scientists from around the world selected for a Rubenstein Fellowship. “The 2012 EOL Rubenstein Fellows come from various professional and cultural backgrounds and are engaged in a broad range of cutting-edge scientific research activities,” said Erick Mata, EOL executive director. “By using the Encyclopedia of Life, the fellows share biodiversity research with their colleagues and the general public.”

The Roosevelt professor, who also is a research associate at Chicago’s Field Museum, grew up in Tanzania, located in eastern Africa. He and his students will concentrate their work on 350 to 700 tree species in the Eastern Arc Mountains. Cordeiro said the area is an “evolutionary hotspot,” but it also is a place where basic information is difficult to obtain. Many of the tree species in the mountains are poorly known and yet many have important uses for the local residents who live in or are adjacent to the forests.

Professor gets Fulbright

As *Roosevelt Review* was going to press, Julian Kerbis Peterhans, associate professor of liberal studies in the Evelyn T. Stone College of Professional Studies, learned that he was awarded a Fulbright Scholarship in Uganda. During the upcoming academic year, he will be at Makerere University (Kampala, Uganda in eastern Africa), one of the premier sub-Saharan academic institutions, where he will be engaged in training African students in biodiversity survey techniques.



Julian Kerbis Peterhans

Creative writing students win *Chicago Reader* fiction contest

Two of five short stories published in January by the *Chicago Reader* and selected as winners of the publication’s annual fiction contest were written by students in Roosevelt University’s Master of Fine Arts in Creative Writing Program.

Timothy Moore’s “Thank God for Facebook!” and Tovah Burstein’s “Moving on at the Hipster Gym” won the contest and were published in print and online recently in the *Reader’s* Fiction Issue 2012.

“Winning two out of five spots in this contest is a pretty big deal in a city of this size,” said Scott Blackwood, director of Roosevelt’s Creative Writing Program and the winner of the prestigious 2011 Whiting Award for Fiction. “These are stand-out students who have

the talent and persistence to succeed and we are proud of their accomplishments,” he added.

Moore is a second-year fiction writer from the Tacoma, Wash., area who hopes to continue publishing fiction and to teach creative writing after he finishes his thesis, which will be a novel. He graduates in December. With similar goals of publishing her work and teaching, Burstein, a creative nonfiction writer from Amherst, N.H., also is in her second year at Roosevelt and is hoping to graduate in May 2013. The two writers also are roommates living on Chicago’s north side.

“Before I came to Roosevelt, I was unsure of my writing and held back a lot,” said Moore,

who acknowledged being a bit surprised that his satirical piece, which makes fun of the Facebook phenomenon, was selected for both the *Reader’s* print and online editions. Since joining the Creative Writing Program, Moore has experienced a flurry of creativity, writing more than 30 short stories, including “The Woman with Yellow Fingernails,” which has just been published in Roosevelt’s literary magazine, *Oyez Review*. “At Roosevelt, I am with writers who care about one another. I trust them and they trust me. It’s a thoughtful and active group of people who have helped motivate me to write.”

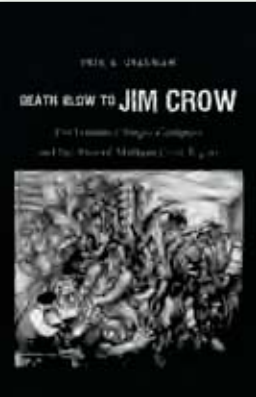
Burstein acknowledged being a little surprised as well that her short story, which grew out of experiences she has had taking yoga classes at Roosevelt University, received top billing from the *Reader*.

“I really enjoyed the program, which I hope will continue to grow,” said Burstein, who coordinates literacy training for kids at a non-profit called Working in the Schools. Drawn to Roosevelt because of its mission of social justice, she added: “I really appreciate the sense of community that exists in the program. It is helping me and others to feel nurtured as we continue to improve our writing.”

@ ON THE WEB

The stories and more information about the writers also are available on the Creative Writing Program’s blog at rumfa.blogspot.com.

On the Shelves From African-American history to pharmaceuticals and from pop culture to social justice, Roosevelt University faculty members are exploring diverse topics in a number of notable new books.



BY LAURA JANOTA | Challenging the popular notion that momentum for civil rights in America began during the 1960s, assistant professor of history Erik Gellman has recently published two books on protest movements and activism during the 1930s and 1940s.

Death Blow to Jim Crow: The National Negro Congress and the Rise of Militant Civil Rights is an early history of the nation’s African-American civil rights movement, exploring how anti-racist activists established significant grassroots campaigns in Chicago, New York, Washington, D.C., Richmond, Va., and Columbia, S.C.

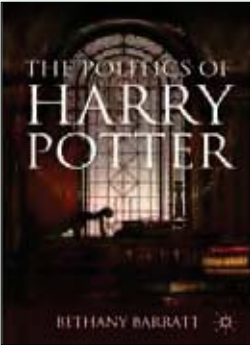
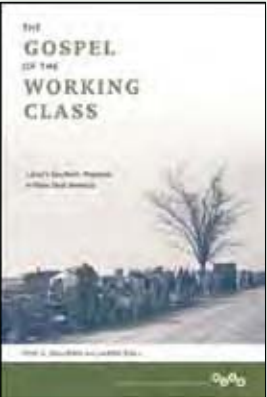
Part of the University of North Carolina Press’ prestigious John Hope Franklin Series in African American History and Culture, the monumental work grew out of Gellman’s PhD dissertation at Northwestern University and has been 10 years in the making.

“The 1930s and 1940s are a time in history that usually evokes discussions about the New Deal, labor and Franklin Delano Roosevelt, but the book shows that African Americans and those on the left dedicated themselves to civil rights and working-class protest movements to expand America’s democracy,” said Gellman.

The Roosevelt historian and Jarod Roll, an American historian at the University of Sussex in England, also recently published *The Gospel of the Working Class: Labor’s Southern Prophets in New Deal America*.

Receiving accolades from many including iconic folk singer and artist Pete Seeger, the narrative, dual biography and cultural history effectively weaves together the stories and lives of Owen Whitfield, an African-American Southern Baptist minister, and Claude Williams, a white Southern Presbyterian preacher.

“This is the story of heroic people, black and white, who try to democratize the southeastern states of the USA in the years before Dr. (Martin Luther) King and the Warren Court,” noted Seeger.

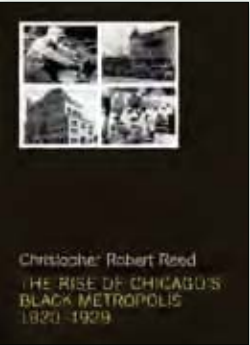


Lighter in topic but equally on point, *The Politics of Harry Potter* is a new book about to be released by Associate Professor of Political Science Bethany Barratt.

Being published by Palgrave MacMillan, the book analyzes J.K. Rowling’s best-selling works through the lens of politics, covering the implications for human rights, slavery, racism, terrorism, restrictions on freedom and other issues.

“I wanted to write about something that is really fun,” said Barratt, who first picked up a Harry Potter book casually in response to the buzz, and became engrossed with its underlying messages relating to current political dilemmas.

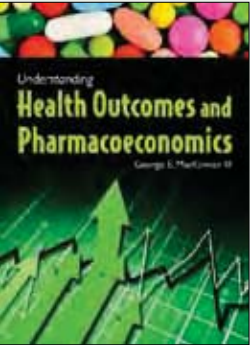
Barratt is also a co-editor of *Public Opinion and International Intervention: Lessons from the Iraq War*, a new book that is scheduled for release later this spring. The work provides a forum for leading scholars to debate the role that public opinion played in decisions 20 different countries made to participate or not to take part in the Iraq War.



In two new recently published books, professor emeritus of history Christopher Reed, the foremost expert on the history of African Americans in Chicago, continues his quest to comprehensively document the history of black Chicago.

Reed’s *The Rise of Chicago’s Black Metropolis, 1920-1929* covers the rise of black Chicago’s economy, politics and culture, which flowered during the 1920s in the city’s Bronzeville area. *The Depression Comes to the South Side: Protest and Politics in the Black Metropolis, 1930-1933* deals with the hopelessness and despair that followed as black Chicago’s Renaissance came to an end during the Great Depression.

“During this tumultuous period – the Great Depression – black Chicagoans marched in large numbers alongside whites in protest against the government and its lack of action in helping those without jobs,” said Reed of the work that notes the time period as a socially active one in Chicago’s history.



In a primer for health-care professionals, *Understanding Health Outcomes and Pharmacoeconomics* by College of Pharmacy Dean George MacKinnon III explores reasons and methods for measuring costs, benefits and outcomes of competing medications.

“One of the main issues that today’s health professionals face is how to determine which medication, out of many that are available, makes the most sense from a cost standpoint, while offering the best chance at treatment and a positive outcome for the patient,” said MacKinnon.

“This book provides the assessment tools that health professionals need to make practical decisions, and is timely given the attention to comparative effectiveness studies where head to head comparisons of products will become more common,” he said.



Final Results

Roosevelt's men's basketball team finished the year with a record of 9-20, more than doubling the win total from its inaugural 2010-11 campaign. The women completed their second season of intercollegiate competition going 15-16, two wins better than the 13 victories the Lakers notched in their inaugural campaign. The women's volleyball team had a record of 5-34, 2-10 in Chicagoland Collegiate Athletic Conference play.



A Sneak Peek at Four New Sports Programs BY TOM KAROW

Lakers add men's and women's soccer, women's softball and men's golf to the line up

The Roosevelt Athletic Department will provide even more opportunities to cheer on the Lakers in the upcoming months as varsity competition begins for the men's and women's soccer, women's softball and men's golf programs. This will bring the number of varsity sports to 12, and a University that was without athletics just two years ago will now be home to close to 200 student-athletes.

"Seeing these programs come to life is the final piece of the puzzle," said Athletic Director Mike Cassidy, who spearheaded the reinstitution of men's intercollegiate athletics in 2010 after a 21-year hiatus and introduced women's intercollegiate athletics for the first time. "We have enjoyed amazing success on the playing field and in the classroom with our eight current sports. "These additional four sports complete our original plan and give us a vibrant Athletic Department that will be teeming with activity from when soccer practice begins in early August until the final out of the baseball and softball seasons in May."

This summer the men's soccer team will play its first match since the program was discontinued in 1989 when the Lakers take the field on Aug. 23 versus Arizona Christian. Roosevelt will play all eight of its home games on the training field used by the Chicago Fire of Major League Soccer, just outside Toyota Park in Bridgeview, Ill. The Lakers will utilize the locker room facili-

ties inside the stadium before and after the match.

Head coach Graham Brennan, who joined the Athletic Department in September, has been the architect behind the rebuilding of the men's soccer program. He is extremely familiar with the local soccer scene after serving four seasons as the assistant soccer coach at Robert Morris University.

"My aspirations for the inaugural 2012 season are to build a culture within the program that fosters growth and improvement," said Brennan. "We will look to build a solid foundation in year one with the goal to improve as we progress. The team will set a high standard in the classroom as well as being involved in the community."

Just like the men's soccer team, the Roosevelt women's soccer team will report for pre-season practice in early August and play its first-ever contest later that month. The women's squad also will call Toyota Park home, while utilizing practice sites, the same as the men's team, closer to Roosevelt's Chicago Campus.

Shaun Kohn is the head coach of the women's soccer team and has plenty of experience in building programs from scratch, having accomplished the feat with great success at Southwestern Oregon Community College in Coos Bay, Ore.

"The women's soccer program will aspire, with hard work and an investment by the student-athletes on the

team, to compete from the first whistle of the season," said Kohn. "Though the group will be young, it will be athletic and academically inclined on the field and in the classroom. I know they will represent Roosevelt University well as the first women's soccer team in school history."

Lakers fans can also find student-athletes hitting the links in 2012-13 with the addition of the men's golf program. Head Coach Marty Scherr's crew will play both a fall and a spring season, looking to immediately establish itself among the traditional powers in the Chicagoland Collegiate Athletic Conference.

In the spring of 2013, the Roosevelt softball team will take to the diamond for the first time in school history. The team will begin preparation in the fall under the direction of head coach Amanda Scott.

"It's hard to believe that the start of our softball program is right around the corner," said Scott. "We have a group of student-athletes who will hit the ground running and they are extremely passionate about representing Roosevelt and being the first to wear a Lakers softball uniform."

Scott came to Roosevelt after serving for the last three seasons as an assistant coach at the University of Illinois in Chicago. In addition to her near-decade of experience as an assistant coach at the NCAA Division I level, Scott also can present a firsthand account of

"We have a group of student-athletes who will hit the ground running and they are extremely passionate about representing Roosevelt and being the first to wear a Lakers softball uniform."

**HEAD SOFTBALL COACH
AMANDA SCOTT**

what it takes to be an elite student-athlete. During her playing days, she was a four-time All-American pitcher at Fresno State, leading the Bulldogs to a national championship during her tenure. She went on to earn a spot on the U.S. National Softball Team. Scott was also a success off the field winning the NCAA Top VIII Award.

The four new sports programs join men's and women's cross country, tennis and basketball, women's volleyball and men's baseball, each competing as members of the National Association of Intercollegiate Athletics and in the Chicagoland Collegiate Athletic Conference.

For schedules and updates on the Lakers teams, visit www.rooseveltflakers.com.

Support the Green and White and join the Lakers Club today!

Intercollegiate athletics at Roosevelt is thriving in its second year of competition and the Lakers want you to share in their success. You can help the program continue to grow by joining the **Lakers Club**, the University's newly formed booster organization.

"We have made tremendous strides in the development of our athletics programs in a relatively short amount of time, creating an unmatched experience for our student-athletes and a rallying point for the entire Roosevelt community," said Athletic Director Mike Cassidy. "Whether you are an alumnus, a parent of a student, or just someone who believes in the mission this great University embodies, you are a part of that Roosevelt community. By joining the Lakers Club you can show your support for our student-athletes, coaches and staff and aid them as they strive for excellence in the classroom and on the playing field."

As a member of the Lakers Club, you can stay connected to the 12 varsity teams through special members-only benefits.

For more information on how to join the Lakers Club, contact Deidra Somerville, director of development for athletics, at (312) 341-3621 or go to the Athletic Department's official website, www.rooseveltflakers.com.



Courtside BY ALEXIA TANN

“THOSE WHO STAY WILL BE CHAMPIONS.”

That’s what Roosevelt Athletic Director Michael Cassidy told the women’s basketball team during our first meeting together last year.

I was a successful athlete from Beloit, Wis., but I was still somewhat intimidated by the newness of everything – a new city, a new university, a new athletic program. However, it was that statement from Mr. Cassidy which helped me get through my first year at Roosevelt University.

Fortunately, our new team bonded together very quickly and is still close two years

later. Faith, strength, patience, hope, respect and loyalty are the concepts that we adapted and are what we expect from each other. If we aren’t shopping, cooking or hanging out together, we argue about borrowed items and sports. These girls have become my sisters and I need their support to get through the season.

Being a Lady Laker has its ups and downs; it isn’t always easy or fun. During pre-season there are days when we practiced twice, early in the morning and after classes. Getting

in shape for conference play takes a lot of work and I had to become faster and stronger. For every three girls on the team, there is just one starting position, so every practice is a battle.

During the conference season, I play at least two games a week. There are athletic codes and rules that all of us must follow in order to be eligible to play. Student-athletes need to be enrolled in at least 13 credit hours a semester and arrive on time for every class and team function. Juggling classes, 6 a.m. practices and games every week gets hectic. All players are responsible for

keeping their lives balanced and stable.

Playing basketball at Roosevelt University has prepared me for the next phase of my life, which begins after graduation in May with a degree in communications. I am proud to say that I have been part of something special. Roosevelt has made me a better person. I am strong, proud and happy to be a founding member of Roosevelt’s women’s basketball program.

Alexia Tann, a starting point guard for two years on the women’s basketball team, is an intern during the spring semester in Roosevelt’s Office of Public Relations.

SPRING 2012

INSTITUTIONAL ADVANCEMENT



THE ROBERT R. MCCORMICK FOUNDATION DINING CENTER

The residential dining facility on the second floor of the new Wabash Building is named in recognition of a generous gift from the foundation. Located on the west side of the building, it can accommodate up to 300 people at one time.

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Dear Alumni and Friends,

If you haven't been back to Roosevelt recently, you are not going to believe your eyes when you see what is happening on our campuses in Chicago and Schaumburg. The new Vertical Campus on Wabash Avenue in Chicago is a sight to behold, especially looking at it from Grant Park and Lake Shore Drive. We have been saying that this structure will be an icon on the Chicago skyline, and it is now a reality. The internal parts of the building are complete and the new residence hall rooms, classrooms, laboratories, meeting rooms, student services and the newly named Robert R. McCormick Foundation Dining Center

are fabulous additions to the Roosevelt experiences for our students starting in the fall semester of 2012. I know that you will be proud of what your University has created for our students and faculty and for our future.

Construction has begun on the Lillian and Larry Goodman Center, where we will have an athletic field house for our basketball and volleyball teams, as well as spaces for student activities and the Athletic Department. It will be a beautiful building directly across from the Auditorium Theatre and the Lakers will be "carrying the torch" there for all of us.

In Schaumburg, the campus has been reborn with lovely renovations and improvements throughout. Facilities have been relocated to be more accessible to students and visitors alike. The College of Pharmacy is having a major impact on the day-to-day activity of the campus and it is well into recruiting its second class, which will begin in July. On a stroll down one of the hallways, you can feel the energy and excitement that are growing there. The grounds have been replanted with native species for a more sustainable campus footprint. Attractive new signs make it easier than ever to locate the campus.

We have created three more alumni chapters since September, bringing the total to 14 worldwide. Our alumni are energized to help Roosevelt in a variety of ways and it is clear when we speak with them that they are overwhelmingly proud of the forward movement of the University. In the words of the Rev. Larry S. Bullock (MPA, '73), the new president of the Roosevelt University Alumni Association, "We can't do it without you!" I wholeheartedly agree, and I would add that we have already had marvelous support from our alumni and friends during the past several years. We encourage you to continue your support in thought, word and deed as we all move forward together.

Thank you for all you continue to do for Roosevelt University. I hope we will be seeing you soon.

Sincerely yours,

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

CCPA on WFMT Fall 2012



The Advisory Board of the Chicago College of Performing Arts has launched a special fundraising campaign to support a radio series on WFMT radio featuring the Music and Theatre Conservatories of CCPA. So far the Advisory

Board has committed \$26,000 to begin planning for a 26-week series starting in Fall 2012.

The programs will collaborate with the Music Institute of Chicago and feature an eclectic array of the performance disciplines offered at CCPA. Planning is underway and broadcast dates and times will be announced during the summer.

To help support CCPA and its goal to create 52 weeks of programs, you can make a contribution to the campaign by visiting www.roosevelt.edu/wfmt or contacting Jodi Kurtze at jkurtze@roosevelt.edu or (312) 341-2421.

Mikowsky Dedication



The Solomon Mikowsky Recital Hall in the Chicago College of Performing Arts was formally dedicated on Nov. 13 with 50 people coming to pay tribute to the tutelage and generosity of Mikowsky. CCPA students of Professor

Mikowsky who performed at the event were Adam Kosmiejka (Poland), Enriqueta Somarriba (Spain), Jingjing Wang (China), Inesa Sinkevych (Ukraine) and Wael Frouk (Egypt).

A CCPA faculty member and renowned piano pedagogue, Mikowsky provided the financial support for the purchase of a Steinway piano and room renovations. "The greatest pleasure I derive is from knowing that my gift is practical and that it will enhance the musical life of the school," he said.

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Make a Visible Contribution with a Lasting Legacy

Donors recognized in new Wabash Building

Now that Roosevelt University is moving into the new Wabash Building, visitors can see rooms and areas supported by our generous donors. Several spaces and rooms in the building will soon have signs recognizing the individuals and organizations that made gifts or pledges to the building

Upon entering the Wabash Building, people will pass through the atrium lobby, which is named in honor of Trustee Robert Wieseneck (BS, '58). The “student union” floors of the facility will also include several donor names. For instance, the fabulous dining center on the second floor, an important gathering space for students, faculty and staff, will bear the name “Robert R. McCormick Foundation Dining Center” in acknowledgement of the foundation’s generous gift (secured with the advocacy of Trustee David Hiller).

On the fourth floor, the videoconferencing room will have the names of Trustee Donald Hunt and his wife, Jane, and the Auditorium Theatre dance rehearsal room will be named, “The Katten/Landau Studio.” The Crown Family is naming most of the fitness center on the fifth floor, specifically the large cardio training and strength training rooms.

Academic floors of the building also feature several named donors. They provide a perfect opportunity for alums to support the college which gave them their start years ago. Alumnus Van Vlahakis (BS, '58), chemist and president of Venus Laboratories, Inc., has named the organic chemistry lab on the seventh floor. An incredible tiered classroom on the 11th floor (a Heller College of Business floor) with views overlooking Lake Michigan has been named for trustee and alumnus Manny Steinfeld (BS, '48).

Kim Gibson-Harman can be reached at kgibsonh@roosevelt.edu, or (312) 341-3663.

Naming gifts resulting from bequests are also prominent in the building, a memorable, lasting legacy to donors who have left funds to Roosevelt via planned giving. For example, the Heller College of Business dean’s suite on the 12th floor is named in honor of Richard L. Mitchell (BA, '65), a successful businessman. Alumnus Joseph Pisciotta (BS, '49) left a generous gift to Roosevelt, which will be honored by naming the general biology teaching lab on the eighth floor after him.

“Costs of naming range from \$2,000 all the way to \$25 million, and naming commitments are for 20 years or in perpetuity. We truly have something for everyone.”

KIM GIBSON-HARMAN, ASSOCIATE VICE PRESIDENT FOR CAMPAIGN AND OPERATIONS

Board of Trustees Chairman Jim Mitchell and his wife, Linda, have generously named our 13th floor, the executive floor. Bequest donors are also visible on non-academic floors; for example, the family of alumnus Dempsey Travis (BA, '49) named the pre-function reception space on the fourth floor for Travis.

Naming gifts will continue to be accepted throughout the comprehensive campaign. “The specific examples of named spaces cited above represent only a few of the naming opportunities claimed so far in our exciting new facility,” said Kim Gibson-Harman, associate vice president for campaign and operations. “Costs of naming range from \$2,000 all the way to \$25 million, and naming commitments are for 20 years or in perpetuity. We truly have something for everyone! Contact me.”



Playing it Forward

Alumna recognizes the generosity of a Roosevelt professor with a generous act of her own

BY COURTNEY FLYNN | Phyllis Berlin (then Phyllis Panitch) first met the late Roosevelt University music professor Saul Dorfman in the early 1950s. At the time, Berlin was a teenager pursuing the joy of playing the piano and was a student at Roosevelt High School in Chicago.

Upon the recommendation of her school’s orchestra director, Albert Freedman, Berlin auditioned for and began taking private lessons every other week from Dorfman at Roosevelt University. In preparation for her high school graduation concert, Dorfman told his student that he would like her to start coming for weekly lessons.

Lessons were \$20 each, but Berlin replied that she could not afford the additional \$20 weekly expense. “I told you that you had to come. I didn’t say you had to pay,” Dorfman responded. Berlin has never forgotten those exact words.

She did increase her lessons to once a week at no additional cost. “I resolved right at that moment,” recalled Berlin, “that if there was ever a time in my life when I would be in a position to be able to repay Professor Dorfman for his generosity and kindness by endowing a scholarship in his name, I would do so.”

Berlin, who graduated from Roosevelt University in 1956 with a math degree and then married Leonard Berlin the same year, credits the Roosevelt professor with encouraging her love for the piano.

Berlin continues to play on the Mason & Hamlin grand piano she and her husband bought in 1974. The top of it is covered with sheet music ranging from Bach to Jobim. She still practices four-hand work once a week with her first piano teacher, Gitta Yellin, who is in her late nineties.

Now, more than 50 years after Dorfman first extended his help to Berlin, she and her husband have contributed \$100,000 to Roosevelt to endow in perpetuity a scholarship for the Piano Program. Each year, one talented student will benefit from the gift.

“The Saul Dorfman Memorial Scholarship will have a long-lasting impact on the Piano Program as well as the Chicago College of Performing Arts because of the size of the initial gift and the spirit in which it was given,” said Jodi Kurtze, senior director of development for the college. “Mrs. Berlin’s learning experience with Saul Dorfman inspired her to repay the

generosity he showed her. In addition, the scholarship is structured in a way that it can grow from gifts by other individuals influenced by his teaching.”

In some cases, the Berlins’ gift could mean the difference between a student having the ability to attend college or not. It also highlights the lasting effects of the relationship between professors and their students, and the type of person Dorfman was.

“It’s really an incredibly powerful relationship between a student and a teacher so it doesn’t surprise me at all that this is something that affected Mrs. Berlin for her entire life,” said Linda Berna (BM,’77; MM, ’81), associate dean of the Chicago College of Performing Arts and director of the Music Conservatory. “This wonderful woman who made this donation is starting the cycle with the younger generation. She was touched, and by making it possible for students to pursue their dreams, they can in turn pass it on to someone else.”

Chicago-born Dorfman first came to Roosevelt in 1945 as one of the University’s founding educators. He went on to serve as chairman of the Piano Program before retiring

“The Saul Dorfman Memorial Scholarship will have a long-lasting impact on the Piano Program as well as the Chicago College of Performing Arts because of the size of the initial gift and the spirit in which it was given.”

JODI KURTZE, SENIOR DIRECTOR OF DEVELOPMENT

in 1983 as professor emeritus. He died in 1984.

As a boy, Dorfman quickly became a musical prodigy. He competed as a teenager in 1929 in the Greater Chicago Piano Playing Tournament, which included 15,000 pianists. He won the \$1,500 cash prize. Soon after that, he studied in Europe with world-famous pianists Arthur Schnabel, Max Pauer and Leonid Kreutzer.

“Because he was a student of Schnabel, he understood stylistic differences, which are out the window these days because we are so concerned about speed,” said longtime Dorfman colleague and friend Ludmila Lazar (BM,’63; MM, ’65), professor emerita of

piano and former chairperson of the department. “He taught his students to caress the keys, not hit.”

In addition to his work at Roosevelt, Dorfman lectured and performed throughout the country.

Dorfman’s last public appearance was in February 1983 with the Roosevelt University Symphony Orchestra. The event also featured prominent faculty members Elaine Skorodin (BM,’57; MM, ’59) and Judy Stone (BM,’79; MM, ’81).

“He was the image of a professor who was internationally

recognized — he was a great administrator and also a great scholar,” Lazar said. “He was someone who was so well-known, so well-established, so erudite and yet, humble. All of his students simply adored him.”

Dorfman was also someone who was very demanding of his students. “He was willing to give a lot, but he also expected a lot,” said Berna, who was a student at Roosevelt while Dorfman was on the faculty. “I think he must have felt very compelled by Mrs. Berlin. It doesn’t surprise me in the least that he would

make such a generous offer to her.”

When it came to Berlin, Dorfman likely remembered the kindness piano greats like Schnabel showed him when he was a student. And now, the cycle of generosity will continue through the scholarship.

“One of my hopes would be that giving a gift like this will be transformative for a student,” said Winston Choi, head of Roosevelt’s Piano Program.

“I think many of our students can relate to Phyllis Berlin. Having this financial encouragement and knowing how

much a teacher cared about a student, it’s so inspiring for all of us. A little incentive can mean a huge deal.”

And after all the years since Dorfman first touched Berlin’s life, she continues to remember his kindness with clarity, as if it happened yesterday.

“It was very honorable what he did. He was a marvelous, marvelous teacher,” Berlin said. “I have been thinking about this scholarship for a long, long time, and finally my husband and I decided this was the time.” 📖

To donate to the Saul Dorfman Memorial Scholarship and to help continue his legacy of teaching and compassion, contact Mirna Garcia, associate vice president of development and annual giving, at (312) 341-2309 or mtgarcia@roosevelt.edu.



PHOTO BY BOB COSCARELLI

Phyllis Berlin honored her former piano professor and mentor, Saul Dorfman, by endowing a memorial scholarship.



IN THE SPOTLIGHT

Name: Jannifer Elaine Armenta
Class Year: 2014
Degree: BS, Hospitality and Tourism Management
Hometown: Phoenix, Ariz.
Scholarship received: Dr. Scholl Foundation Scholarship Program

PHOTO BY BOB COSCARELLI

Scholarship Spotlight: Jannifer Elaine Armenta

BY LINDA SANDS | It seems appropriate that Jannifer Armenta should be majoring in hospitality management at Roosevelt University, since during the early years of her life, her family moved from place to place fairly frequently. One grasps more fully the concept of hospitality when challenged with acclimating to many new places and faces.

Armenta began her college career at Northern Arizona University. At first, she was undecided about what career path she should take. She had some interest in psychology, but was shy about entering the hospitality industry, which she knew to be labor intensive, having observed the work of her mother and grandmother. But in the end she realized that her calling was indeed in the hospitality industry—the same field

her mother and grandmother chose. However, Armenta's particular interest lies with special events.

Chicago's fast-paced way of life and big-city culture plus Roosevelt's excellent reputation in the hospitality management field, enticed Armenta to make a move to Chicago to complete her college career at Roosevelt. At first, the city seemed a bit scary because she was used to living in mainly small towns and cities in Kansas and the northern and southwestern parts of the United States.

At Roosevelt, she received an excellent scholarship package, which included an award from the Dr. Scholl Foundation Scholarship Program. Armenta acknowledges that without this and other scholarship support, she would have been unable to pursue

her dream of becoming a special events director for a hotel, corporation or small venue, such as an art gallery.

Armenta has great admiration for the women in her family who have influenced her life. Her mother, who never had an opportunity to attend college, is an executive chef at an exclusive lodge in Jackson Hole, Wyo. Her grandmother runs her own catering company, after operating restaurants and cafes for many years. The Roosevelt student admires her almost 60-year-old grandmother's passion for her work and abundant energy.

After graduation, Armenta plans to leave Chicago. She likes living here, but considers it another interesting chapter in her life. She most likely will return to the southwest or possibly California where she can hike and explore the great

outdoors. She loves to travel and would like to experience various cultures, learning how people live and conduct their daily lives.

Armenta is a positive person who believes that people need to keep moving forward and not sell themselves short. She is a member of Roosevelt's Delta Gamma Pi sorority, whose motto, "In diversity there is beauty and strength" is taken from one of Maya Angelou's poems. Armenta's travels have certainly taught her that this is true. ☒

If you would like to help other students like Jannifer Armenta by contributing to any of Roosevelt University's scholarship funds, please visit Roosevelt's website at www.roosevelt.edu/giving and click on "Give Now" or call us at (312) 341-2138.

SPRING 2012
ALUMNI NEWS



ALL SET FOR THE KICKOFF The Roosevelt University Alumni Association established its 14th chapter on Dec. 7, 2011 at the San Diego Museum of Contemporary Art with 25 alumni and guests attending. (see p. 74 for details)

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Education grad leads educational outreach at Cincinnati Holocaust Center



Roosevelt University alumna **Alexis Storch** has always been keenly interested in the Holocaust. A history buff and avid researcher, Storch was able to interview Esther Haas, a survivor of Josef Mengele’s experiments at a Nazi concentration camp at Auschwitz, learning about never-before-disclosed details and experiences while working at the Holocaust Center in Pittsburgh.

After receiving a bachelor’s degree in history with a concentration in Holocaust studies at the University of Pittsburgh and a master’s degree in history with an emphasis in modern Europe from Binghamton University, Storch took a job as youth educator at the Illinois Holocaust Museum and Education Center in Skokie, Ill.

It was through this position that she realized how much she enjoyed being an educator. “I’ve always considered myself to be a life-long learner and this position helped me to realize how much all of us can learn from the voices of our students. Part of the reason I chose to attend Roosevelt is that I’m a strong advocate for social justice and teaching,” said Storch, who received a master’s in elementary education from Roosevelt in December.

Now Storch is taking on a new assignment as director of educational outreach at the Center for Holocaust and Humanity Education in Cincinnati, Ohio.

“My experience at Roosevelt University has allowed me to learn firsthand about the challenges of being an educator, but also about the incredible rewards. I know it will help me be an effective facilitator of teacher trainings and community outreach,” said Storch, who reaches out to schools and volunteers, organizing field trips and doing teacher training at the Cincinnati Holocaust Center.

“I’m fortunate that I’m now able to use my passion and enthusiasm for teaching in this unique way and I want to thank my Roosevelt professors for their guidance and support,” said Storch, who credited professors Judy Gouwens, Thom Gouwens, Alonza Everage, Byoung Sug Kim and Elizabeth Meadows for helping shape her success.

Where RU? BY RICHARD TAYLOR



1940s

▲ **Dieter Kober** (MM, '48) (pictured above, middle) received the 2011 Cultural Leadership Award from the Illinois Council of Orchestras during a concert held at the Chicago Cultural Center. Kober was the founder of the Chicago Chamber Orchestra in 1952 and the recipient of many awards and recognitions, including one from the Federal Republic of Germany for his “contribution to international understanding through music.”

1950s

▼ **Virginia Lee Hines** (BA, '52) recently had a book of her poetry, *Taboos: Poems* published. A retired teacher and longtime



resident of Rochester, N.Y. Hines, 84, mentors other women poets in her community, having led a small poetry workshop for 16 years.

1960s

Seppo Aarnos (MA, '64) has unveiled Falcon, his 14th public sculpture in Texas. Aarnos has works in public and private collections throughout the country, including in public parks, college campuses and office buildings.

1970s

Larry A. Marks (BB, '70; MB, '75) is senior executive vice president and COO of Republic Bank of Chicago, based in Oak Brook, Ill. Marks’ career in banking has spanned many years and included serving as president of Phoenix-Hecht, a provider of market intelligence and education for the financial services industry.

Mark A. Lause (MA, '77) published a book with the University of Missouri Press, titled *Price’s Lost Campaign: The 1864 Invasion of Missouri*. Lause, a professor of history at the University of Cincinnati,

has authored six books on American history.

1980s

▼ **Paul Kay** (BM, '89) is the music department chair of the Mirman School for Gifted Children in Los Angeles. He is an accomplished



musician and performer, having sung with the Michigan Opera Theater and other organizations. He is also a freelance flutist, who performed in the world’s largest flute ensemble in New York City, breaking the Guinness record.

▼ **Xiomara J. Castillo** (MB, '80) was recognized by Miami Lakes, Fla., for her contributions to the town’s success since its incorporation 10 years ago. Castillo has served on the Elderly Affairs Committee for Miami Lakes. In addition, her work has been recognized by the Florida



Department of Elder Affairs for her dedication “to improve the quality of life for the citizens of Florida.”

La’Shon Anthony (BB, '81) has a thriving consulting practice and also works as a successful jewelry designer. Her designs



have been sold through various galleries and festivals.

Charles L. Schott, Jr. (MB, '83) was appointed executive director of Vista Grande Villa, a retirement community in Jackson, Mich. A veteran of working with retirement communities, Schott has worked with seniors for over 20 years.

1990s

▼ **Virginia Banks Martin** (BG, '90; MJ, '92) has retired from her work as an administrator at DePaul University.



She remembers Roosevelt fondly, especially journalism professor Charles-Gene McDaniel, whose encouragement was an inspiration. In 2008, Martin was inducted into the Wendell Phillips High School Hall of Fame.

▼ **Craig Falkenthal** (BB, '93) (pictured below, right, with St. Charles Mayor Don DeWitte) is



the general manager of the new Mercedes-Benz of St. Charles, Ill., a member of the Resnick Automotive Group. Falkenthal has been employed by Resnick Automotive Group since 1990.

▼ **Ambassador Jacques Paul Klein** (MB, '94) was recently awarded an honorary doctorate from Josip Juraj Strossmayer University in Osijek, Croatia for his “outstanding contribution to the peaceful reintegration of the Croatian Danube Region into the



constitutional and legal order of the Republic of Croatia.” Ambassador Klein is a former under-secretary general of the United Nations.

Pastor Albert Ekekhlor (BB, '99) is senior pastor of the Lord’s Kingdom Power Ministries in Bedford Park, Ill. He and his wife, a gospel artist, were

both ordained in 2002, and their ministry is primarily done through television and radio evangelism. Ekekhlor also does missionary work in Africa.

Rocco Donahue (MP, '97) was appointed as the newest member of the Board of Trustees of Illinois State University. An Orland Park, Ill., resident, Donahue is the executive director of external relations at Pace Suburban Bus. Along with a master’s degree in public administration from Roosevelt, he holds a bachelor’s in finance from Illinois State University.

2000s

Nikoleta Boukydis (MA, '99; MA, '05) and **Panayiotis Peter Demopoulos** (BA, '95) (pictured next page) both hold Roosevelt

New Roosevelt grad had courage to take a chance



Nicole Ryan, who received her master's degree in business administration from Roosevelt University in December, comes from a family that has always had the courage to take a chance and make a difference.

In 1974, Ryan's parents, Richard and Julie Scoma, made national news when they decided to take their children, including Nicole, then a kindergartner, out of a Chicago public school so they could be taught at home.

"It was mainly my husband's (Richard Scoma's) idea to do this," said Julie Scoma, who remembers being threatened with arrest if she didn't return Nicole, and her older sister, Lizabeth, who was then in first grade, back to their Ravenswood elementary school.

The decision to home-school became the basis of a revolutionary Illinois legal case, Scoma vs. the Chicago Board of Education, which has helped shape today's burgeoning home-school movement.

"I don't want to say that we were the only ones doing home-schooling, but our case (which upheld an earlier law for the right to home-school in Illinois) helped initiate a nationwide movement. It started the ball rolling on the right to home-school a child on philosophical grounds," Scoma said.

Ryan can remember being home-schooled as national media figures watched. She recalls sitting in the lap of journalist Carole Simpson, former anchor of ABC's World News Tonight, during a home-school lesson and making peanut butter and jelly sandwiches with journalist Carol Marin.

At five years of age, all of the attention did not seem out of place. "I just thought it was part of the class," said Ryan. "In retrospect I see that my parents had the courage to take a chance and make a difference," she said.

Ryan believes her MBA degree will open up new opportunities for her career and her own family.



University close to their hearts because it's where they met and fell in love. Nikoleta and Peter both came from Greece to attend Roosevelt's graduate programs. Boukydis, a clinical psychologist and professional counselor, has been providing mental health services in Chicago for the past eight years. Currently she works as the emergency behavioral/mental health coordinator for the Chicago Department of Public Health, Bureau of Emergency Preparedness and Response. Demopoulos, who combined his undergraduate degree from Roosevelt with his MBA, is currently in the field of organizational development in the private sector.

Ann O'Byrne (BA, '02) is a vice president and senior manager at BMO Harris Bank in Chicago. After graduating with a degree in journalism, O'Byrne worked as a freelance writer, specializing in business publications and communications. She received an MBA from the Mendoza College of Business at the University of Notre Dame in 2010.

Khary Laurent (BM, '03; MM, '07) has enjoyed a varied and interesting career in performing arts. Recently, he received nationwide notice because of an appearance on Rosie O'Donnell's former talk show. Impressed with his impromptu singing in a cab, O'Donnell invited Laurent to

perform on her show. An opera singer, he has found success performing an innovative blend of opera, hip-hop and funk. He performed some of his original music on the program.



▲ Edwin Vega (MM, '04; PD, '06) will be making his professional debut as Molqi in the English National Opera's production of John Adams' *The Death of Klinghoffer*. Additional debuts during the 2011-12 season include the Nevada Opera's production of *Madame Butterfly* and Duck in Bolcom's *Barnyard Boogalo* with the Remarkable Theater Brigade at Carnegie Hall in New York. He also performed with the Sante Fe Opera in the productions of *Arabella* and *King Roger*.

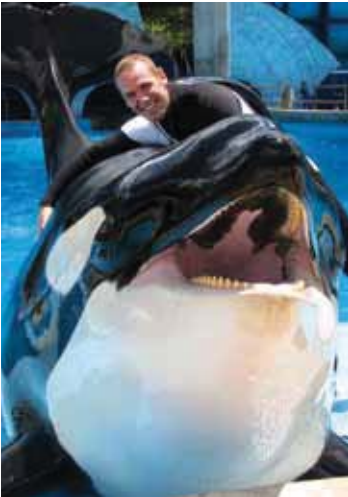


▲ Paula Rummels (MSIMC, '08) was elected to the Rock Island/Milan School Board last April.

Wayne K. Chaney (BPS, '07) is an internal audit supervisor at Wolters Kluwer, responsible for conducting IT and operational audit work for the North American region. He previously worked for Fortune Brands as a field supervisor and a senior IT auditor.

Heather Voight (BA, '02) is a freelance writer who wrote a scholarly article on C.S. Lewis for *The Lamp-Post*, contributed to the online edition of *Today's Chicago Woman* and had her first poem featured in *Teachers of Vision* magazine. *Guide Magazine* will publish her second children's short story.

2010s



▲ Christopher Gregory Choyke (MATD, '10, CERT, '10) is working at Sea World San Antonio training killer whales.

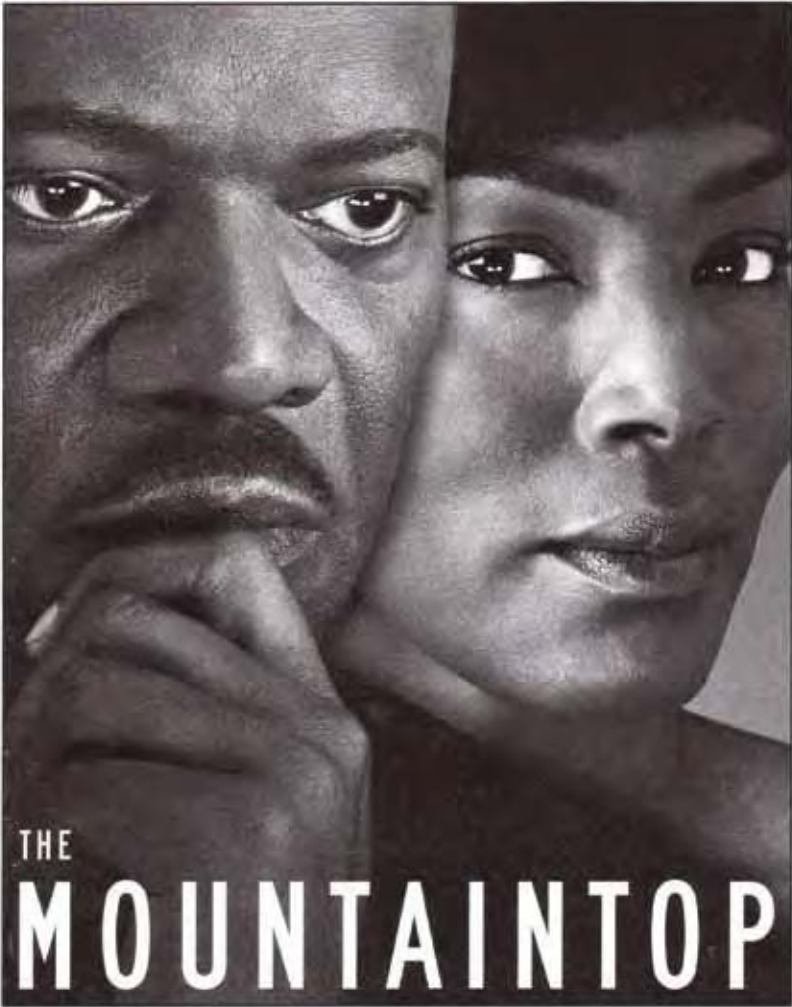
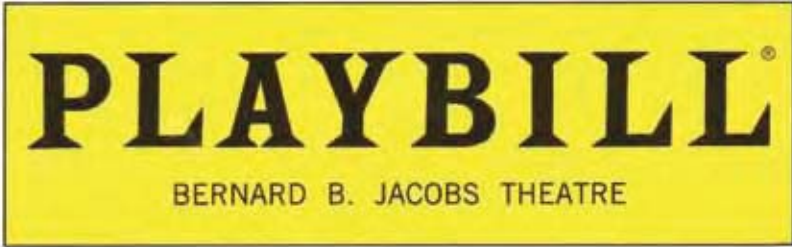
Jared McCarty (MM, '11) was profiled in the *Des Moines Register* online edition of "Getting to Know." He is a graduate admission coordinator for the Drake University School of Education. McCarty has performed with the Des Moines Opera in its production of Puccini's *La Boheme*.

Where are you?

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

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Roosevelt University
430 S. Michigan Ave., AUD 827
Chicago, IL 60605

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



WWW.PLAYBILL.COM

Alumni Chapter Events

Roosevelt visits Broadway

On Jan. 15, the New York Area Alumni Chapter attended the Broadway production of *The Mountaintop* featuring Samuel L. Jackson and Angela Bassett. A group of 10 alumni and their friends gathered to see the acclaimed production that reimagines the events the evening before the assassination of Dr. Martin Luther King, Jr. After seeing the production, 2009 alumna LaTasha Brown said, "The play was great and stirred up a healthy debate among guests about the history of civil rights. It was a great way to connect with other Roosevelt alumni and issues that are a part of our University's history."

Pictured above is the *Playbill* from the performance of *The Mountaintop*, which was attended by New York area alumni on Jan. 15.



San Diego Chapter Kickoff Event

The Roosevelt University Alumni Association opened its 14th chapter on Dec. 7 with a kickoff event at the San Diego Museum of Contemporary Art in La Jolla, Calif. Chapter President Arnold Berkovitz (BA, '57) and 25 alumni and guests attended to formally sign the charter to establish the chapter, along with President Chuck Middleton, Vice President of Institutional Advancement Patrick Woods and Executive Director of Special Events Lauren Chill. Middleton made a presentation about the University with particular emphasis on the Schaumburg Campus, the new Wabash Building and the growth of alumni chapters over the last 30 months. Woods made a short presentation about "Living the Legacy: The Campaign for Roosevelt University."

(Above and right) Newly-established San Diego alumni chapter members gather with President Middleton and Vice President for Institutional Advancement Patrick Woods on Dec. 7.



School Spirit and Distilled Spirits

The North Shore Alumni Chapter hosted its winter 2012 quarterly event on Jan. 24 with a whiskey tasting and conversation about the Roosevelt Lakers athletics program and facility. Local whiskey expert Edward Schimmelpfenning provided 50 guests with an informational and experiential tasting tour of six whiskeys, ranging from Kentucky bourbon to vintage single malt from abroad. After networking with fellow alumni, the group chatted with Roosevelt Athletic Director Mike Cassidy and architects for the Goodman Center to discuss the Roosevelt Lakers and their home in the new center.

South Side Chapter Update

The South Side Chapter of the Roosevelt Alumni Association hosted Professor Paul Green, director of the Institute for Politics and Arthur Rubloff Professor of Policy Studies, on President's Day, Monday, Feb. 20. Green's address, titled "The Odds of President Barack Obama Winning a Second Term," sparked interest and garnered considerable conversation by the more than 100 attendees.

Future plans for the South Side Chapter include a speakers' series, a repeat of the successful "Day at the Races," student recognition and networking events.

A Conversation with Anne Roosevelt

University Trustee Anne Roosevelt will give a personal perspective about leadership in a changing world to the New York Area Alumni Chapter during an afternoon discussion on April 21. More than 75 alumni will hear Roosevelt's insight into the challenges that affect leaders globally and locally.



(Top) Whiskey expert Edward Schimmelpfenning lends his expertise for North Shore Alumni Chapter members on Jan. 24; (middle) North Shore members network and taste; (bottom row left) Professor Paul Green with Denise Bransford, Julius Rhodes, and Patrick Woods; (bottom row right) Green addresses the South Side Alumni Chapter on Feb. 20.

From the North Shore to the South Loop

After months of individually seeing how the exterior of the new Wabash Building has changed Chicago’s skyline, members of the North Shore Alumni Chapter will look at the interior of the building on April 22. About 50 alumni will be some of the first to see the student living quarters and academic spaces. Following a tour of the Vertical Campus, they will attend the final performance of the student production of *How to Succeed in Business Without Really Trying*, presented by the Chicago College of Performing Arts Theatre Conservatory. From architecture to behind the curtain, the alumni chapter get an intimate look at Roosevelt’s facilities and programs.

Roosevelt University Northwest Suburban Alumni Chapter Building Capacity

Marking its first-year anniversary in November 2011, the Northwest Suburban Alumni Chapter (NWSAC) is looking with great anticipation to continuing its expansion and success.

The Rev. Larry Bullock, chapter president and president of the Roosevelt University Alumni Association, said NWSAC must catch the vision by supporting Roosevelt University through the pillars of development efforts. He said that NWSAC seeks “to support capital development of both the Chicago and Schaumburg Campuses, to increase endowments and to enhance annual giving.”

NWSAC’s first year included exciting projects that reflected the meaning of the pillars, such as hosting a career fair in August, scheduling meet-and-greet events and pledging to furnish a residence hall floor in the Wabash Building.

Bullock also is interested in building membership with other Roosevelt University groups, such as the Schaumburg Campus’ Institute for Continued Learning and the Center for Campus Life.

As part of the growth plan, executive board members and committee chairs recently presented a six-month action plan to encourage Northwest Suburban alumni members to attend meetings and to volunteer their time, talent and treasure to committees.

The chapter also is hosting University officials. Last fall, Events and Programs Chair Angelique Draftz organized a schedule of monthly guest speakers to talk with the membership. Speakers included George E. MacKinnon III, founding dean and professor of pharmacy; Douglas Knerr, Schaumburg Campus provost and Brigham J. Timpson, chief of staff to the president and assistant secretary to the Board of Trustees.



Mark your calendars! Summer chapter events:

North Shore Chapter
June 27 | Jazz with Ramsey Lewis at Ravinia Park

New York Chapter
July 1 | Chicago White Sox vs. New York Yankees at Yankee Stadium

New York Chapter
July 21 | Picnic in Central Park

For more information on these events and our entire event calendar, please visit www.roosevelt.edu/alumni/events.

IN MEMORIAM Roosevelt University regrets to report the deaths of the following Roosevelt community members. BY RICHARD TAYLOR

1940s

Elizabeth Ann Ross (BM, '43) died on Oct. 19, 2011. Ross had a wide range of interests which included cats, bowling, chocolate, history, Lake Michigan and bagpipe music.

1950s

Dr. William R. Benson III (BA, '51) died on Nov. 11, 2011. In addition to being a physician, Benson was a championship-winning black belt in judo, a black diamond skier, a low-handicap golfer and basketball coach. He was affiliated with Providence, Trinity and Cook County hospitals and considered a “brilliant diagnostician, nimble surgeon and consummate caregiver.”

Rev. Walter Bowie, Jr. (BA, '59) died on Sept. 28, 2011. Rev. Bowie attended the Chicago Baptist Institute and the Moody Bible Institute and received a degree in philosophy from Roosevelt. He founded the Southern Illinois Conference on Christian Theology and served as chairman of the board of the directors of the Crisis Pregnancy Center in Mississippi. His works and sermons were recently compiled and published in *Spurgeon in Black*.

Dr. Amilcare DePalma (BA, '52) died on July 2, 2011. A WWII veteran, Dr. DePalma was a dentist for many years and was a long-time member of the Belmont-Craigin Kiwanis Club.

Daniel Domin (BC, '50) died on Nov. 9, 2011. Domin served his country in the U.S. Army Air Corps. He was fondly regarded as a successful businessman, but also was a great friend, family man and a leading member of his church.

Arthur G. Nikelly (BA, '54; MA, '55) died on Oct. 19, 2011. Nikelly was a clinical psychologist and associate professor at the University of Illinois at Urbana-Champaign from 1959 to the mid-1980s. He wrote more than 50 articles and had several books published on mental health. He also published a collection of English translations of Greek poetry.

Paul Seymour Schwab (BA, '56) died on Nov. 20, 2011. Schwab was a dedicated supporter of Israel,

contributing to Jewish charities and visiting Israel on many occasions. He was an accomplished commodities broker in soybean oil with the Chicago Board of Trade. He was remembered by his community, friends and family “for his love of good food, good talk and travel, but his life was for his kids.”

Charles K. Silver (BS, '57) died on Aug. 22, 2011. Silver worked as chief metallurgist and co-owner of Charles C. Kawin Company, a Broadview, Ill., company that his grandfather founded.

1960s

Marianne Kathleen Duignan (MA, '68) has died. A teacher and counselor at Chicago Vocational High School, Duignan was a member of the Friends of American Writers.

Michael D. Kerr (BA, '67) died on July 30, 2011. After graduating from Roosevelt, Kerr went to the Art Institute of Chicago, earning BFA and MFA degrees. An artist and gourmet cook, he owned and ran the Kerr Gallery which featured ethnographic, folk and outsider art.

Robert Benson Kyler (BA, '67) died Oct. 28, 2011. A U.S. Air Force veteran, Kyler held several positions with the Federal Aviation Administration, General Services Administration and Small Business Administration, being the recipient of many awards and citations. In 1990 he was appointed deputy associate administrator for the Office of Minority Small Business and Capital Ownership Development Small Business Administration, Region 5, retiring in 1995.

Peggy S. Leibik (BM, '48; MM, '68) died on Dec. 3, 2011. Leibik taught in the Chicago Public Schools for 33 years at Boone Elementary School and later at Sullivan High School as a music teacher and choir director. She was a graduate of the Juilliard School of Music and Northwestern University, as well as an alumna of Roosevelt.

Angela Mitchell (BA, '61) died Nov. 26, 2011. Mitchell worked for a time at Roosevelt as assistant director of alumni relations. While at Roosevelt, she would visit the Artist’s Café, where she met her future husband, café owner, George. The couple owned the Artist’s Café for more than

50 years, as well as the Greek Village and other restaurants throughout the Chicago area.

Miriam C. Sack (MA, '68) died on Oct. 3, 2011. A retired family counselor for the city of Chicago Department of Public Health, Sack’s interests included art, bridge, charities and the culinary arts. She was the author of a Jewish cookbook.

1970s

Julio P. Lopez (MA, '71) died on Oct. 9, 2011. Lopez taught in the Chicago Public Schools for over 28 years and was also a teacher at Immaculata High School in West Chicago, Ill. After receiving his master’s degree from Roosevelt, he earned his PhD from Havana University. He was a member of the Cuban American Association, Cuban Association of Bilingual Teachers and Teachers of Spanish and Cuban Catholic Action. An interesting point in his life came when, while putting himself through school by making cigars, he personally made cigars for British Prime Minister Winston Churchill.

Joy A. Matthiessen (BA, '73) died on Aug. 3, 2011. A resident of Des Plaines, Ill., she was the executive director of the Des Plaines History Center. Her love of history and culture led her to work in museums and historical societies in Michigan and Illinois.

John Menig (BG, '71) has died. An employee of R.R. Donnelly, he had 17 grandchildren and 19 great-grandchildren.

Barbara Diane Morrison (BA, '71) has died. She earned a bachelor's degree in education from Roosevelt University.

Ann Oakes Mueller (BA, '75) died on Aug. 28, 2011. During WWII, Mueller worked at a munitions factory. After Roosevelt, she earned a master's degree in public health from the University of Illinois. Committed to service, she volunteered with Planned Parenthood and organized a women's health clinic.

Walter Vinson (MA, '70) died on Nov. 29, 2011. Vinson was a teacher, assistant principal and principal at several Chicago area schools. He also worked for the Chicago Transit

Authority and the Greyhound Bus Company.

1980s

LaVerne Hadley (BG, '81) died Nov. 21, 2011. Known as Mother Hadley to those around her, Hadley served with various religious organizations, including as president of the Northern Indiana Missionary Baptist Educational District Association Ministers' Wives. She was a staff writer for *The Mission*, as well as a published author and playwright. She taught in the Elkhart, Ind., community schools for over 15 years and worked for the Social Security Administration for over 20 years. Along with her degree from Roosevelt, she earned her doctorate from the Beulah Bible College and Seminary.

2000s

Roosevelt University alumna **Keisha Worthington-Martinez** (BA, '10) died Jan. 29 after battling leukemia and graft vs. host complications associated with a bone marrow transplant.

Her inspirational story, and that of her husband, Iraqi war veteran and Roosevelt alumnus Rodrigo Martinez (BS, '10), were featured in the Summer 2011 *Roosevelt Review*.

The couple met while working together in 2005 at a Ford City Shopping Center shoe store in Chicago and they attended Daley College together while Keisha was undergoing chemotherapy. After a successful bone marrow transplant in 2007, the two enrolled a year later at Roosevelt University where Keisha majored in sociology and Martinez majored in accounting.

Both alumni had plans to go on for their master’s degrees. Keisha was 26 years of age when she died.

Faculty and Staff

Jerome M. Fleming, dean of the College of Arts and Sciences from 1979 to 1991, died March 21, 2012. Fleming, age 76, was professor emeritus of psychology and worked at Roosevelt for 33 years.

George Watson, former dean of students and dean of the College of Arts and Sciences, died on Dec. 21, 2011. He joined Roosevelt in 1946 and was 96 years old.

2011 Financial Information

Almost 80 percent of the University’s student enrollment for the 2011 fall term was comprised of residents of the greater Chicago metropolitan area, consistent with Roosevelt’s mission to bring access to higher education to the urban setting. Roosevelt’s Chicago Campus provided housing for 947 students, an increase of 2 percent over last year. The number of traditional age (18 to 24-year-old) students has grown to represent 58.4 percent of all University undergraduates in 2011, compared with 27 percent in 1997 and 46 percent in 2007.

Total full time equivalent (FE) enrollment rose from 4,711 in the fall of 2010 to 4,766 in fall 2011.

Net tuition revenues contracted in FY2011 to \$89.9 million from \$91.2 million in FY2010 due to enrollment declines. The drop in net tuition revenues is largely attributable to the growth in the total tuition discount rate to 22 percent in FY2011 from 13.7 percent in FY2008.

Roosevelt University has traditionally produced balance to favorable operating performance, with a three year average operating margin of 1.9 percent. However, the University posted its first calculated operating deficit of 0.2 percent in FY2011 due to decreased tuition revenues.

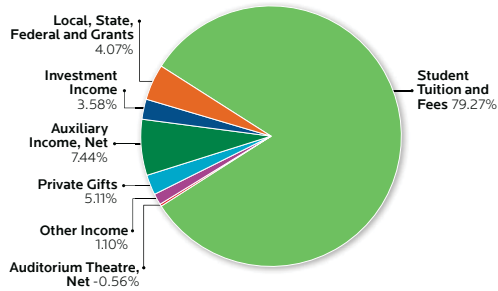
Roosevelt University’s financial resources have seen growth in the last two years due primarily from investment returns and some retained operating surpluses from previous years.

The University’s investments are generally held in large funds with allocations of domestic and international equities, fixed income, real estate, commodities and cash. For the 12-month period ending Aug. 31, 2011, the University reported an investment return of 15.7 percent on its endowment.

The financial information presented here represents the consolidated results of the University, the Auditorium Theatre of Roosevelt University and Roosevelt University Development Corporation for the 2011 fiscal year.

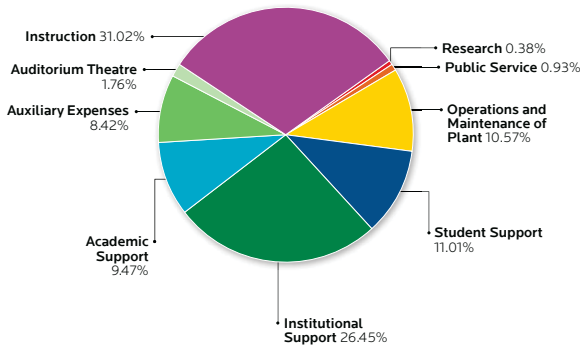


2011 Consolidated Operating Revenues (in thousands)



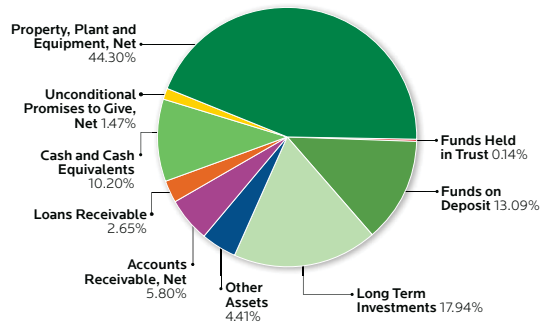
OPERATING REVENUE	2011	2010	2009
Student Tuition and Fees, Net	\$91,285	\$92,498	\$92,458
Local, State, Federal and Grants	4,683	5,259	5,640
Private Gifts	5,882	2,790	3,326
Auxiliary Income, Net	8,565	7,745	5,597
Investment Income	4,126	2,759	1,928
Auditorium Theatre, Net	(644)	346	(975)
Other Income	1,262	1,588	1,531
Total Operating Revenues	\$115,159	\$112,985	\$109,505

2011 Operating Expenses (in thousands)



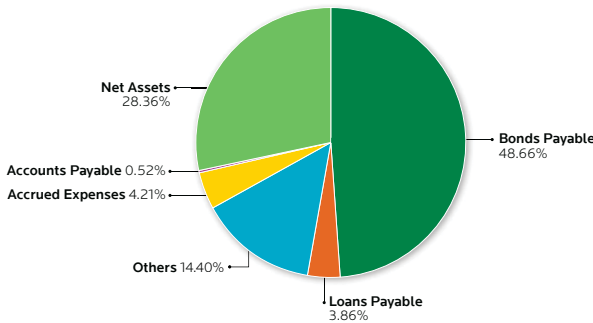
OPERATING EXPENSES	2011	2010	2009
<i>Educational and general</i>			
Instruction	\$36,163	\$35,908	\$37,397
Research	439	424	773
Public Service	1,086	960	910
Academic Support	11,038	10,513	7,992
Student Support	12,832	12,697	11,176
Institutional Support	30,835	28,358	28,280
Operations/maintenance of plant	12,320	10,883	11,299
Total educational and general expenses	104,713	\$99,743	\$97,827
Auxiliary Enterprises	9,821	9,597	9,163
Auditorium Theatre	2,048	2,064	2,027
Loss on Impairment of Assets			4,305
Total Operating Expenses	\$116,582	\$111,404	\$113,322

2011 Consolidated Statements of Financial Position (in thousands)



ASSETS	2011	2010	2009
Cash and Cash Equivalents	\$47,375	\$34,046	\$36,116
Short-Term Investments		4,122	7,708
Funds on Deposit	60,807	128,743	
Accounts Receivable, Net	26,929	27,912	3,585
Other Assets	20,506	18,910	3,366
Long-Term Investments	83,339	72,789	65,092
Funds Held in Trust	673	614	
Loans Receivable	12,297		
Unconditional Promises To Give, Net	6,835	3,267	3,765
	258,761	290,403	120,442
Property, Plant and Equipment, Net	205,823	135,493	113,661
Total Assets	\$464,584	\$425,896	\$234,103

2011 Consolidated Total Liabilities and Net Assets (in thousands)



LIABILITIES AND NET ASSETS	2011	2010	2009
Accounts Payable	\$2,400	\$3,045	\$5,392
Accrued Expenses	19,581	12,151	7,466
Others	66,894	62,791	29,755
Loans Payable	17,914		
Bonds Payable	226,049	225,932	78,390
Total Liabilities	332,838	303,919	121,003
Net Assets	131,746	121,977	113,100
Total Liabilities and Net Assets	\$464,584	\$425,896	\$234,103