

FALL 2016

ROOSEVELT

review

American Dreams

ROOSEVELT UNIVERSITY
STUDENTS ATTEND A MAJOR
CONFERENCE CONSIDERING
THE AMERICAN DREAM
TODAY. PAGE 16



WHO ARE WE?



ROOSEVELT^{review}

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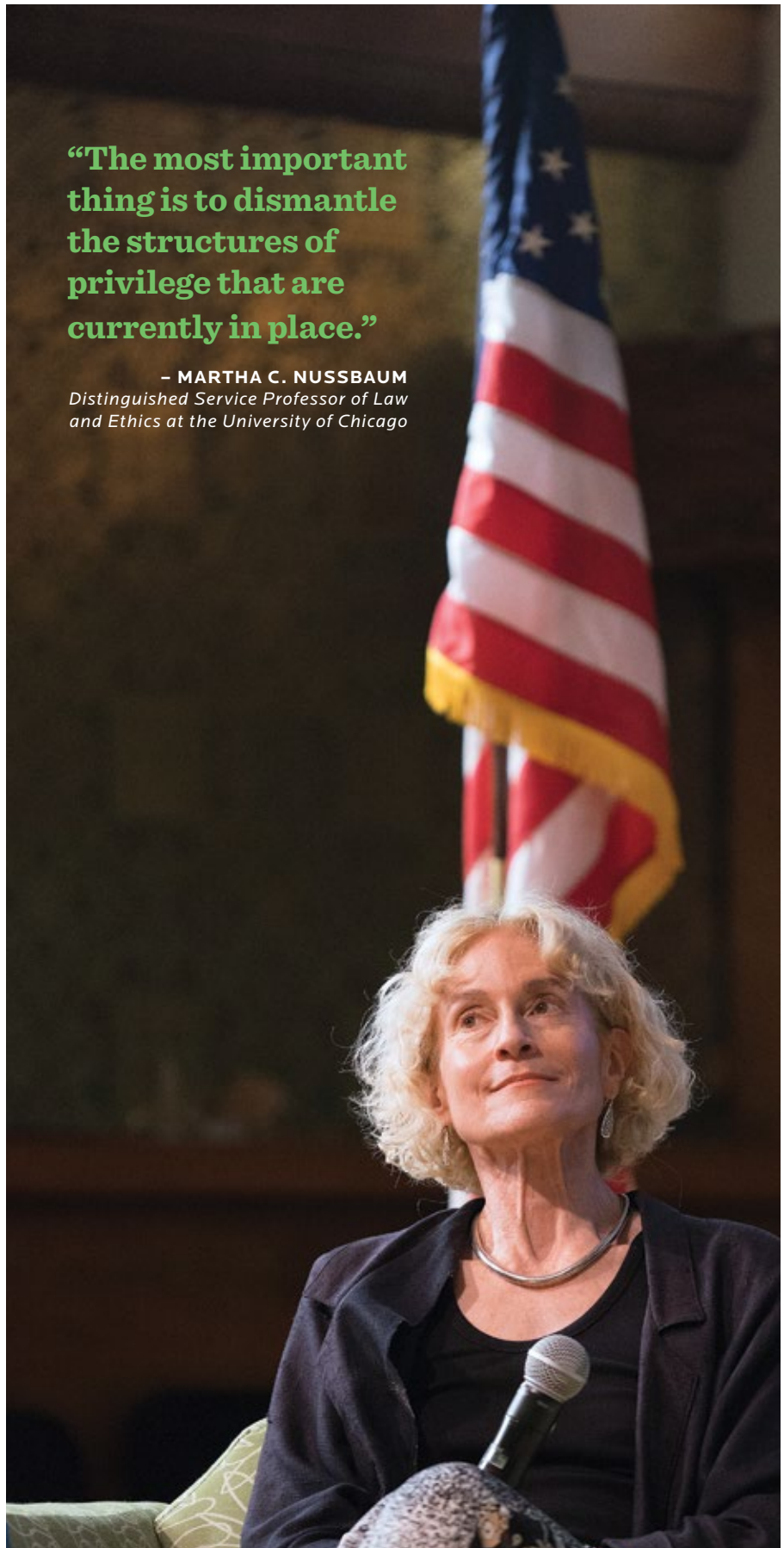
**ROOSEVELT
UNIVERSITY**

ROOSEVELT UNIVERSITY

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**“The most important
thing is to dismantle
the structures of
privilege that are
currently in place.”**

– MARTHA C. NUSSBAUM
*Distinguished Service Professor of Law
and Ethics at the University of Chicago*



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“The American Dream is not dead. It is dormant. It is up to us to revive this powerful core of our national identity and reclaim the best of our democratic legacy.”

PRESIDENT ALI R. MALEKZADEH



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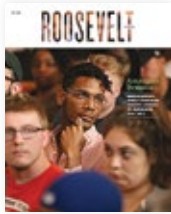
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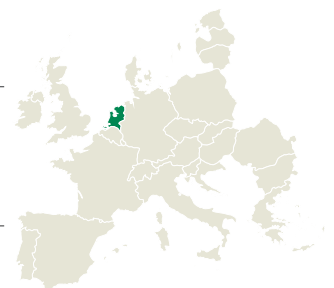
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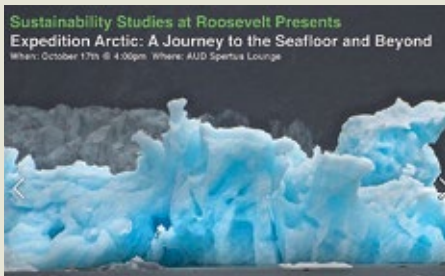
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The Roosevelt Quiz
Take the U.S. Citizenship Test





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"The Sustainability Studies Program at Roosevelt University presents "Expedition Arctic: A Journey to the Seafloor and Beyond" on Monday, Oct. 17 at 4 p.m. in the Auditorium Building, Room 244. Roosevelt University sustainability studies faculty member Michele Hoffman will discuss her arctic research expedition to Alaska and her documentary film project "Microcosm." Open to all members of the Roosevelt community."

Roosevelt University College of Arts and Sciences **Oct 12**



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"Such an exciting day when @RUPrezAli presented the @BCBSIL American Dream Scholarships @RooseveltU #AmDreamConf!"
Clarita Santos@claritagsantos **Sept 13**



"RU alum Melanie Brown shares life after school knowledge with my class."

Billy Montgomery
@ProfBMontgomery
Oct 10



Follow Roosevelt on Instagram:
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"With 2016 Fall Commencement right around the corner, who doesn't want to be a part of one of the most exciting days at Roosevelt? Our Alumni volunteers always make graduation season an unforgettable experience for our soon-to-be graduates, and YOU are invited to join the fun!"

@rooseveltualum **Oct 18**

For a list of university events visit roosevelt.edu/calendar

Have a question? We can help.

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From the Editor by TOM KAROW

In the fall 2015 issue of *Roosevelt Review*, I wrote an article about Roosevelt alumnus Rick Nieman, a 1987 journalism graduate and native of the Netherlands who has gone on to enjoy a distinguished career as one of the top television news anchors in Amsterdam.



*Above, top: Alumnus
Rick Nieman and
Sacha deBoer*

The article told how Nieman credits Roosevelt and especially the late professor Charles-Gene McDaniel for giving him skills he has used throughout his career. “He was very much into the ABCs of journalism – accuracy, brevity and clarity,” Nieman said. “We had to get the facts straight. Charles-Gene was not very kind if you did sloppy work.”

After I wrote the article, Nieman sent me an email saying that he and his wife, Sacha deBoer, a photographer and Nieman’s former co-anchor, were planning to spend most of the summer of 2016 in Chicago. “Do you know of anyone who might want to swap houses with us?” he asked.

Well, it didn’t take long before my wife, Terry, and I and our neighbors, Linda and Roger Bain, “volunteered” to spend a total of eight weeks in Amsterdam while Rick and Sacha stayed in our houses. The arrangement worked wonderfully and Nieman wound up writing a book for the Dutch about his experiences, titled (in English) *What We Can Learn from America*. It is based on his observations doing such things as marching in a local Fourth of July Parade, visiting Roosevelt and Chicago, watching how American television covered the presidential election and taking a two week motorcycle ride on the Natchez Trace from Memphis to New Orleans.

In the alumni essay on page 77, Nieman summarizes his book, pointing out that “the U.S. is still very much a dynamic, optimistic, can-do society.” I think you’ll find his insights uplifting, especially at a time when Americans are weary of politics, crime and economic issues.

On another topic, I want to acknowledge the readers who took time to comment on the new look of *Roosevelt Review* by the design firm Ted Studios. Here are two of them. “Totally enjoyed the Spring 2016 magazine,” wrote Richard Wills (BS, ’65). “Congratulations on a splendid new design.” “I just received my copy of the *Review* and thought all the articles were worth reading and the layout was beautiful and eye-catching. Great photography! It made me proud to be a Roosevelt grad, learning about new contemporary programs, dedicated faculty, activist students. I intend to ‘refresh’ my contribution, which had lain dormant for awhile, and to increase the amount as well. Thank you. Sheila Makind (MA, ’68).”

And speaking of contributions, I want to add my thanks to everyone listed in our honor roll of donors, which begins on page 71. Your generosity is needed and deeply appreciated by everyone at Roosevelt – students, faculty, trustees and staff.

Thank you for reading *Roosevelt Review* and please stay in touch with your alma mater.

Sincerely,

Tom Karow

Editor, Roosevelt Review

tkarow@roosevelt.edu

Center for Diversity and Inclusion

Plans for Roosevelt's new Center for Diversity and Inclusion to be located on the first floor of the Auditorium Building were announced on Sept. 12 during the University's American Dream Reconsidered Conference.



"IT IS OUR GOAL TO EMBED INCLUSIVE INITIATIVES INTO EVERY ASPECT OF LIFE AT ROOSEVELT," SAID EVANS. "DOING THIS WILL IMPROVE RETENTION, HELP STUDENTS SUCCEED PERSONALLY AND ALLOW ROOSEVELT TO SERVE AS AN AGENT OF SOCIAL CHANGE."

Above: Sharron M. Evans

The renovated area will contain attractive meeting spaces, computers and a resource library for students to learn about topics related to diversity and inclusion. There will also be a book share program to assist in making student education more affordable, as well as a plethora of opportunities for student and employee involvement in diversity training, community engagement activities, retention programs, peer mentoring programs

and more. Roosevelt is currently raising funds for the facility.

The Office of Inclusion and Equity, under the leadership of Assistant Vice President Sharron M. Evans, was formed last fall to advance the academic and personal success of students from all identities, and particularly those from

underrepresented and historically marginalized populations.

One of the first actions of the office was to create campus climate task forces which studied, and began addressing, issues affecting Roosevelt students and employees, including gender neutral bathrooms, faculty and staff workshops related to cultural competency, use of preferred name and preferred gender and development of an action plan to implement Roosevelt's commitment to diversity and inclusion.

"It is our goal to embed inclusive initiatives into every aspect of life at Roosevelt," said Evans. "Doing this will improve retention, help students succeed personally and allow Roosevelt to serve as an agent of social change." **R**



Schaumburg Campus Celebrates 20th Anniversary

Roosevelt celebrated the 20th anniversary of its Schaumburg Campus on Sept. 29 with congratulatory speeches by local officials, a luncheon for students, trustees and employees, a review of the campus' history by University Historian Lynn Weiner and a cake large enough for everyone to enjoy.

The campus opened its doors on Aug. 17, 1996 following a comprehensive remodeling of the former Unocal corporate headquarters on McConnor Parkway in Schaumburg. Roosevelt converted the 275,000-square-foot office complex into the largest, most comprehensive university campus in Chicago's Northwest suburbs, which it still is today.

The campus grew quickly after its opening and by 2000 there were 3,000 students, many taking advantage of tuition reimbursement programs at corporations like Motorola, McDonalds and Zurich American Insurance. In 2011, Roosevelt opened its sixth college, the College of Pharmacy, on the second floor of the campus. It is the only three-year, year-round pharmacy doctorate program in the Midwest.

Facilities at the Schaumburg Campus include a top-notch library, cutting-edge computer and science labs, multimedia room, child care center and ample parking. The campus provides fully-staffed offices of admission, registration, student accounts, financial aid, academic advising, tutoring, and career development. In addition to pharmacy, students can take classes in business, sciences, psychology and several adult degree completion programs. **R**

Above: Melissa Stutz photo

Who Are We? We RU!


Roosevelt University has created a new marketing campaign that asks and then answers the all-important question: What kind of people make up the Roosevelt University community?

Nicole Barron, associate vice president of Marketing, said that while conducting a focus group of undergraduate and graduate students on the Chicago Campus, one student shared a story about how he and his Roosevelt friends identify themselves among other students in the area by shouting, “Who are we? We RU!”

“The moment we heard that, we realized that could work for a campaign theme,” Barron said. “First, there’s a sense of pride at being a Roosevelt student. But there’s also the sense of individualism that says many different kinds of people make up the Roosevelt community representing many different countries, ethnicities, and goals. We RU, but we represent the world.”

“WHO ARE WE? WE RU!” “THE MOMENT WE HEARD THAT, WE REALIZED THAT COULD WORK FOR A CAMPAIGN THEME.”

“For a University so rooted in social justice and the value of bringing diverse backgrounds and thinking together for the benefit of all, this is a perfect declaration of purpose and mission,” Barron added.

“I saw ‘Who Are We? We RU’ in action during our American Dream Service Day,” said University President Ali Malekzadeh. “It showed perfectly how we can celebrate our individuality, yet when we all work together, amazing things can happen.” 



Welcome Home New Provost Lois Becker

Lois S. Becker joined Roosevelt University this summer as provost and executive vice president.

An experienced and highly accomplished academic leader, Becker had been chief academic officer for the past 15 years at three institutions: the University of North Texas at Dallas, Jacksonville University and Nevada State University. Prior to those positions, she was chair of the History Department at Portland State University and a lecturer at her doctoral alma mater, Stanford University.


Becker’s initial responsibilities include leading a review of Roosevelt’s academic programs and overseeing a process to reform the University’s general education requirements.

She brings to Roosevelt extensive senior-level management experience, as she has developed long-range plans, managed budgets, overseen colleges and programs, worked with Boards of Trustees, secured government grants and headed accreditation efforts.

“Throughout her career, Lois has demonstrated a commitment to the same principals we value and practice at Roosevelt,” said President Ali Malekzadeh. “These include high academic standards, inclusivity, integrity, the pursuit of knowledge and

success of the whole student.”

Becker received a BA in History, summa cum laude, from the University of Illinois at Urbana-Champaign in 1976, an MA in History from Stanford University in 1978 and a PhD in History from Stanford in 1987. Her academic expertise is Russian intellectual history.

“Chicago is my hometown,” Becker said. “I first saw the Alvin Ailey Company with my mother at the Auditorium Theatre. My father was a Bleacher Bum and I spent many a summer day at Wrigley Field and summer night watching the White Sox and fireworks at the former Comiskey Park. The chance to bring my higher education experiences in California, Oregon, Nevada, Florida and Texas back to my beloved hometown is a dream come true.” 

“CHICAGO IS MY HOMETOWN,” BECKER SAID. THE CHANCE TO BRING MY HIGHER EDUCATION EXPERIENCES IN CALIFORNIA, OREGON, NEVADA, FLORIDA AND TEXAS BACK TO MY BELOVED HOMETOWN IS A DREAM COME TRUE.”

23rd Franklin and Eleanor Roosevelt Lecture

Roosevelt alumnus Woodrow W. Clark II returned to Roosevelt in September to discuss what cities around the world are doing to help save the environment. The recipient of




a master's degree in Political Science from Roosevelt in 1970, Clark delivered the 23rd Franklin and Eleanor Roosevelt Lecture to an audience of about 150 people, including several Roosevelt classes. He was the first alumnus invited to give the address.

Clark presented examples of how Santa Monica, Calif. and cities in China, Denmark and Russia are developing electric cars, solar panels,

"CITIES ARE THE MOST IMPORTANT ACCOMPLISHMENT OF THE HUMAN RACE. TODAY, OVER TWO-THIRDS OF THE WORLD'S POPULATION LIVE IN CITIES. IF HUMANITY IS GOING TO STOP GLOBAL WARMING AND ENVIRONMENTAL DISASTER, IT HAS TO BE DONE IN CITIES."

hydrogen fueling stations, wind farms and other products to conserve energy. "This is a global program and everyone must be involved," he said.

A qualitative economist, Clark is the author of several books, the newest being *Smart Green Cities*. In it, he writes: "Cities are the most important accomplishment of the human race. Today, over two-thirds of the world's population live in cities. If humanity is going to stop global warming and environmental disaster, it has to be done in cities."

Clark believes that smart green cities are both practical and visionary because they integrate "green" (environmental) and "smart" (technology) in climate change. "For the sake of the next generation, we must get off fossil fuels and use clean energy, otherwise we will be putting lives at risk," he told the audience at Roosevelt. 

Major Chicago Fire Drill staged at Wabash Building


Roosevelt University's award-winning Wabash Building was the location earlier this year for one of the largest fire drills staged in recent years by the Chicago Fire Department.

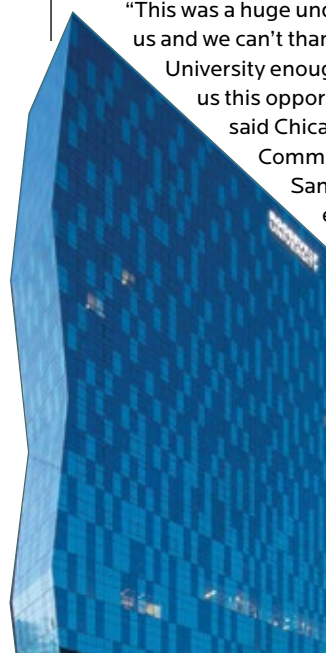
An estimated 250 firefighters, paramedics, cadets, evaluators and Salvation Army representatives, as well as multiple fire engines and ambulances from four area firehouses, were involved in the Saturday, May 21 emergency exercise inside the Wabash Building.

Firefighters turned the 425 S. Wabash Ave. security desk into a fire command station for the drill that began with a call made regarding smoke on the 26th floor.

Evacuation of the building, an elevator shutdown, as well as search and rescue operations involving more than 30 victims, were part of the drill that was useful for Roosevelt's emergency preparedness team.

"It was helpful to be a part of a drill of this magnitude and to be able to test the University's response to a major fire emergency," said Maureen Froncek, director of campus safety. She and Jeff DeBrizzio, Roosevelt's chief engineer, worked closely with the fire department and also coordinated Roosevelt's response by campus security officers, building engineers and other emergency team members.

"This was a huge undertaking for us and we can't thank Roosevelt University enough for giving us this opportunity," said Chicago Fire Commissioner Jose Santiago. "It's not every day that someone is willing to lend us a building for this kind of exercise. The result is that all of us are better prepared." 





Three Roosevelt students named Duke Scholars

Three Roosevelt University students are expected to gain insights and could be given promising opportunities in real estate thanks to a new partnership between Roosevelt's Marshall Bennett Institute of Real Estate and Duke Realty Corp.

Beginning this fall, graduate real estate students Gedeon L.D. Dansou, Robert Young and Salome "Sally" Ndackson were selected as Roosevelt's first Duke Realty scholars, an honor that is providing them with scholarships, matching them with mentors from Duke's leadership

"NOT ONLY WILL OUR DUKE SCHOLARS RECEIVE HELP WHILE THEY ARE AT ROOSEVELT, BUT THEY WILL ALSO BE PUT ON A PATH TO SUCCESS WITH THE COMPANY AFTER THEY GRADUATE."

team, and opening doors to possible internships and jobs with the national real estate giant.

"This is not your average scholarship program," said Roosevelt's Marshall Bennett Institute of Real Estate Director Jon B. DeVries of the initiative that intends to prepare female and minority scholarship recipients for careers with Duke. "Not only will our Duke scholars receive help while they are at Roosevelt, but they will also be put on a path to

success with the company after they graduate. This is an amazing opportunity for our students and our program."

Known as The Duke Realty Fund for Education and Advancement of Minorities and Women in Real Estate (The DREAM Fund), the program is expected to become a national model, recruiting women and minorities to leadership positions at Duke.

Dansou, a native of Benin who will graduate in Spring 2017, hopes as a Duke scholar to become grounded in international real estate development, as his goal is to one day bring development to third world nations, including in his native Africa.

"I am grateful to be able to work with Duke and to receive this scholarship opportunity," added Young, whose dream is to go to law school and become a real estate lawyer. "I'm hoping to learn a lot about real estate law from my Duke mentor."

Ndackson said she hopes to get an internship and a job with Duke. "This is a great opportunity to learn new things and open new career doors," said

Ndackson, a 2015 graduate of Roosevelt's Master's in Accounting program who is now pursuing the Master of Science in Real Estate degree. **R**

Roosevelt trustee speaks to real estate class

Gerald Fogelson, a Roosevelt University trustee, president of Fogelson Properties, Inc., and one of the founders of Roosevelt's graduate real estate program, offered real-word advice recently to students.

"I talked to a class about how to select a piece of property for purchase and how to get a development approved by government agencies," said Fogelson, who was a guest speaker during a summer Roosevelt Real Estate Law class.

"I TRIED TO GIVE STUDENTS INFORMATION ABOUT THE REAL ESTATE FIELD THAT TYPICALLY ISN'T AVAILABLE IN BOOKS."



"The students were thoughtful and asked very intelligent questions," said Fogelson, a nationally known real estate developer who led Chicago's new Central Station project and also wrote the book *Central Station: The Realization of a Dream*.

"I tried to give students information about the real estate field that typically isn't available in books," said Fogelson, who also gave students a copy of his book. "I enjoyed the experience very much and hope to return to the classroom as a guest speaker soon." **R**

Left to right: Duke scholars Salome "Sally" Ndackson, Robert Young and Gedeon L.D. Dansou

Buried Treasure

One of the best parts of being an archivist is coming across something wonderful that no one has seen for years or decades. Here is one example.

There have been many important speeches made at Roosevelt University, but arguably the most important was

that of Eleanor Roosevelt at the 1945 dedication of what was then called Roosevelt College.

Typed on onion skin paper and headed

“Address by Mrs. F.D. Roosevelt, Founders’ Day Dinner, Roosevelt College, Friday, Nov. 16, 1945,” the

five page document records Eleanor’s

thoughts on the founding of

a college in honor of her husband and praises

the democratic principles on which it was founded.

Originally kept

with other speeches, the file was removed at some point and never refiled.

While sorting through boxes that had been sent to an archives’ storage space on the Schaumburg Campus, the file resurfaced. “We are thrilled to be able to once again share this remarkable speech with the Roosevelt community,” said University Archivist Laura Mills.

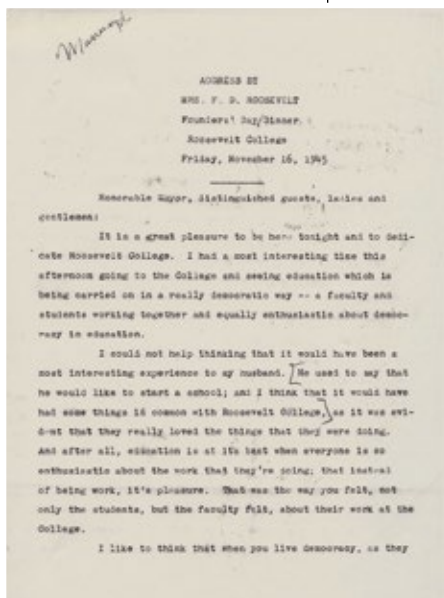
Eleanor’s dedication speech is only one of a number of treasures housed in the Roosevelt archives.

For more information, contact Mills (lmills@roosevelt.edu) or check out the archives’ website:

<https://www.roosevelt.edu/Library/Locations/UniversityArchives.aspx> 



“WE ARE THRILLED TO BE ABLE TO ONCE AGAIN SHARE THIS REMARKABLE SPEECH WITH THE ROOSEVELT COMMUNITY.”



Above: Founding President Edward Sparling and Eleanor Roosevelt at the 1945 dedication of Roosevelt College.




Roosevelt history professor is new NEH Public Scholar

Erik Gellman, associate professor of history with expertise in social movements and urban history, has been named a prestigious 2016-17 National Endowment for the Humanities (NEH) Public Scholar.

An expert in African American, labor and modern U.S. history, Gellman is spending the academic year as an NEH public scholar completing research and writing a book that fuses photography and historical narrative into a look at how racial and economic inequalities from a half-century ago led to overlapping grassroots protest movements in Chicago that have been seeking to redefine democracy in America.

The project’s working title is “Troublemakers: Chicago Freedom Struggles through the Lens of Art Shay” and is under contract for publication with the University of Chicago Press.

Expected to be published in time for the 50th anniversary of Chicago’s tumultuous 1968 Democratic convention, the book will feature 190 never-before-published images by Shay, who is one of America’s most accomplished photographers, and essays that complicate, and upend our most popular memories and accounts of the period’s history. 

Roosevelt to pilot Pell Second Chance program

Poised to again become a leader in educating prison inmates, Roosevelt University will offer courses beginning next year toward a bachelor's degree in Organizational Leadership at two correctional facilities in Illinois.

Part of a new U.S. Department of Education program enrolling 12,000 prisoners in college courses at more than 100 correctional facilities across the nation, Roosevelt's program will prepare incarcerated students for career pathways as managers and entrepreneurs.

"WE HOPE TO PROVIDE THE TOOLS THAT INCARCERATED STUDENTS WILL NEED WHEN THEY GET OUT OF PRISON."

"As a university that has always been committed to social justice values, we are excited to be part of this experimental initiative that will broaden horizons for incarcerated students, particularly as they are released back into society," said Debra Orr, dean of Roosevelt's Evelyn T. Stone College of Professional Studies (CPS).

One of only two four-year colleges in Illinois to be selected as a bachelor's degree provider in the federal government's new Second Chance Pell program, Roosevelt will serve the lion's share of Illinois prison inmates – 35 at the Taylorville Correctional Center and 35 at the Hill Correctional Center – when the program begins in 2017.

"We hope to provide the tools that incarcerated students will need when they get out of prison, enabling them to find gainful employment and to become productive contributors in their communities and within their families," said Orr.

Roosevelt is no stranger to prison education, having offered a bachelor's degree program between 1989 and 2002 that at its peak was in nine state correctional centers. The program graduated approximately 500 students, of which only 6 percent returned to prison – far less than the state's estimated 54 percent state recidivism rate. **R**



Bee hives at Schaumburg Campus enhance prairie and learning

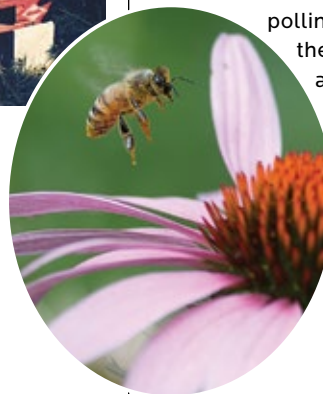
Two hives containing more than 60,000 honey bees have found a home on the north side of Roosevelt University's Schaumburg Campus where they are expected to contribute to healthy growth and sustainability of the campus's prairie and community garden.

"The bees will be instrumental in cross pollinating our many varieties of plants and flowers," predicted Paul Matthews, assistant vice president for campus planning and operations at Roosevelt University.

Installed in July, the new apiary is being tended by a beekeeper from a

pollinators, specifically other bees and wasps. "We want to see the impact of honey bees, which are not native to America, on native prairie pollinators," said Susan Weiner, assistant professor of biology.

Ten Roosevelt science students and Weiner already have collected data over the past two years on the number and diversity of native prairie pollinators at prairie sites at the Schaumburg Campus and several other locations. The project is expected to be completed by 2019. **R**



THE NEW APIARY IS BEING TENDED BY A BEEKEEPER FROM A SOCIAL ENTERPRISE CHICAGO COMPANY CALLED SWEET BEGINNINGS, WHICH HAS BEEN PROVIDING EX-OFFENDERS WITH JOB OPPORTUNITIES.

social enterprise Chicago company called Sweet Beginnings, which has been providing ex-offenders with job opportunities in raising bees and collecting and selling honey since 2005.

The project is expected to be a learning opportunity for Roosevelt students who will be looking at the effect honey bees have on native prairie

Above: Bee hives at the Schaumburg Campus.

Lois Kahan: RU Graduate and Globetrotter

In the late 1950s, Lois Kahan, Roosevelt's second registrar and a 1952 Roosevelt graduate, joined a class trip to Eastern Europe with history professor Jack Roth.

It changed her life. She fell in love with traveling and since that first trip over 50 years ago has visited some 155 countries around the world, traveling to every continent except Antarctica and winning admission to the Circumnavigators Club and the Explorers Club.

The Circumnavigators Club, founded in 1902, requires members to circumnavigate the globe, traveling at least 24,900 miles and it encourages them to "to leave this world a little better than we found it." Members have included astronauts Scott Kelly and Neil Armstrong, magician Harry Houdini and former President Herbert Hoover. And, since 1994, Kahan.

"BE OPEN TO THE EXPERIENCE. SEE THE WORLD – WHO PEOPLE ARE AND HOW THEY LIVE. DON'T BE AFRAID OF NEW ENCOUNTERS. AND THE BEST PART IS GETTING LOST. THAT'S WHEN YOU OFTEN SEE THE UNEXPECTED."



"I wanted to see the world," Kahan said. "To see who people are and how they live." Her trip to India in the early 1970s was pivotal. "India was the first really foreign country I encountered," she remembered. "I felt so at home there, so comfortable in this foreign land."

A trip to Pakistan was especially memorable. A bus slammed into her rickshaw in Lahore as she was on her way to visit the Shalimar Gardens, leaving her battered and bruised, with a broken leg; she would eventually need four surgeries to restore her health.

Her hospital stay was a surprise – the chambermaid of her hotel, other hotel guests and the head of tourism in the city came to see her and make sure she was taken care of. The tourism official arranged for her to be carried into the gardens for a private tour. When it came time to pay the hospital bill she was told "We feel so bad for you – so no bill."


Such kindness and compassion, Kahan says, was unforgettable, and she is eager to retell the story because her experiences with the Pakistanis were so different than many western narratives today.

Other countries she vividly remembers includes Laos ("A surprise; as wonderful as Vietnam but with fewer tourists") and Indonesia. ("Some medical students in Jakarta offered me a ride through several villages on the way to the mountains.") At the age of 78 Kahan visited Azerbaijan, Georgia and Armenia.

Like many Roosevelt students in the 1950s, Kahan participated in the early civil rights movement and was active in student government where she met former First Lady Eleanor Roosevelt. One of her closest friends while a student was Morris DeGroot, who became a distinguished mathematician at Carnegie Mellon University. And recently, she endowed a generous scholarship for undergraduate mathematics majors.

Beginning in 1954, Kahan served as assistant registrar, and then registrar, assisting countless students in their navigation of college life. Roosevelt, she said, was distinguished among university registrars because it did not count students by race or religion. She moved to New York in 1967. After a career as university registrar at Roosevelt, Albert Einstein Medical School, the University of the District of Columbia and Brooklyn College, she retired.

Her advice to travelers? "Be open to the experience. See the world – who people are and how they live. Don't be afraid of new encounters. And the best part is getting lost. That's when you often see the unexpected."

What's her latest journey? In October, at the age of 86, Kahn took a three-week trip to China and a cruise down the Yangtze River, the longest river in Asia. No doubt, more adventures await! 



New CEO of the Auditorium Theatre


Tania Castroverde Moskalenko, who became CEO of the Auditorium Theatre of Roosevelt University on Oct. 1, has been passionate about the arts since she was 8 years old.

Moskalenko and her family came to the United States from Cuba as political refugees, and she vividly remembers watching her mother emotionally play the music of Cuban composer Ernesto Lecuona on a white spinet piano a few years after her family arrived in the States. “At that moment,” she wrote in an article for the National Endowment of the Arts, “my love of the arts was born.”

Moskalenko, a classically trained dancer, comes to the Auditorium Theatre from Carmel, Ind. where she served as president and CEO of the Center for the Performing Arts and the Great American Songbook Foundation. At the Center, she provided the artistic and executive leadership of the campus and successfully restructured the organization by streamlining operations, creating new programs and increasing board membership and financial support.

In 2013, Moskalenko was given a Women of Influence award by the *Indiana Business Journal*. When she

received the award, she told the IBJ that her favorite quote is “Leap and the net will appear.” She recently moved to Chicago with her husband Alexei Moskalenko, a former dancer with the famed Bolshoi Ballet, and their 8-year-old twins.


“I am delighted to join the Auditorium Theatre and the Roosevelt University community,” Moskalenko said. “The history and architecture of this national historic landmark have captured my heart and imagination. I am equally inspired by Roosevelt’s mission, vision, and values of excellence, innovation, ethics, and diversity, the very values that have guided my career for 20 years. As a firm believer in the transformational power of the arts, it is an honor and a privilege to lead the Auditorium Theatre into its next chapter.” 

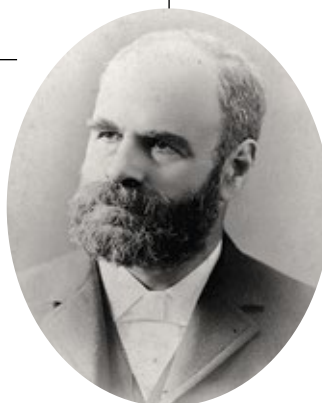
“AS A FIRM BELIEVER IN THE TRANSFORMATIONAL POWER OF THE ARTS, IT IS AN HONOR AND A PRIVILEGE TO LEAD THE AUDITORIUM THEATRE INTO ITS NEXT CHAPTER.”

Honoring Ed Weil

The Auditorium Theatre of Roosevelt University honored board member Edward S. Weil, Jr. with the inaugural “Adler and Sullivan Award” during its 2016 Annual Fall Gala on Nov. 6.

Weil, great-grandson of the famous architect Dankmar Adler, is the former CEO of Power Conversion Products, LLC. “My great-grandfather was there for the birth of the Auditorium,” he said, “and I was there for its rebirth.”

The theatre, built by Adler and his partner, Louis Sullivan, opened in 1889 to immense critical acclaim, but gradually fell into disrepair. Weil was recruited to the theatre’s board of directors in the 1980s, and, with his hands-on guardianship and financial backing, he helped restore and revive the theatre. 



“MY GREAT-GRANDFATHER WAS THERE FOR THE BIRTH OF THE AUDITORIUM, AND I WAS THERE FOR ITS REBIRTH.”

*Above, left to right:
Tania Castroverde
Moskalenko; Dankmar
Adler*

Performing Arts Alumni and Faculty Featured in Ear Taxi Festival

Several of Roosevelt University's College of Performing Arts alumni and faculty participated in the Ear Taxi Festival, the first-of-its-kind

contemporary classical music festival in Chicago, which included 54 world-premieres of new music.

During the six-day festival, held Oct. 5-10, more than 300 musicians, 88 composers and 25 ensembles from the Chicago area participated.

These included:


Brian Baxter and Randall West, Roosevelt University alumni and founders of the Chicago Composers Orchestra (CCO), who were featured during the new music marathon. The CCO performed Baxter's composition *Roots Run Deep* and the world premiere of West's composition *Cooper*. The world premiere of alumna Sarah J. Ritch's composition *Dirge* was also performed.

"THE FIRST-OF-ITS-KIND CONTEMPORARY CLASSICAL MUSIC FESTIVAL IN CHICAGO INCLUDED 54 WORLD-PREMIERES OF NEW MUSIC."

Associate Professor of Music Composition Kyong Mee Choi had her work *Freed* performed, and was featured as a performer as well. The head of Roosevelt's piano program Winston Choi was a featured soloist along with Piano Instructor Kuang-Hao Huang.

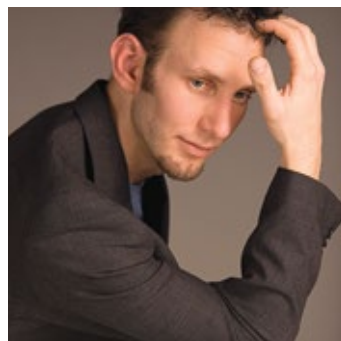
Roosevelt artist faculty member Stacy Garrop was a featured composer during the festival. Her composition *Teeny Tango* was performed live on WFMT. Roosevelt Ensemble-in-Residence Gaudete Brass performed the world premieres of Garrop's

Legends of Olympus and alumna Hope Littwin's *A Lullaby for the Tender Hearted in the Age of Anxiety*.

Alumna Parisa Sabet's composition was chosen to be performed at La Rabida Children's Hospital. The debut of her work was part of the Sharing Notes hospital volunteer organization in conjunction with the Ear Taxi Festival. 



Above, left to right: Winston Choi, Hope Littwin, Kyong Mee Choi, Brian Baxter, Randall West and Stacy Garrop



New Faculty

Ten new full-time faculty members are teaching at Roosevelt for the first time this semester. They are:

Chicago College of Performing Arts:

Daniel Cooney, a Yale University School of Drama graduate who has appeared on Broadway in *Mama Mia!*, *Bonnie & Clyde*, *9 to 5* and *Les Miserables*, is an assistant professor of Musical Theatre. **Jim Iorio**, a director, instructor and actor for two decades, is an assistant professor of Physical Theatre.

College of Arts and Sciences: Amy


Zimmerman, a microbial ecologist and postdoctoral researcher at the Monterey Bay Aquarium Research Institute, is an assistant professor of Biological Sciences. **Emily Dangremond**, who earned her PhD in Integrative Biology from the University of California at Berkeley and is an expert on how life history tradeoffs affect species distributions, is an assistant professor of Biological Sciences. **Sungwon Ahn** has joined the Mathematics Department as an assistant professor with a specialization in Actuarial Science.

College of Pharmacy: Jason Alegro, an infectious disease consultant and recipient of the inaugural Midwestern University Healthcare Awareness Award, is assistant professor of Clinical and Administrative Sciences. **Prasanth Puthanveetil**, who just completed her second post-doctoral training in the field of metabolic diseases at the University of Michigan, is assistant professor of Biopharmaceutical Sciences. **Bedrija Nikocec**, who has 15 years of experience as a community pharmacist, is assistant professor of Clinical and Administrative Sciences.

Heller College of Business: Jeffrey

Adams, who holds a PhD from George Washington University's School of Business and Public Management and who was an associate professor of Supply Chain Management at the University of Houston for five years, is associate professor of Management.

Evelyn T. Stone College of Professional Studies:

Edward Green, a recent PhD graduate of Kansas State University in Sociology whose academic interests include inequality in criminal justice and the impact of prisons on identity, is assistant professor of Criminal Justice. 



Roosevelt alum receives Golden Apple Award

A Chicago Public Schools principal who remains connected to Roosevelt University 18 years after graduating has won a prestigious Golden Apple Leadership Award.

Only the third recipient ever to receive the leadership award, Dana Butler (MA, '98) wears many hats as the principal of the Irma C. Ruiz Elementary School in Chicago's Little Village neighborhood, including being a partner in teaching and learning with Roosevelt.

"He's good at communicating what is best for his school and what's going to serve his students," said Roosevelt Associate Professor of Elementary Education Elizabeth Meadows, who places Roosevelt students at Ruiz as frequently as Butler and his faculty can accommodate them. "This is someone who pushes those in power to make positive change, and we've all learned so much from him."

A CPS graduate and former 10-year Ruiz teacher, Butler attended a graduate educational administration and leadership program at Roosevelt because he wanted to understand the bigger picture of how decisions are made outside the classroom. After receiving a Master's in Educational Administration and Leadership degree

from Roosevelt, Butler went on to become an assistant principal at Ruiz in 1999. In 2004, he was named principal at Ruiz, which has had a partnership with Roosevelt's College of Education ever since.


"When I applied for this job, I said 'I dream of a school where the students and staff love to come and hate to leave,'" said Butler. "I said 'I dream of a nurturing place that personifies caring, trust and honesty and does all it can and then even more for its children.'"

"If you have an environment that motivates kids, parents and communities, you create the kind of place where you see success," said the Roosevelt alumnus whose students have gone on to become Fulbright

"IF YOU HAVE AN ENVIRONMENT THAT MOTIVATES KIDS, PARENTS AND COMMUNITIES, YOU CREATE THE KIND OF PLACE WHERE YOU SEE SUCCESS."

scholars, as well as graduates of higher education institutions like Georgetown, Emory and Roosevelt universities.

With help from a Chicago Community Trust grant, Butler and some of Roosevelt's College of Education faculty members have been redesigning the University's elementary education program and curricula.

"Dana Butler has a bottomless barrel of passion for what he does," said Tom Phillion, dean of Roosevelt's College of Education. "He's engaged, he's optimistic and he's always looking for ways to change, evolve and improve things." 

Above: Dana Butler (MA, '98) with students at Ruiz Elementary School.

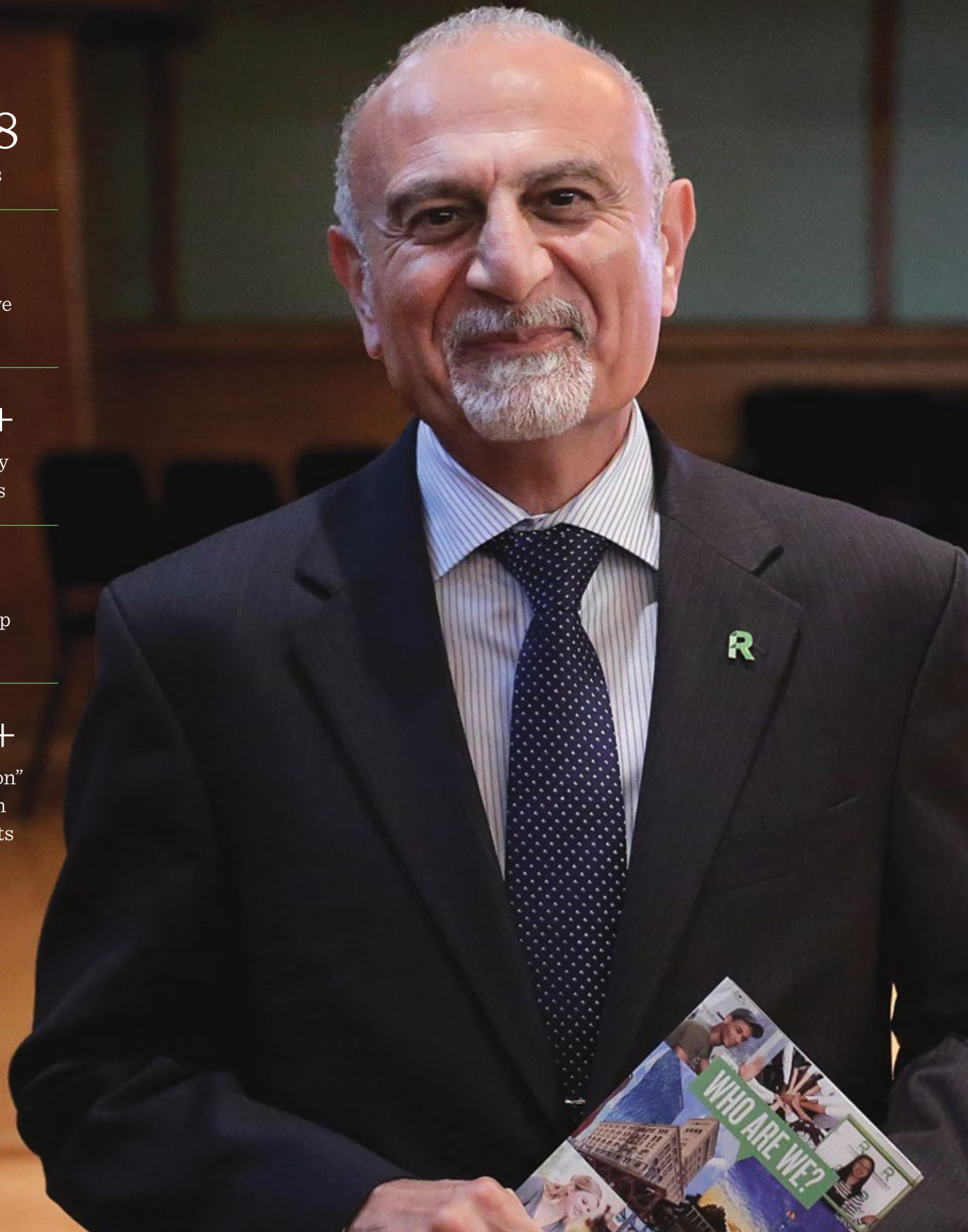
1,008
attendees

4
consecutive
days

580+
service day
volunteers

6
scholarship
winners

200+
“call to action”
discussion
participants



The American Dream Conference

WHAT DOES THE AMERICAN DREAM MEAN TODAY?

by TOM KAROW AND LAURA JANOTA



What does the American Dream mean today? That was the topic of a major conference Roosevelt University hosted Sept. 12-15 at its Chicago Campus attended by 1,008 people.

At more than a dozen lectures and discussions, leading American scholars, activists and entrepreneurs analyzed the American Dream and how it affects millennials, education, health care, real estate, immigration, politics and more.

“The American Dream is about every individual who aspires to achieve more in life,” said Ali Malekzadeh (left), president of Roosevelt University and a native of Iran. “Understanding our national ethos of democracy and equality has never been more urgent. At the American Dream Reconsidered Conference, we heard many viewpoints on what it means to be an American in these challenging times.”

The conference, sponsored by BlueCross BlueShield of Illinois, McDonald’s Corporation and other organizations, also celebrated Malekzadeh’s first year in office. It was held in lieu of the formal and expensive presidential installation ceremonies commonly held on university campuses. Instead, Malekzadeh led an effort to discuss the future of the American Dream and he initiated a new scholarship program for six outstanding Roosevelt students.

11:00a.m.

★ CENTER FOR DIVERSITY AND INCLUSION, NATIONAL RACIAL CLIMATE DISCUSSION

The conference began with a discussion regarding the nation's racial climate, sponsored by Roosevelt University's new Center for Diversity and Inclusion. "This is a call to action," **Sharron Evans**, assistant vice president for inclusion and equity, told nearly 200 participants. "As a nation, we're dealing with things like economic issues and police shootings. It's a fragile time right now. There's been a lot of unrest and turmoil, and our goal is to figure out how we, as a university, can and should respond," said Evans. Five task forces presented blueprints for moving forward as a university on everything from gender neutral restrooms to making classroom spaces and pedagogy more inclusive and inviting for all Roosevelt students.



"Education is the ticket to entry, not the great equalizer."

— **GLORIA CASTILLO**
President and CEO of Chicago United



1:30p.m.

★ CONVERSATION ON COMMUNITY LEADERSHIP AND SOCIAL JUSTICE

The conference's first panel session, titled a "Conversation on Community Leadership and Social Justice," explored "ways to improve the human condition."

The Rev. Michael Pfleger of St. Sabina's Catholic Church said stopping violence is essential if conditions are going to improve in Chicago. He said the roots of violence are unemployment, poverty, lack of trust between police and the community, poor education, weak families and guns. **Dr. Dana Suskind**, a University of Chicago physician, called early childhood the formative period of life and said it is the time when parents must focus on building their child's brain. By the time children are three, they should have heard 30 million words, she said. Race and other problems aren't going away unless there is an economic incentive for change, declared Roosevelt alumnus **Tom Burrell**, a retired advertising executive. He said withdrawing financial support or hurting someone's pocketbook is the only way change will occur.

"I am concerned about all the violence in Chicago."

— **THE REV. MICHAEL PFLEGER**
St. Sabina's Catholic Church





4:30p.m.

★ COLLEGE OF ARTS AND SCIENCES STUDENT ADVISORY COUNCIL VIDEO AND DISCUSSION: "MILLENNIALS AND THE AMERICAN DREAM"

★ COLLEGE OF PROFESSIONAL STUDIES ALUMNI DISCUSSION: THE AMERICAN DREAM — DAYDREAM OR PROMISE?

Top: College of Arts and Sciences students discuss their interviews about the American Dream.



At left: Alumni from the College of Professional Studies discuss how the American Dream affected them.

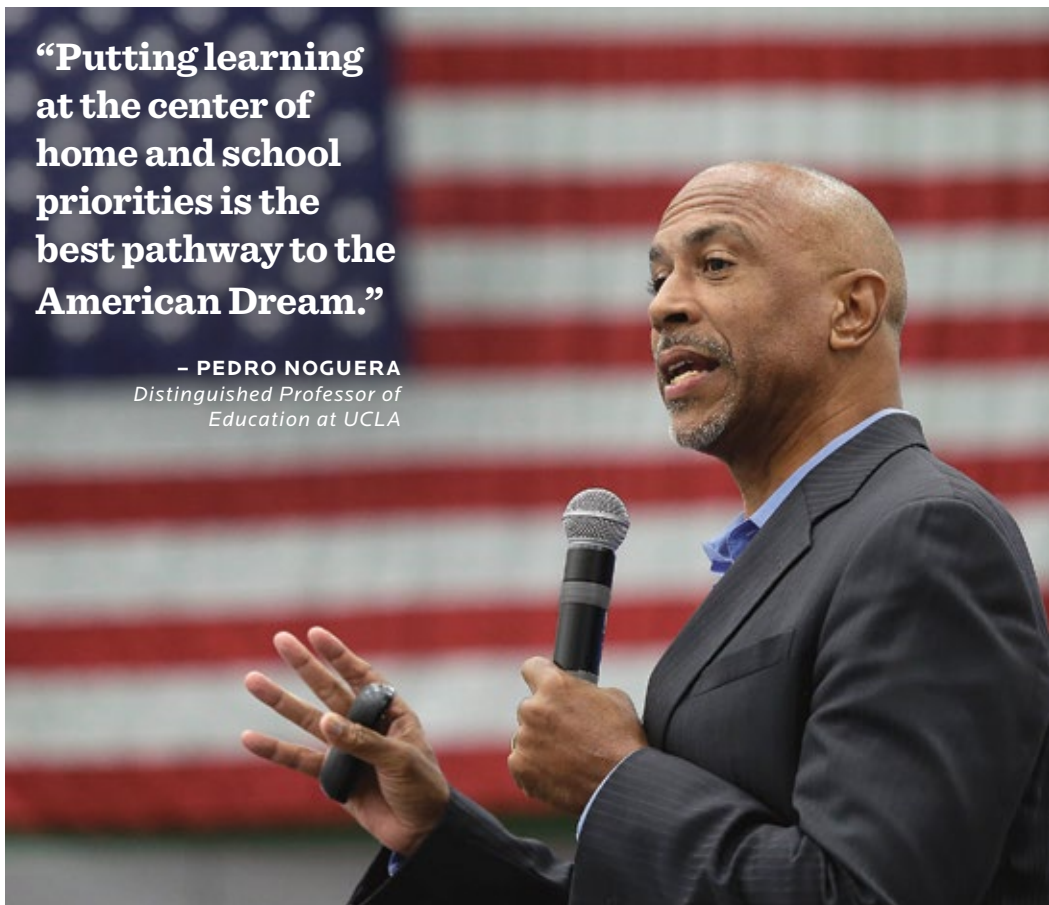
6:00p.m.

★ EXCELLENCE THROUGH EQUITY: FIVE PRINCIPLES OF COURAGEOUS LEADERSHIP TO GUIDE ACHIEVEMENT FOR EVERY STUDENT

Monday evening **Pedro Noguera**, distinguished professor of Education and director of the Center for the Study of School Transformation at UCLA, declared to an audience of 150 that efforts to reform public education have failed. Motivating students to learn is what education is all about, but too much time is devoted to creating new tests and accountability measures for schools and teachers, he said. Noguera described creative ways teachers are helping all learners, but especially poor and minority students, to become more engaged in learning. One moving example highlighted a Los Angeles teacher who instilled a love for science, technology, engineering and mathematics in her students.

"Putting learning at the center of home and school priorities is the best pathway to the American Dream."

– PEDRO NOGUERA
Distinguished Professor of
Education at UCLA



9:30a.m.

★ REAL ESTATE AND THE AMERICAN DREAM

Owning a house has long been considered one of the major features of the American Dream. But in a session presented by Roosevelt's Marshall Bennett Institute of Real Estate, **Associate Professor David Funk** said that homeownership is now at a 25-year low. People have become renters as they face the challenges of large down payments, student loans and other financial issues. This is occurring at a time when borrowing rates are low and the cost of renting is not significantly different from a mortgage payment. Adding to the problem, he said, is the fact that developers are building few starter homes because larger homes are more profitable.



“Homeownership has become a dream deferred.”

– DAVID FUNK
Associate Professor of Real Estate



★ THE AFFORDABLE CARE ACT AND THE AMERICAN DREAM

The Affordable Care Act (Obamacare) has been in the news as several insurance companies have pulled out of the plan. At a panel discussion presented by Roosevelt's College of Pharmacy, health care professionals agreed that Obamacare is beneficial because it provides access to those who previously did not have insurance. Another important aspect is that it covers preexisting conditions, said **Dr. Anita Stewart**, medical director of BlueCross BlueShield of Illinois. She also pointed out that good communication between patients and the hospital regarding their medications is necessary for better health outcomes.



Above: Melissa Hogan, dean of the College of Pharmacy, welcomed guests to the session on health care.
above, left: Health care panelists, including Clarita Santos (foreground) and Dr. Anita Stewart, right, discussed the Affordable Care Act.

12:30p.m.

★ THE JACK MILLER CENTER CONVERSATION
ON THE AMERICAN DREAM: GLOBALIZATION,
TECHNOLOGY AND PROGRESS

Peter Thiel, an author and co-founder of PayPal, questioned whether American innovation is still being emulated around the world. In a conversation with Roosevelt Philosophy Professor **Stuart Warner** on globalization, technology and progress, he discussed American exceptionalism and noted that both extreme optimism and extreme pessimism imply that you are not able to do anything. Thiel also raised eyebrows with his comments on American universities and his belief that talented people locate to either New York or Silicon Valley.



3:30p.m.

★ JUSTICE, RACE AND THE AMERICAN DREAM

A capacity crowd filled Ganz Hall to hear a discussion on justice, race and the American Dream featuring **Martha C. Nussbaum**, distinguished service professor of law and ethics at the University of Chicago and **Jelani Cobb**, contributor to the *New Yorker* magazine and professor of journalism at Columbia University. Nussbaum said the criminal justice system is concerned with payback, which ultimately does no good. “We must consider peoples’ futures,” she said. Cobb said “people want to put their thumb on the scale to produce white outcomes.” He said the Obama presidency is now defined by lack of respect and the Trump candidacy is rooted in fear and resentment.



“There are endless ways to make a difference. It’s simple. Look at what’s not being done and do it.”

– JELANI COBB
Professor of Journalism at
Columbia University



Above: Entrepreneur Peter Thiel discusses globalization and technology with Professor Stuart Warner. middle: Philosopher Martha C. Nussbaum. left: Writer and professor Jelani Cobb talks about issues of race and justice with Arts and Sciences Dean Bonnie Gunzenhauser.

WEDNESDAY, SEPT. 14

“The American Dream is a relay, not a sprint or marathon.”

– ALI MALEKZADEH
President of Roosevelt University



9:30a.m.

★ **PRESIDENTIAL PANEL- A CONVERSATION ABOUT THE CURRENT STATE OF THE AMERICAN DREAM**

The final day of conference sessions began with Roosevelt University Historian **Lynn Weiner** putting the state of the American Dream into context. “Both Bernie Sanders and Donald Trump said the Dream is dead and for many Americans upward mobility has declined. But the American Dream has never been static,” she said, noting that many millennials remain hopeful with half believing it can happen to them. **John W. Rogers, Jr.**, founder of Ariel Investments, lamented the fact that many black companies in Chicago are no longer in existence and there are fewer black CEOs and business leaders. **Melissa Bean** (BA, ’02), chair of the Midwest of JPMorgan Chase and former member of Congress, said a major challenge is the shrinking middle class, while **Rabbi Abie Ingber** of Xavier University suggested society must invest in education. “It is a life-changing opportunity,” he said.

“One of my causes is that companies must hire more minority lenders and firms.”

– JOHN W. ROGERS, JR.
CEO, Ariel Investments



Middle: (left to right) Roosevelt President Ali Malekzadeh, Chase Bank executive Melissa Bean (BA, ’02), Ariel Investments CEO John W. Rogers Jr., University Historian Lynn Weiner and Rabbi Abie Ingber at the Presidential panel.



“The American Dream is about adding ‘er’: Being freer, being safer than your parents.”

– RABBI ABIE INGBER
The Center for Interfaith Community Engagement, Xavier University

2:00p.m.

★ CONSTITUTION DAY PANEL- IMMIGRATION, CITIZENSHIP AND THE AMERICAN DREAM

Roosevelt University faculty members who were born in countries other than the United States told why and how they came to this country in a session titled Immigration, Citizenship and the American Dream. **Jim Choca**, professor of Psychology, recalled leaving Cuba in 1960. "Our plane was completely silent until it left Cuban airspace, then everyone started celebrating," he said. "I was delighted, horrified and excited when I came to the U.S. from Bulgaria," said **Svetozar Minkov**, associate professor of Philosophy. "America is an amazing place." **Jin-ah Kim**, associate professor of Early Childhood Education, said she was called "yellow" when she first came to the United States from South Korea. "I had to learn how to stand up for myself," she said. "I had to overcome obstacles, but it was worth it."

4:15p.m.

★ THE AMERICAN DREAM AND POLITICS- PERSPECTIVES ON THE 2016 PRESIDENTIAL ELECTION

Various aspects of the 2016 presidential election were analyzed by Roosevelt professors during a panel on the American Dream and politics. History Professor **Margaret Rung** compared this year's election to that of 1896, a time when there also was economic distress, class inequality, racial tensions and questions about America's role in the world. **Mike Bryson**, professor of Sustainability Studies, questioned why the candidates aren't talking about issues related to climate control. **Marjorie Jolles**, associate professor of Women's and Gender Studies, talked about how Hillary Clinton is now reminding voters that she is a woman, whereas in some of her previous elections she did not mention her gender.

Bottom left: Economics Professor June Lapidus speaks at the panel on the 2016 presidential election.

"I listened to my heart and that made me stronger."

– KYONG MEE CHOI
Associate Professor of Music Composition and native of South Korea

"The American Dream is what I have right now: A stable job, a family and an opportunity for my husband to be able to start his own career."

– BEDRIJA NIKOCEVIC
Assistant Professor of Pharmacy and native of Bosnia



"Democracy is a very delicate flower. If you don't take care of it, it can fail quickly."

– WILFREDO URBINA ROMERO
Associate Professor of Mathematics and native of Venezuela



8:30a.m.

★ AMERICAN DREAM SERVICE DAY

More than 580 Roosevelt students, faculty and staff rolled up their sleeves to perform service at a variety of social service organizations on and off campus in Chicago and Schaumburg. On this final day of the conference, the first-ever American Dream Service Day began with breakfast at the University's Goodman Center in Chicago and Alumni Hall in Schaumburg. Students receiving American Dream scholarships from sponsor BlueCross BlueShield of Illinois were formally introduced. (See page 60)

Then, Roosevelt community members got to work: At the Chicago Campus, they packaged foodstuffs for the hungry, wrote letters to elected leaders, called The White House about concerns over world hunger and healthcare, and worked on teams beautifying the University's Wabash Building roof gardens. At the Schaumburg Campus, students, faculty, staff and children from the Bright Horizons daycare center participated in a major campus-wide clean-up day. Meanwhile, hundreds left the campuses to do service. Some worked in women's and homeless shelters in Chicagoland, while others picked up trash and cleaned up nature areas in the region's open spaces.

For the full schedule of sessions and participants, see blogs.roosevelt.edu/american dream/program.



Above: teams from Roosevelt and from BlueCross BlueShield of Illinois put together meals for the homeless.

Left and below: other teams of Roosevelt students volunteered at locations throughout metropolitan Chicago.



The following essay by Roosevelt President Ali Malekzadeh was printed on the editorial page of the Daily Herald newspaper on the first day of the conference.

The American Dream Reconsidered

by ALI R. MALEKZADEH,
President, Roosevelt University

With Election Day fast approaching, politicians of all stripes are invoking the American Dream – lamenting its passing or celebrating its vitality, praising its inclusivity or bemoaning its narrowness. It has become shorthand for virtually anything and so risks meaning nothing. That would be a terrible loss.

I have a very personal connection to the American Dream. I was born in Iran and came to the United States to go to college. When the Iranian Revolution occurred I couldn't return home. My wife and I were granted political asylum and later became U.S. citizens. We are living examples of the American Dream – our education was all we had in exile at first – it is one thing no one can take from you. We both became college professors and last year I was privileged to be named president of Roosevelt University.


Roosevelt University has an equally close relationship with the American Dream. It was founded in 1945 when Edward Sparling, then the president of Central YMCA College in Chicago, resigned rather than help create a bigoted and restrictive system of racial and religious admissions quotas. Inspired by his example the faculty and students followed him and went on to found Roosevelt University, a place dedicated to the idea that the American Dream was the birthright of all citizens, not a privileged few. As Eleanor Roosevelt, the head of our first Board of Advisors, said, the new college would be “dedicated to the enlightenment of the human spirit.” Isn't the same idea at the heart of America itself?

That doesn't mean we shouldn't think critically about the American Dream, which has always been a work in progress. It is aspirational, and the reality struggles to keep pace with the ideal. Various people have been excluded from the dream because of their race, religion, ethnicity, gender, sexual identity, nationality, and so

on. But today many of us have far greater opportunities than when Thomas Jefferson first penned his famous words claiming for Americans the right to “life, liberty, and the pursuit of happiness.” Even still, we know that while the doors of opportunity have opened wider for some, for others they have narrowed.

So, we need to think carefully about what the American Dream was, what it is and what it could be. That is why Roosevelt University held “The American Dream Reconsidered Conference,” the week of Sept 12. Instead of making the American Dream into an empty symbol to serve as yet one more political talking point, I believe we must reconsider what it means to all Americans.

In 1931 James Truslow Adams formally defined the American Dream – which many see rooted in our 1776 Declaration of Independence. But Adams, writing during the Great Depression, believed that the American Dream promoted a better life for everyone – a “dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are capable... regardless of the circumstances of birth or position.”

Is this still a possibility? Today we have politicians who say the American Dream is dead. I disagree. We have the capability to improve the quality of life for all our people. But do we have the will? Are we ready as individual citizens and as a nation to work together to make this happen? I believe we must strive for a country where all citizens are provided with opportunities for education, health care, safe neighborhoods and jobs. The American Dream realized can shape a safe, fulfilling and productive future for our children and grandchildren. The American Dream is not dead. It is dormant. It is up to us to revive this powerful core of our national identity and reclaim the best of our democratic legacy. 



Mastering Their Futures

GRADUATE EDUCATION AT ROOSEVELT ADDRESSES KEY ISSUES
IN A COMPETITIVE GLOBAL ECONOMY

by TOM KAROW

A lot has been written during the past few years suggesting that a master's degree is the new bachelor's.

For many people seeking the career they want, the answer is “yes,” a master's degree is essential in today's professional workplace.

Jason Vincent, a marketing and communications consultant at Humana and other organizations, will enroll in Roosevelt University's Heller College of Business this January, because he believes an MA in Human Resource Management will better position him to bring about positive changes in the workplace. “By obtaining this degree, I will gain insights into topics such as affirmative action, recruitment and performance management,” he said.

Joseph Chan, dean of the Heller College, said Vincent and many other individuals like him are doing the right thing by taking graduate school classes. “An advanced education provides the breadth and depth of knowledge that is required in a rapidly changing environment,” he said. “It transcends the know-how of today with the know-what of tomorrow.”

Roosevelt University is emphasizing graduate education in all of its colleges and has hired new advisers to help students make the

transition to graduate school as smooth as possible. The University had 2,113 graduate and doctoral students in fall 2015 and President Ali Malekzadeh said Roosevelt's goal is to enroll 550 new graduate students each year.

Nationally the number of adults completing a master's degree grew by 18 percent from 2008 to 2013, according to the U.S. Census Bureau. That's good news as data from the Bureau of Labor Statistics projects employers will add nearly 2.4 million jobs requiring a graduate degree or higher between 2012 and 2022.

“In the College of Arts and Sciences, we focus significant attention on graduate education because we recognize that the current and future knowledge economy will require increasing numbers of intelligent people with deep specialized training,” said Bonnie Gunzenhauser, dean of the College of Arts and Sciences.

That viewpoint is supported in a 2010 report on the future of graduate education in America prepared by the Council of Graduate Schools. “The nation's competitiveness in the global economy,” the document said, “hinges on our ability to produce sufficient numbers of graduate-degree holders – people with the advanced knowledge and critical-thinking abilities to devise solutions to grand challenges such as energy independence, affordable health care, climate change and other key issues.”

2,113

Graduate Students
@ RU in 2015

↑18%

2008 to 2013
National rise in
master's degrees

U.S. Census Bureau

Graduate student Jada Bailey will be using the critical-thinking skills she is currently learning at Roosevelt to confront some of society's most difficult problems. "My passion to further impact lives of people in communities I serve led me to want to pursue my graduate degree in Public Administration," said the Chicago police officer. "It is my earnest desire to use my advanced degree as a gateway into legislation and to be part of the policy making process," said Bailey, a 2010 Roosevelt alumna with an undergraduate degree in Political Science.

Roosevelt offers 46 masters', diploma and doctoral programs, mostly in areas that lead directly to jobs. For example, the College of Education has partnered with schools in Schaumburg to create an off-campus master's program for teachers who want to become principals and teacher leaders.

The most popular majors for graduate students at Roosevelt are Business Administration (MBA), Pharmacy, Clinical Psychology and Integrated Marketing Communications. In addition to master's-level programs, Roosevelt offers a Doctor of Psychology in Clinical Psychology (PsyD), a PhD in Industrial/Organizational Psychology and a Doctor of Pharmacy (PharmD).

The Chicago College of Performing Arts has 11 master's programs, second to the College of Arts and Sciences, which has 16. Most graduate students in Performing Arts pursue the Master of Music degree, which provides advanced study in a specialized concentration such as voice, piano or violin. Through private lessons, coachings and recitals, graduate students become fully immersed in their area of expertise. In addition, CCPA has a new master's program in Performing Arts Administration to hone the management skills of current and aspiring administrators.

In the College of Arts and Sciences, the Master of Science in Integrated Marketing Communications program, like other degrees, offers flexible scheduling, instruction by industry leaders and preparation for career advancement. "Many universities focus their programs on communication theory. We are focused on preparing the people who will lead marketing communications in the business world," said Gunzenhauser.

Other graduate programs of note include Public Administration where alumni include three former Chicago police superintendents; the MFA in Creative Writing, which provides writers with the guidance they need to become skilled in fiction, creative nonfiction, poetry, and dramatic scripts; and Clinical Psychology, where graduates are qualified to apply for licensure as professional counselors.

Graduate admission requirements vary by academic program, but all require official transcripts from previously attended colleges or universities with a recommended overall cumulative GPA of at least 3.0 on a 4.0 scale. Additional application requirements may include GRE or GMAT test scores, undergraduate prerequisite courses, letters of intent, resumes and application essays. International students must also submit proof of English proficiency.

Kelly Erdman, a Roosevelt graduate admission counselor, said graduate school isn't a great fit for everyone, but for those who want to challenge themselves



academically and grow individually, there's no better environment for this than graduate school. "Ultimately," she said, "pushing academic boundaries is the most rewarding way to identify one's strengths and interests, with an end goal of landing a dream career."

Plus, employees with master's degrees earn on average \$10,000 a year more than those whose highest degree is a bachelor's, according to a 2015 report by the Bureau of Labor Statistics. Unemployment rates are also lower, 2.4 percent for people with master's vs. 2.8 percent for those with a bachelor's.

Dean Chan strongly believes that to be successful in today's business workplace, employees must try to anticipate changes and innovations. "Issues that confront modern day life could hardly be imagined only a decade ago," he said. "A deep understanding of the underlying principles in a discipline allows one to adapt to new job requirements."

In the Heller College of Business, students are encouraged to actively interact with their professors and classmates, many of whom are from diverse backgrounds. This helps graduate students in accounting, business administration, human resource management and real estate develop skills required to solve current and future complex business problems. To further facilitate career development, the college also offers networking opportunities, like internships, mentoring and professional development.

Education Dean Tom Phillion uses several strategies to meet the growing need for teachers in Illinois, especially teachers of color. The college lowered the full-time tuition rate for graduate students seeking to become Illinois teachers and it created innovative graduate-level programs in Dual Language Teacher Leadership and Second Language Special Education. "We are also using online delivery options to increase access to these programs and others, like the MA in Reading," he said.

Pharmacy is the only college at Roosevelt where all of the students are pursuing an advanced degree, a Doctor of Pharmacy. Students take courses in a lock-step



fashion, earning their degrees in three years, as opposed to the traditional four years. The application process is competitive and a maximum of 70 students are accepted into the program each year.

Community service is one of the major ways many pharmacy alumni share their professional expertise. Liweza Yalda, a 2015 graduate, has been tending to the needs of dozens of elderly refugees from Iraq and Iran at the Assyrian American Community Pharmacy in Skokie, Ill. "These are people who don't always understand the culture. They can't read or write in English and yet they have multiple medications that they're supposed to understand how and when to take," said Yalda.

By stressing graduate education, Roosevelt is not only helping individuals get ahead, it is helping the national economy. Graduate education "is critical to the country's strength and prosperity," according to a recently issued report by the National Academy of Science. "Graduate education must be seen as a national priority if America is to develop the talent required to meet national needs and compete in the global economy." ■

3.5%

2013 to 2014
National increase of
first-time graduate
enrollment

Council of Graduate Schools

\$10K

Employees with
master's degrees
earn more per year

*2015 report by the
Bureau of Labor Statistics*



Justice Comes Full Circle

THE MANSFIELD INSTITUTE TAKES ON RESTORATIVE JUSTICE

by LAURA JANOTA



A shift in thinking about how we deal with conflict, crime and violence is taking place in Chicago and beyond, and Roosevelt University's Mansfield Institute for Social Justice and Transformation has a major stake in it.

Left, in Chicago's North Lawndale: Roosevelt accounting student Bajesh Punjwani, Mansfield's Lyly Harrington, Roosevelt sociology students Edgar Moreno and Shanti Brown, Roosevelt professor Edward Green and Mansfield's Nancy Michaels.

Founded in 1999 as the University's social justice arm, Mansfield got its start planning social-justice lectures that frequently have drawn hundreds of people to campus. Today, the organization is leading frank discussions, often called circles, on ways to fix our broken criminal justice system.

"We don't get to know one another the way we used to," said Heather Dalmage, director of the Mansfield Institute, which, since 2010, has been working to rescue vulnerable youths from the grasp of gangs, drugs, crime and prison. "We've got to be able to think together about how to create needed social changes. Otherwise, we'll never be able to get at the root of what's causing these problems."

Now being tried with young people around the nation as a way to nip conflicts before they turn violent or criminal, this approach is called restorative justice, and it's picking up steam from Chicago to London, and Colorado to West Virginia.

“We’ve got to be able to think together about how to create needed social change.”

– HEATHER DALMAGE

Director, Mansfield Institute for Social Justice and Transformation

“We’ve been stuck in a cycle of punishment: black and brown young people getting in trouble at school and suspended, then being arrested in school and in their communities, unnecessarily criminalized and sent down the path to prison,” said Nancy Michaels (BA, ’07; MA, ’10), associate director of the Mansfield Institute.

“People all over are realizing that this way of doing things isn’t working. It’s damaging lives and communities, and we have to find alternative solutions,” she said.

Restorative justice has roots in indigenous cultures that for years have used circle practices to build relationships and strong communities. Building on these traditions, modern-day founder, Mennonite and American criminologist Howard Zehr, who in 1990 wrote *Changing Lenses: A New Focus for Crime and Justice*, encourages us to move toward building communities and away from building a world of punishment. For example, when wrongdoing or crime occurs, he encourages us to ask “Who was hurt?” and “What are their needs?” instead of “What laws have been broken?” and “What do the offender(s) deserve?”

“Our goal is to shift the way we think about and do justice,” said Michaels, who has been leading the development of restorative justice thinking and practices in schools, the criminal justice system, throughout Chicago and at Roosevelt University. “It’s about changing hearts and minds, and building public and political will that results in policy change. While this has been a slow process, we are certainly beginning to see a shift,” she said.

There is a national buzz today, like never before, about the value of restorative justice: It’s been highlighted extensively, just in the past few months, as having potential to heal rifts and mend troubled lives by the *New York Times*, *Wall Street Journal* and *USA Today*; It’s also been piloted, primarily as an alternative to school suspensions, in places like New York City, Denver and Oakland, Calif.

“We’re at a point where we don’t have to spread the word quite as much on what restorative justice is all about,” said Sara

Balgoyen, president of the Illinois Balanced and Restorative Justice Project. “Clearly, the Mansfield Institute is one of the players who has helped move the cause forward.”

Among steps taken, the Mansfield Institute has brought together under one umbrella called “The Embrace RJ in Schools Collaborative” more than 40 grassroots groups in Chicagoland that subscribe to implementing restorative justice in all schools.

Led by Michaels, the group crafted guidelines for using restorative justice practices, including circles, in the Chicago Public Schools, and also has been active in teacher and principal training.

“We’re moving toward a system-wide, restorative-justice school district,” said Jean Klasovsky, a restorative practices specialist at CPS, “and Embrace RJ helped us put together the framework.”

Now Mansfield is on the verge of impacting lives and policy as one of the advisers for the nation’s first Restorative Justice Community Court, opening in Chicago in 2017. The expertise and leadership of Michaels and the Mansfield Institute have been pivotal to the creation of this court.

In fact, Cook County Circuit Court Judge Colleen Sheehan, a 16-year veteran who has seen young people repeatedly cycling through her courtroom, emphatically stated, “We are entering uncharted waters with this innovative project, and I can tell you right now that there would be no court without Nancy and the Mansfield Institute.”

Sheehan worked closely with Michaels and Cook County Circuit Court administrator Michelle Day to develop a plan for the court that will be housed in Chicago’s west-side North Lawndale neighborhood where 70 percent of male residents have felony convictions.

The pilot court, which could become a model, will be for 18 to 26-year olds accused of nonviolent misdemeanors and first-time felonies committed in North Lawndale.



“We are entering uncharted waters with this innovative project, and I can tell you right now that there would be no court without Nancy Michaels and the Mansfield Institute.”

– JUDGE COLLEEN SHEEHAN

Above: court planning sessions include circle discussions.

Left: Roosevelt Assistant Professor of Criminal Justice Edward Green and Cook County Circuit Court Judge Colleen Sheehan.



“Our goal is to shift the way we think about and do justice.”

– NANCY MICHAELS

Associate Director, Mansfield Institute for Social Justice and Transformation

Above (from left): restorative justice court planners include Cook County Circuit Court Administrator Michelle Day, Judge Colleen Sheehan and Roosevelt’s Nancy Michaels.

They would be asked to voluntarily participate in circles/conferences with their victims, and the goal would be to: give them a better understanding of harm caused so they accept responsibility; award restitution repairing harm done to victims and the community; and provide resources, such as mental health or drug treatment and job training, that can put offenders on a positive track.

“This is huge. It’s a project that has international significance,” said Elizabeth Clarke, president of the Illinois Juvenile Justice Initiative, which recently put the Mansfield Institute on an international restorative justice delegation visiting England last spring. “We are giving the community ownership of the court and allowing them to deal with these cases as they see fit, and that’s something that’s not been done before,” she said.

The Mansfield Institute will evaluate the court’s effectiveness with help from approximately 20 Roosevelt students who will be surveying North Lawndale residents.

“I’m interested in this project because it’s near my home and I’ve seen the damage that’s been done with young people who have been convicted of crimes and can’t find work,” said Emmanuel Corde, a sociology student who will survey in North Lawndale as part of a Research Methods

class. “I want to support our future and change the world we live in.”

The court project is but one example of the Mansfield Institute’s social justice work, according to Roosevelt University Trustee Meme Hopmayer, whose Albert and Anne Mansfield Foundation created and has financially supported the Institute.

“I’m proud of what’s been accomplished with this project, and I particularly love that Roosevelt has engaged students in going out, learning about and contributing to the work,” she said.

Looking forward, the Mansfield Institute wants to encourage neighborhood connections that can help transform Chicago into a restorative justice city.

“We’ve talked quite a bit about it, using circles of healing to create positive values that we can live by - block to block, police to community, city hall to downtown and its neighborhoods,” said the Rev. David Kelly, executive director of the Precious Blood Ministry of Reconciliation. “Roosevelt has been active in this, and is one of our partners in our campaign,” he said.

Now in its 17th year, the Mansfield Institute also is aiming to make Roosevelt a restorative justice university. “If not at Roosevelt, then where?” asked Dalmage. **R**

SO WHAT IS A RESTORATIVE JUSTICE UNIVERSITY?



RJ @ RU?

It can be a place where research, teaching, training and technical assistance for all kinds of restorative justice projects are housed, such as at Skidmore College in New York, which has its own Restorative Justice Project.

It can be a center for learning through webinars and videos, which the University of Minnesota's Center for Restorative Justice and Peacemaking widely offers.

And it is a university that is steeped in the values and practices of restorative justice.

Use of restorative justice circles and peer conferences can be specific to student conduct proceedings, which the University of Denver advocates when cases involving student conduct are being resolved; or the use of circles can have a simple aim of relationship building, which is to put ALL people in a community, no matter rank or stature, on track to share values, uniting them to work together toward positive change.

"These were strangers I hardly knew," said Roosevelt student Elizabeth "Lizzie" Sharp, who remembers being moved as she sat in circle during Mansfield's Social Justice Summer

Institute where students shared personal reflections on what's wrong with and how to fix the criminal justice system.

"Once people started opening up, it became easier to share," said Sharp, who believes a restorative justice university should be about building bridges. "There was this connection that all of us felt in that circle, and to this day, most of us are still in contact. We've become friends and activists working together."

Roosevelt President Ali Malekzadeh had a similar experience when he joined a Mansfield-led circle seeking healing after the fall 2015 release of a video showing Chicago police shooting teen Laquan McDonald.

"There was a lot of pain being expressed, and I was just as angry and sad as everyone in the room," said Malekzadeh, who remembers several students being uneasy about violence in their own neighborhoods, including police showing up with guns drawn.

"It was important for me to learn what some of our students are going through, and to know that they have a safe place at Roosevelt where they can go to heal," he said.

"All of us in that room wanted to get beyond the shooting," he added. "There was a bond and a commitment there to work together for something better."

That is exactly the kind of spirit that the Mansfield Institute hopes to further ignite as it moves forward in transforming Roosevelt into Illinois's first restorative justice university.

Among goals will be to: develop university-wide values, policies and procedures; create safe spaces for discussion of difficult topics and to address student concerns or conflicts; provide training for community members, including Roosevelt's new eight-member student conduct board; and include restorative justice practices as part of coursework in applicable areas, such as for those studying to become counselors or teachers, said Nancy Michaels, associate director of the Mansfield Institute.

"Restorative justice is aligned with our social justice mission, and as a result, a restorative justice university will be that much easier to achieve," said Michaels. ■

Above: Roosevelt sociology student Edgar Moreno and Mansfield's Lyly Harrington.

The Peacekeepers



Above: Roosevelt alumna Emily Wilkie (BA, '13).

Above, right: a circle discussion in Wilkie's homeroom.

by LAURA JANOTA

ROOSEVELT GRADUATES PRACTICING RESTORATIVE JUSTICE



More than 50 Roosevelt University students have been trained by the Mansfield Institute for Social Justice and Transformation since 2010 in how to use restorative justice practices when working with young people.

Now, some of those trainees, who have since graduated from the University, are putting what they learned to practice in their careers.

For instance, Roosevelt alumna Emily Wilkie (BA, '13), who spent two years working with Mansfield as a peacekeeper in several area schools before deciding to teach, has helped institute restorative justice practices at her charter school in Chicago's Austin neighborhood.

Tim Crawford, a 2014 graduate who took a restorative justice class at Roosevelt, is today working in the restorative justice field as a reclaiming interventionist with middle and high school students at an alternative school in Hillside, Ill.

And former Roosevelt student Matt Schiavone, a Mansfield intern at area schools and strong believer in the power of restorative justice, is implementing what he learned today as a program coordinator at a youth drop-in center in La Grange, Ill.

"Learning about restorative justice changed my life," said Wilkie, who has helped change the culture at the Catalyst Circle Rock Charter School in Chicago's Austin neighborhood.

Initiating peace circles in her homeroom shortly after being hired, Wilkie has helped change the culture of the school, from one that strictly tracked students' bad behavior with demerit points, to a place where students and staff are encouraged to iron out differences in peace circles being held regularly at the school today.

"There's been a total shift in mindset at the school, thanks to restorative justice," said Wilkie. "It has been changing

my kids' learning outcomes for the better and I'm proud that I have been able to advocate for something that really matters in their lives, for the school and our society."

As a reclaiming interventionist this

fall at the Regional Safe School, an alternative school for middle and high school students in Chicagoland's west suburban Hillside, Crawford has led circles on relationship building, community building and best teaching practices.

"I've been helping to develop and implement restorative practices at the school," said Crawford, "and I can already see some changes for the better in relationships between teachers and students."

"We had students who hated one another, and now they're coming together and putting their pettiness aside," added Crawford, who credits his Roosevelt experience with preparing him to lead the school's restorative justice initiative.

Meanwhile, Schiavone believes his experience as a Roosevelt peacekeeper at a middle school in Chicago not only prepared him, but was key in his landing a job as programming coordinator at the Leader Shop, a nonprofit youth center in Chicagoland's west suburban La Grange.

"At Mansfield, we would have talking circles and I applied that same framework to help diffuse some of the conflicts, disrespect, bullying and arguments we were seeing with kids in our summer camp," he said.

The first to acknowledge having made some poor choices in high school, Schiavone said he believes in restorative justice in large part because it gives victims a say in determining outcomes of a dispute, while perpetrators get the chance to apologize.

"I had to learn the hard way in my life, but I believe that restorative justice can make it easier for our young people to avoid mistakes and stay on track," he said. **R**

Not Forgotten

PROFESSOR ANNE-MARIE CUSAC AND PHOTOGRAPHER THOMAS FERRELLA
ON COMMUNITY VIOLENCE AND THE MEMORIALS LEFT BEHIND

by LAURA JANOTA





PAZ In Loving Memory

A

t a time when there is one shooting after another in Chicago, Roosevelt University Journalism Professor Anne-Marie Cusac and photographer and retired medical doctor Thomas Ferrella are taking a different approach to understanding the violence epidemic.

Over the last year, Cusac and Ferrella have visited nearly 50 Chicagoland murder memorials where deaths have occurred and where those who have become just another grim statistic are being remembered by families and communities.

“We wanted to look at more than just the problem,” said Cusac, an award-winning investigative reporter who has traveled some of Chicago’s most violence-prone streets with Ferrella, who is also a Wisconsin multi-media artist. Frequently accompanied by guides, the two have visited memorials in nearly a dozen Chicago neighborhoods and suburbs.

During their trips, Ferrella photographed stuffed toys, votive candles, wooden crosses, liquor bottles and other adornments, while Cusac interviewed neighbors, loved ones and passersby who know the back stories of the memorials.

The result of their efforts, an exhibit called “Not Forgotten: Chicago Street Memorials,” opened this fall at Roosevelt University’s Gage Gallery at 18 S. Michigan Ave., Chicago. The show contains 34 photos and related interviews about memorials to death and violence in Chicago’s Auburn-Gresham, Back of the Yards, Brighton Park, Englewood, Gage Park, Little Village, Pilsen, Rogers Park and Uptown neighborhoods, as well as in Cicero and Evanston, Ill.

“Their work has given us a better understanding of the kind of grieving that goes on after the violence is over and the media has moved on,” said Michael Ens Dorf, director of the Gage Gallery and curator of the exhibit that closes in early December.

Cusac and Ferrella documented memorials connected with some of the city’s recent and most notorious murders, including the gang-retaliation shooting of 9-year-old Tyshawn Lee in an Auburn-Gresham alley and the slayings of six members of the Martinez family at their home in Gage Park.

They also photographed and talked to people about markers for lesser-known crimes. At one location, there were offerings of food in the memory of a loved one. “I just want to sit and talk to my son,” Cusac was told by a mother who delivers a plate of food each Thanksgiving to the Brighton Park marker with the words “R.I.P. Smokkey,” which lies on the spot where her son was killed 14 years ago. “When I’m here, I know he’s with me. I let out my tears and I have my moments with him.”

To remember another tragedy, residents from an Uptown high-rise apartment building established a memorial to help them process the unimaginable – a newborn baby being thrown out an 8th floor window. “My cousin, because she had a newborn baby, put out Pampers, a blanket, teddy bears, flowers,” a woman who resided in the building explained to Cusac. “And then it just kept building,” a man at the site told Cusac in response to the woman’s comments.

“With this project, we gain an understanding of how people deal with hurt, trauma and loss,” said Cusac, who has collected more than 30 hours of tape recordings. “It’s a project whose message, quite frankly, is as much about love as it is about violence.”

Both Cusac and Ferrella have previously delved into life’s underbelly. As an investigative reporter for *The Progressive* in Madison, Wis., Cusac uncovered pervasive and sometimes fatal torture of inmates inside America’s prisons and jails, leading her to write the nationally recognized book, *Cruel and Unusual: The Culture of Punishment in America*. Ferrella was a trauma doctor for 30 years in a Madison hospital emergency room where he treated people with injuries and conditions that at times were horrific.



Above, top: a memorial of teddy bears and liquor bottles



Above bottom: R.I.P. Smokkey is site where a mother memorializes her son on Thanksgivings with a turkey dinner.

Opposite page, top: Roosevelt Journalism Professor Anne-Marie Cusac gathers facts

Bottom: a memorial for a newborn thrown from a Chicago high-rise.





In one case, he cared for a young woman who was brain dead after being hit by a car while crossing a street near his home in Madison. Shortly after her death, Ferrella noticed teddy bears, notes, flowers and balloons at the spot where she had been struck. It got him thinking that memorials were a beautiful and personal phenomenon worth documenting. Since then, he's photographed 80 roadside memorials in Wisconsin.

"I needed someone to investigate their stories, including who built them, how they're organized and what they mean to the community," said Ferrella, whose friend recommended Cusac.

That is the underlying philosophy that has guided the memorial project and what prompted Cusac and Ens Dorf to ask Ferrella to consider expanding his reach from Wisconsin roadside memorials, which are mainly for drunk-driving victims, to Chicago street memorials, which largely remember those who have been murdered.

"I felt we could fulfill more of the University's social justice mission by looking at how real people are dealing with the problem of violence in their communities," said Cusac.

"I've taken care of my share of down-and-outers as well as shooting victims," said Ferrella, who retired as an emergency room doctor about three years ago in order to pursue his artistic career. "I have seen all sorts of tragedies, but they have always been on my turf where I've been in control. This was a completely different experience. I found that a lot of what we did required knowing how to approach people without intimidating them," he added. "I credit Anne-Marie for being able to do that. She's taught me how to be a better listener."

Angalia Bianca, one of the team's guides who does outreach and evaluation for the anti-violence organization CeaseFire, believes the project is successful because it gathers opinions from those whose voices are rarely heard. "A lot of people just assume that these are memorials to gangbangers, but the truth is that they're human beings first – and all of us need to understand that," said Bianca.

One of the most difficult questions Cusac routinely had to ask is "Why is this happening?"

"Many of the people we interviewed have been part of the problem. They've seen what violence does to life and are no longer shocked by it," said Cusac. "We looked at their hurt and found that those we talked to are becoming people who want to stop the violence that has come back to haunt them."

"This is not really a project about a problem like violence," she added. "It has to do with cultural change in the form of street memorials expressing grief and the desire to comfort."

At 73rd and South Morgan in Englewood, one man who had seen his share of violence talked with Cusac about the Hennessy-bottles memorial erected for an unknown victim.

"Pouring out a little liquor for him. It means paying your respect for the person who ain't here," said the man. "You pour it on the Earth so he can drink it. Because they say when they die they go to heaven, but they come back to Earth to try to help to show people there are better ways."

Frankie Sanchez, an interrupter with CeaseFire, showed Cusac and Ferrella a fence memorial called "Haz Paz" that had long been in the community before being painted over after a period of many shootings. It is one of the highlights of the show. "We've had so many guys killed over here," a man at the memorial told Cusac. "Haz Paz means make peace."

Brother Jim Fogarty, executive director of Brothers and Sisters of Love, said it's not unusual to have members of the media accompany him as he ministers to gang members and others who are engulfed in Chicago's street violence.

"The people who are out there are in need of a way to express their grief," said Fogarty, who has seen memorials to murder victims come and go, sometimes on the order of police.

"The nice thing about this project is that these memorials become something permanent," said Fogarty. "They are a means for healing wounds, and I know that, time after time, I heard those we visited in their communities tell us: 'Thank you. We appreciate that you're interested.'" ■



"I felt we could fulfill more of the University's social justice mission by looking at how real people are dealing with the problem of violence in their communities."

– ANNE-MARIE CUSAC
Professor of Journalism

*Opposite page, top:
Brother Jim Fogarty
at a memorial site;
bottom, a memorial for
six family members
killed in Chicago's
Gage Park.*

*Above: liquor bottle
street memorial.*

Cusac and Ferrella will be showing their exhibit on Wisconsin roadside memorials in Madison at the Arts and Literature Laboratory in May 2017. The two are also considering doing a book about memorials. Visit www.wisconsinroadsidememorials.com to learn more about the project.

Military Veterans Achieve New Heights

VETERANS UPWARD BOUND PROGRAM HELPS HUNDREDS AT ROOSEVELT

by LAURA JANOTA



When U.S. military veteran Ramuel Figueroa decided to enroll at Roosevelt University in 2014, his math and writing skills were rusty and his confidence was lacking.

“I needed some help in brushing up,” recalled the 24-year-old honors student, who today is thriving on many fronts thanks to support and guidance he received at Roosevelt University.

A cavalry scout for reconnaissance missions with the U.S. Army, Figueroa hadn’t been in a classroom since graduating from high school in Milwaukee in 2010 and he didn’t do well initially on college placement tests.

That all changed, however, when a Roosevelt admissions adviser recommended he visit Veterans Upward Bound (VUB) at Roosevelt University for help.

“It was the first structured classroom I’d been in since high school,” recalled Figueroa, who took college preparation courses at VUB, a federal program which annually helps approximately 125 veterans from Illinois, northwest Indiana and southern Wisconsin brush up on their college skills.

“VUB did a good job of preparing me for all that’s happened since,” said Figueroa, who passed his college placement tests the second time around with flying colors, enrolling as a political science major at Roosevelt in the fall of 2014.



Since then, Figueroa has been accepted into the Roosevelt Scholars Program for high-achieving undergraduates. He's also been a valuable researcher since April 2015 at Roosevelt's Policy Research Collaborative, which collaborates with community partners to carry out research that can address societal inequalities by impacting policymaking and programming. "Ramuel has developed his toolkit as a researcher, with skills from building statistic databases and online surveys to recruiting research participants and conducting surveys," said Julie Hilvers, assistant director of the PRC.

Figueroa has been surveying Chicagoland's day laborers for the project, applying the research skills he's developed, as well as his knowledge and passions related to issues of labor, immigration and social justice.

Figueroa is planning to go on to law school after he graduates from Roosevelt in the spring of 2017 – and no one could be prouder of the student's accomplishments than the staff at VUB.

"Helping a veteran succeed is worth the investment," said Dinu Skariah, assistant director of counseling at VUB. "We will be continuing to help Ramuel with his resume, law school applications, scholarship opportunities and more," added Skariah. "Our mission won't be complete until Ramuel's mission is finished."

"When I got out of the Army, I was looking for a school that was hands-on with veterans. Roosevelt has stood out in this regard, and I can't recommend the University and the VUB program highly enough," said Figueroa. **R**

**"Helping a veteran
succeed is worth the
investment."**

– DINU SKARIAH
VUB Assistant Director of Counseling

*Above, left to right:
Ramuel Figueroa
and Dinu Skariah
of Veterans Upward
Bound at Roosevelt
University.*



*Above: Roosevelt engineers Nick Ahrens
(left) and Tony Bugajsky*

*Right: Peacock Alley between the Congress
Hotel and Auditorium Building*

Who You Gonna Call?

THE HAUNTING OF THE AUDITORIUM BUILDING AND THEATRE

by LYNN WEINER



n a humid and oppressive August evening in Chicago, some 20 tourists from around the world gathered around tour guide Andy for his weekly “ghost walk” around the South Loop.

At the Congress Hotel – considered one of the most haunted places in the city – we learn about Karel Langer, a young boy tossed out of a 12th floor hotel window in 1939, whose ghost is legendary. And we were told about Shadow Man, who killed himself the night before his wedding in 1900, and reportedly still occasionally roams the lobby, where the piano sometimes . . . plays by itself.

But what about the Auditorium Building and Theatre, just across the street? The ghost tour speculates about a “presence” felt near Peacock Alley, the underground marble tunnel linking the Congress and Auditorium hotels at the turn of the century that was walled up in 1911. Is the Auditorium Building, opened in 1889 as a stately hotel and world famous Theatre and now home to Roosevelt University, haunted?

To find out, we asked staff members who work the night shift and Roosevelt alumni.



“Thousands of people have passed through these halls over the years. Our ghosts aren’t threatening or menacing, just odd. They no longer bother me. I just think – there they are again!”

– NICK AHRENS

Roosevelt Building Engineer



*Opposite page, top:
Engineer Tony Bugajsky
walks high above the
Theatre stage*

*Bottom: University
Historian Lynn Weiner
uses a prop to entice
ghosts hiding in the
Auditorium Building.*

THE AUDITORIUM THEATRE

The Theatre is a magnificent space with 4,200 seats, four balconies, a deep stage and an ornate lobby. The after-hours lighting is dim and the space cavernous and full of shadows and dark corners.

Nick Ahrens, an engineer whose job includes checking the fire safety mechanisms at night, reports experiencing numerous episodes of a “presence” in the Theatre. These include muffled conversations and laughter, mysterious footsteps and doors banging shut when no one is there.

One time, at two in the morning, he entered the stage and looked out into the seats, admiring the architecture. To his surprise he saw a man sitting toward the back of the Theatre. He squinted, called out “what are you doing here?” and approached the spectral figure. “But he was gone by the time I got close,” Ahrens recalled. “He was there and then he wasn’t. When I told my colleagues about the experience some admitted they had also seen people in the audience seats who quickly vanished.”

When Ahrens began his job in 2003, there was an engineer who said he had seen strange things and refused to enter the Theatre alone at night. He asked to be reassigned to another shift. But the ghostly experiences don’t bother Ahrens. “It’s obvious there is something there,” he observed. “Thousands of people have passed through these halls over the years. Our ghosts aren’t threatening or menacing, just odd. They no longer bother me. I just think – there they are again!”

The Theatre has also startled campus safety officer Clara Christmas, who reported that while working the midnight shift some 10 years ago “I thought I heard voices in the Theatre – as if there were a performance at two in the morning.” But the stage was empty and after that time “I changed my mind about visiting certain places at night!” she said.

Stephen Sell, director of Production and Facilities at the Theatre, said that several people have reported seeing a ghostly man on “the jump,” a catwalk 40 feet above the stage. A TV crew visited about five years

ago and claimed to see a male ghost in the lobby and another entity with a scarf on the catwalk. “At two in the morning my step quickens,” he said, “but I personally have never seen or heard or felt anything.”

But some former students recall noticing a presence in the Theatre. One remembered sneaking into the fourth balcony at night with some friends and suddenly confronting a man in Victorian clothing who shook his finger at them. The students scrambled rapidly out of the balcony but on looking back over their shoulders saw ... nothing.

Larry Powitz (BA, ’66; MA, ’72) remembers hearing stories of an otherworldly presence in the Theatre. “We would sneak in there at night after our late classes ... The stillness and quiet were foreboding. I recall vividly the time that a just audible rubbing sound was heard. The bravest of the three of us boldly went to investigate. Nothing. The place was creepy.”

Dulcie Gilmore, a former executive director of the Theatre, wrote, “Anyone who has sat, alone, in the ghost light of the Auditorium Theatre knows it has a strong persona. Once the crowds have left and the actors have retired for the evening, the Theatre itself invites those from the past to come from the shadows.” In particular she reported sightings of spectral Native Americans on the stage one October night in 1987:

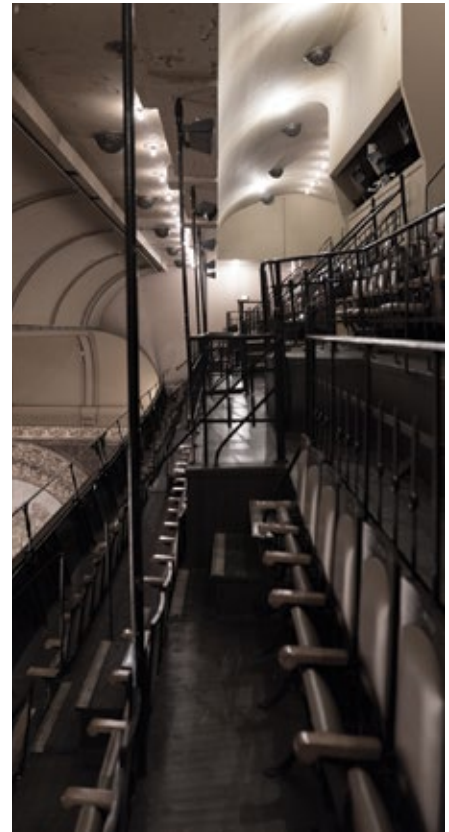
One lady (on a tour) asked what production was in rehearsal. I thought it an odd question, as the stage was bare ... she, along with several other guests, asked why the person in Native American costume was on the stage. Many of them saw him cross from stage left to stage right. The chief was wearing a war bonnet headdress. ... I had seen him too, on another occasion. ... We learned that the Auditorium Building was built on the site of a battle at which a young Indian chief and his princess were killed.”

Gilmore reported that a “cleanser” was hired to speak to the spirits and encourage them to leave. No sightings of Native American ghosts have been reported since.



“Legend has it that if you walked by the elevator entrance to the tower, or inside the tower itself, the noises people heard were actually the arguing and fighting of (Dankmar) Adler and (Louis) Sullivan.”

– CAITLIN SPRATT (BA, '15)



“I saw an array of skeletonous old men coming and going to the Tower... a parade of doomed hopefuls.”

– BILL MOOR

*Former Roosevelt student and
faculty member*

*Above: The Auditorium
Theatre and its
balconies have been the
site of numerous ghost
encounters.*

THE AUDITORIUM BUILDING

The Auditorium Building was once home to 400 hotel rooms, business office suites, large reception halls and a tower that rises 10 floors above the building and contains a maze of stairwells, narrow corridors and small offices. Full of students, faculty and staff during the day, late at night the Auditorium Building is silent, dark and lonely.

The architects and designers of the building, Dankmar Adler, Louis Sullivan and their apprentice Frank Lloyd Wright, occupied offices on the 17th floor of the tower. Alumna Caitlin Spratt recalled students who would wander around the building at night sometimes heard faint conversations in and near the tower. “Legend has it that if you walked by the elevator entrance to the tower, or inside the tower itself, the noises people heard were actually the arguing and fighting of Adler and Sullivan,” she said.

Another ghoulish story also involves the tower. Bill Moor, who studied at Roosevelt and taught philosophy from 1968 to 1972, recalled that the tower housed Andrew Ivy, a renegade (and later discredited) researcher and biochemistry professor from 1961 to 1966 who claimed that he could cure cancer. “I saw an array of skeletonous old men coming and going to the tower,” Moor said, “... a parade of doomed hopefuls.”

The Congress Lounge and other spaces on the second floor of the Auditorium Building also reportedly are the site of ghostly presences. Engineer Tony Bugajsky said that while doing night rounds on the Congress corridor of the second floor he has heard muffled conversations and twice has felt something touch his finger. “I took my flashlight and saw nothing,” he said. He has heard loud running steps behind him on the south side corridor of the eighth floor, lockers slamming in the basement office at five in the morning when no one else was in the room and banging noises on the south side of the sixth floor.

The Academic Success Center is housed just to the south of the Michigan Avenue lobby. Assistant Director Danielle Smith reported that she was alone in the office early one morning when she put her water bottle on a sink, suddenly felt very cold, and “Bang! My water bottle flew

off the sink and into the wall, I was shaken up for hours!” She also said a student told her the story of working in the 10th floor library late at night and suddenly he saw a maid start to clean the tables. The thing was – the maid was wearing “an old timey outfit” and missing her legs.

There is one room in the Auditorium Building with an especially eerie history. Generations of students have heard about the eccentric and world-renowned actress Sarah Bernhardt, who performed on the Auditorium stage from the 1890s to the early 20th century. She always stayed in Room 720 and slept in a coffin.

This story is probably true as Bernhardt, in fact, had a coffin built for travel so she could sleep in it while on tour and “better understand her tragic roles.” The coffin was lined with white satin and replete with flowers and letters from her many lovers. She also traveled with her huge Saint Bernard dog and two maids. The history and philosophy students who now use this room for seminars haven’t reported any canine or human ghostly presence during their classes...yet.

The ninth floor – originally the home of the Chicago Musical College and now housing the Chicago College of Performing Arts – seems to be another popular site for spectral occurrences.

Joseph Extejt, a 1983 graduate, recounted the story of a young woman practicing violin in the studio of Robert Long in the late 1970s. Suddenly she saw a man in an opera costume and when she asked him, “What are you doing here?” he disappeared. “She packed up her violin with utmost expediency,” Extejt said, adding that “she passed out right there in the hallway.”

And there’s more about the ninth floor. Staff members reported hearing running footsteps in the middle of the night, objects moved in room 902 and a mysterious banging in room 908 that could not be explained by the engineers. Campus Safety Officer Clara Christmas also has heard strange noises on the ninth floor and has seen shapes “out of the corner of my eyes – I’ve seen something faintly there then not there, and thought – ‘time to go!’”

SO – IS THE AUDITORIUM BUILDING HAUNTED?

Professor of Psychology Jonathan Smith, author of *Critical Thinking: Pseudoscience and the Paranormal*, forthcoming in January 2017, has taught at Roosevelt since 1975 and regularly offers a popular course on the paranormal. When asked about the ghost stories of the Auditorium Building and Theatre, Smith said the human brain is wired to “create a sense of ‘presence’ and the uncanny.”

The awareness of an ill-defined presence has a firm neurological basis, especially in low stimulation conditions that are dark and silent, he said. “Ancient humans who had this ability to sense something unseen were alert to very real dangers, such as predators or environmental threats, so there is an evolutionary basis as those who had a sense of presence were more likely to survive.”

In addition, Smith stated that once a presence is sensed, an individual’s cultural expectations and past experiences can create such hallucinations as mysterious footsteps, a tap on the shoulder, dimly heard conversations, or sightings of angels, UFOs, ghosts, or otherworldly beings. There can also be a group effect where several people simultaneously experience the same hallucination.

Smith said that the same brain that sees ghosts is wired to seek deeper meanings in the universe. “The paranormal,” he said, “is an incomplete notion of the larger world of wonder. The power of the mind combined with a person’s expectations can easily conjure up the presence of a ghost in a dark place. This is child’s play for the human brain.”

Author Italo Calvino wrote, “The more enlightened our houses are, the more their walls ooze ghosts.” Well, the Auditorium Building and Theatre are certainly enlightened places that exist in the larger world of wonder. Do ghosts visit our buildings at night? Just ask the night shift. ■

“The power of the mind combined with a person’s expectations can easily conjure up the presence of a ghost in a dark place. This is child’s play for the human brain.”

– JONATHAN SMITH
Professor of Psychology



Above: actress Sarah Bernhardt posing in her traveling coffin.



Human Resource

STRATEGIES FOR LANDING A JOB AND MOVING UP THE LADDER

by CAROLYN WILEY

Over the years, I've often been asked for advice about career management. In addition to being a professor of Management and Human Resource Management at Roosevelt University, I've served as board chair for senior executive appointments, evaluated the effectiveness of boards of directors, conducted professional searches and redesigned organizational structures to reflect strategic and other changes.

So I've observed a lot and along the way developed creative ways to address a variety of organizational challenges. In this essay, I would like to share my insights on strategies for obtaining a job and moving up the professional ladder.

More than a million people graduate from college each year and it often takes three to nine months to find a job commensurate with the graduate's college degree. The time may be even greater for international students and professionals. That's because many new graduates must deal with professional exams and licensure—such as in actuarial science, allied health, accounting and education fields.

Most students start looking for their first job after they graduate, but I believe they need to start earlier—when they're still in school. There is no perfect time to begin the job search, except this: the sooner the better.

Unlike many people in earlier generations who worked for one employer their entire life, today the average college graduate's first job is unlikely to be his or her last. In fact, college graduates and professionals these days may have six to eight employers over a 40-year career span with people moving on average every four to five years. So, when selecting an employer, choosing one for lifetime employment should not be among the most important selection criteria.



**A job is not a career.
A career involves
vision, planning and
jobs that may include
a series of horizontal
and vertical moves.**

– CAROLYN WILEY

*Professor of Management and Human
Resource Management*

I realize that some people are wondering whether they should invest the time and money needed to complete a college degree. Completing a bachelor's degree is extremely important and has strong positive results on career success. Consistently data from the U.S. Census Bureau shows that over a 40-year working span, the average college graduate earns approximately \$1 million more than someone with only a high school diploma.

A master's degree is also worth the time and money it takes. It's the highest degree for practicing managers, whereas the doctorate is for people who want to focus more on research or be accredited in such fields as pharmacy or educational administration. For example, a master's degree in business (i.e., an MBA, MSHRM, MSA, MSRE) and in other disciplines puts the graduate on a whole different level across his or her entire working career with richer opportunities on all fronts, work and life. It also hugely changes his/her potential influence on the world. So the answer is Yes! Bachelor's and graduate degrees are worth the time, effort and money.

People often ask me about whether they should take on this or that job with little or no thought of first establishing a career plan. A job is not a career. A career involves vision, planning and jobs that may include a series of horizontal and vertical moves.

I often think that if people apply for the job they really want, rather than doing mass emails and postings of their resumes, recruiters could fill positions more quickly and accurately. This reminds me of a board that I chaired to select the mayor of a relatively large municipality. The most attractive candidate only applied for one job. He was highly focused and knew exactly what he wanted. That resonated with me and he gained our recommendation. This might not work for all people. The principle is to focus your career efforts with a vision and career plan.

Employers tend to hire and promote based on knowledge, skills, abilities and personal characteristics. Of course, career advancements also are the result of doing your job well. It's not a matter of being a perfectionist; rather it's a matter of good to excellent performance on what the organization values. Lacking the right talent can be painful for an organization. Thus, you and any candidate are more likely to land a role when you match and present your skills and experiences according to the organization's needs.

Aligning your plans to your manager's goals under the company's values and goals will be important to success. If you were in the elevator with the president of your company and were asked, you should be able to deliver a 30- to 60- second pitch on how your work contributes to the bottom line. This shows that you are aware of your company's needs and how your work contributes to addressing those needs in tangible ways.

Personal characteristics such as dependability, loyalty, trustworthiness, honesty and integrity go a long way. A former store manager recently mentioned that her company valued her and promoted her because they could trust her. Because of those traits, she was chosen to manage the entire store, including its human and physical capital and the risk management function.

Another conversation with a manager in the telecommunications industry brought to light the importance of having a breadth of work experiences. In some industries people are looked at more favorably and experience career advancements based on working in various departments of the organization. Doing this attests to your ability to get along with people, build positive relationships and be a team player.

In addition, horizontal career moves allow you to develop new skills. This will make you a more attractive candidate for other desirable jobs within and outside the organization. You'll learn more about your company and build a broader internal network. For example,

in one global firm a cohort of entry level consultants was engaged in a rotation program, giving them an opportunity to work in various practices and hopefully after the rotations to return to the practice of their choice. These types of horizontal career moves are helpful at the beginning of your career and also can be extremely beneficial at other career levels.

Career advancement sometimes requires difficult decisions such as moving to different locations in this country and abroad. Being willing and ready to move to a different location will have an impact on family and other personal relationships. The truth is that you will rarely find all your career advancements in your present role. Advancing to significantly higher levels will often require a move.

But keep in mind that life is more complex these days. It's good to be flexible and willing to change locations. This is not convenient; but it will enlarge your network. Personally, having led and worked with people on at least four continents has broadened my perspective and respect for others and made me more confident in future work experiences.

As you ascend up the career ladder, you're gauged more and more on your personal characteristics. At the higher levels of a career about 90 percent or more of the people have a college degree. Therefore, the differentiators become the personal characteristics.

A window into your personal characteristics are your networks. I don't mean the number of people you've connected with on the internet. I mean the number and quality of your relationships with others. It's important to respect others, consider their views, keep tempers in check and be tactful in verbal and written communication, especially e-mails!

I, like many people, have had great bosses and not so great ones. I recall an incident when a particular boss asked for my feedback. His response to me was great, indicating that he would take my ideas under consideration and he did. He was a good example of a leader who listens to others and acts on their unbiased perspectives. His actions became a model for my management style.

In my teaching and advising students, I emphasize the things I've mentioned here. I also advise students to be members of their professional societies that may include marketing, finance, IT, HR or real estate. Most fields (education, law, health services, etc.) also have professional organizations. In all of my classes, students are encouraged to network with professionals in their fields. Your networks are a rich source for discovering new opportunities.

Currently I advise Roosevelt's student chapter of the Society for Human Resource Management which is open to all majors and has earned local and national recognition. It encourages students to fulfill volunteer roles at the national conferences, sit in on committees and board meetings, attend leadership conferences, participate in case competitions, and stay up to date with the profession. My students also engage in experiential learning through simulations, games, conferences, case studies, pro-bono consulting and other extra-curricular activities.

These are all important, but as students begin their job search, I urge them above all to be prepared for any opportunity. Over 50 percent of college graduates land positions that are not directly related to their field of study. I always encourage students to be flexible and consider other opportunities that may use their skills and aptitudes.

I can think of at least one graduate student who wanted a job in HR, but was offered the head of operations role instead. She accepted the opportunity. While you need to plan your careers, you also must be open and flexible for unexpected opportunities that come your way.

In my own personal life, I have been an entrepreneur, manager, consultant and professor. I have found all these jobs rewarding. What's my best advice for your career journey? Remain flexible, plan and be alert to the vision and path that ultimately leads to your satisfaction and happiness and helps you advance your goals in life. 📧

Carolyn Wiley is professor of Management and Human Resource Management in the Heller College of Business and formerly the associate provost for Academic Program Review at Roosevelt University. She was a European principal and senior consultant for a global consultancy and member of its performance and talent management global team and functioned as a chief human resource officer for an organization. She has held management faculty posts in the United States, France and Ireland. She is currently president-elect for the Midwest Academy of Management. A recipient of both teaching and research recognitions and awards, she earned a PhD from the University of California, Los Angeles and has over 50 publications in journals and book chapters. Her speaking engagements have spanned the globe including Russia, Japan, Africa, Czech Republic, the United Kingdom, France, Spain and the United States. Her research areas include corporate governance, diversity, ethics, professional certification, impression management, DNA of the best companies and corporate responsibility.

For further information, feel free to email cwiley@roosevelt.edu.



| ROOSEVELT LAKERS |

A FAMILY AFFAIR

THE LAKERS SIBLING RIVALRY

BY JOHN JARAMILLO

*Above, left top; Gina Narcisi;
left bottom, Maria Narcisi;
right top, Emily Zalewski;
bottom, Damian Zalewski*

*Opposite page, top; Jessica
and Jackie Fuller*

*Bottom: Andrea and Monica
Munoz*

W

hile some families get to see their Laker student-athlete excel in different sports, other families have more than one student-athlete donning the Green and White. In fact, there are five sets of siblings currently competing for Laker teams, either on the same squad or in different sports.

Senior swingman Damian Zalewski of the men's basketball team gave his family a preview of what life was like to be a Roosevelt student-athlete. When it came time for Damian's younger sister, Emily, to choose a university and pursue a collegiate tennis career, her decision was much more informed thanks to her older brother's first-hand experience on campus.

"I encouraged my sister to make her own decision on where she wanted to receive her education, but I told my family and Emily that Roosevelt is a great college and I have enjoyed my time here," Damian recalled. "I think it made her lean toward Roosevelt a little bit more."

Senior Andrea Munoz actually started out at Calumet College of St. Joseph and played on the Crimson Wave women's soccer team. When it came time for her younger sister, Monica, to make a college choice, Andrea also made the decision to join her sister at Roosevelt and reunite a soccer tandem that has played together since Monica was four.

"It was more like we made the decision together to attend school and play soccer here," Monica, now a sophomore, said of their choice to play at Roosevelt. "She would transfer in as a junior and I would be an incoming freshman. It was like we were starting a new chapter together."

Matt Marrera first became knowledgeable about Roosevelt as a sophomore in high school, when his older brother, Mike, was taking his official campus visit to Roosevelt during his senior year at Hinsdale South. Matt said he "instantly fell in love with the campus." After Mike joined the Roosevelt baseball team and became one of the Lakers' top pitchers, it was an easy decision for Matt to continue his baseball career at Roosevelt.



"Aside from the campus, and being able to live in such a beautiful city, the biggest and most special reason I came here to study and play ball was to step on the same baseball field at a collegiate level with my older brother Mike," said Matt Marrera, now a sophomore infielder on coach Steve Marchi's baseball team. "My older brother is not only a great pitcher, but he's also my mentor, my inspiration and my best friend."



The Narcisi sisters, both now juniors, have excelled for Roosevelt in different athletic settings. Gina Narcisi is consistently one of head coach Aaron King's top two cross country runners and a distance standout during track season, while her twin sister, Maria, has overcome injury to emerge as starting goalkeeper for women's soccer coach Roland Hahn. Maria even became the program's first-ever CCAC Player of the Week, thanks to her stonewall play between the posts.


"TEAMMATES BECOME FAMILY, BUT IT'S ALWAYS NICE TO HAVE SOMEONE AROUND WHO ACTUALLY IS."

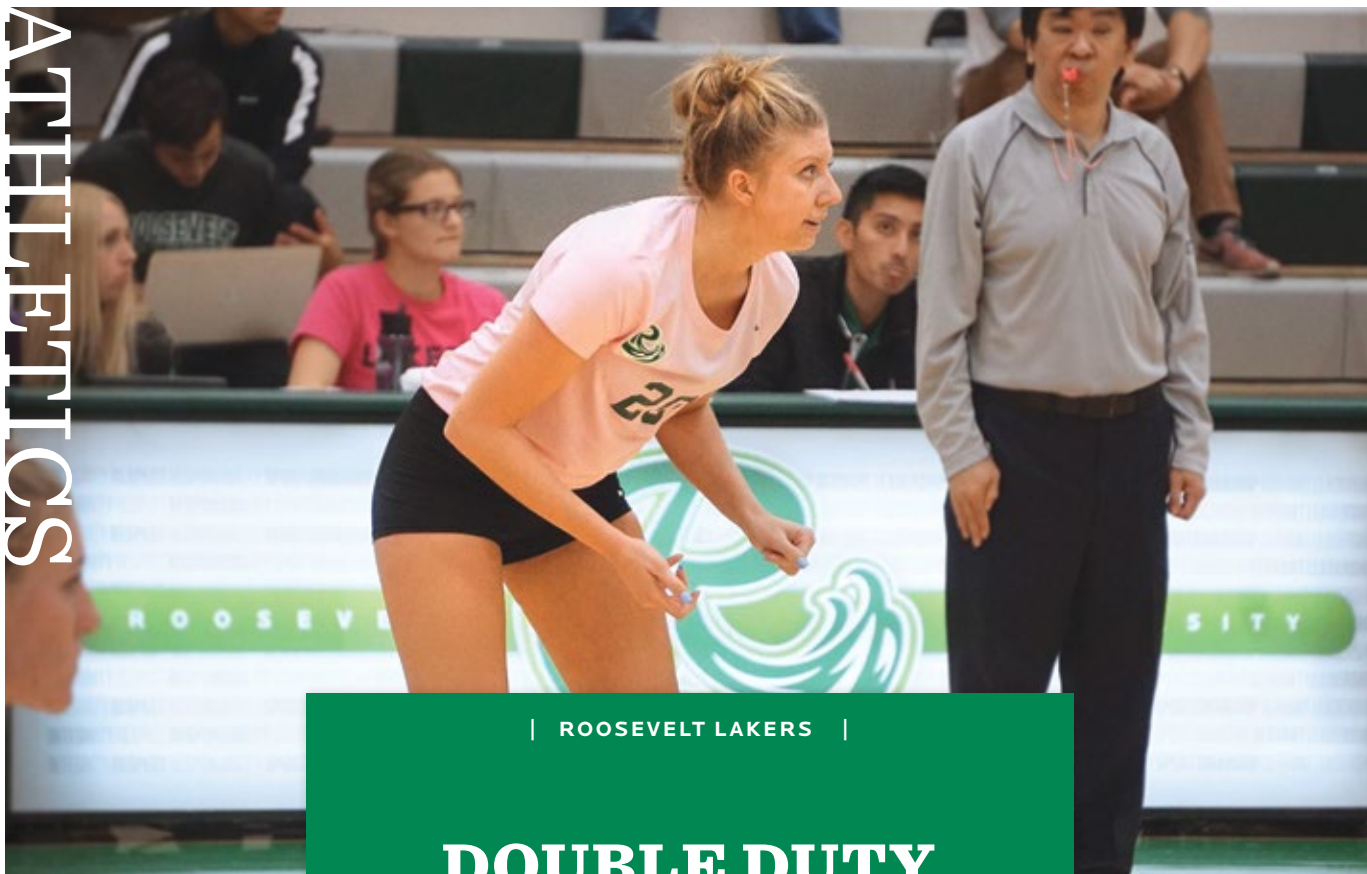
— GINA NARCISI
Roosevelt Student

"My sister wasn't originally attending Roosevelt, but she made a last-minute switch and I'm glad she did because we've only gotten closer," Gina Narcisi said. "Teammates become family, but it's always nice to have someone around who actually is."

Gina's cross country and track teammates, Jessica and Jackie Fuller, not only have each other to lean on, but their father, Jeff, who is Roosevelt's carpenter foreman.

Many of the sibling duos say that competing for the same school, whether on the same team or not, has brought them closer together. "Ever since my sister and I were little, we would always talk about how we dreamed of going to college together to play soccer on the same team," Monica Munoz said. "Now I'm playing college ball with my big sister. It's nice to know it worked out the way it did."

"I was always used to being on the field, course, or track with my twin, and I miss calling her a teammate," Gina Narcisi said. "Since we play different sports, now we've learned to be each other's biggest fans." 



| ROOSEVELT LAKERS |

DOUBLE DUTY

ROOSEVELT'S MULTIPLE SPORT ATHLETES

BY JOHN JARAMILLO

*Top left and right:
Brooke Lee; above,
Chelsey Crippen*

*Opposite page: Elie
Donovan*

T

here was a time when competing at a high level in multiple sports was the norm. Jim Thorpe played almost everything, Bo Jackson knew football and baseball and Deion Sanders competed in prime time on the gridiron and the diamond.

Today specialization rules the day, as young athletes are often interested or steered toward committing to just one sport. However, in Roosevelt's Intercollegiate Athletics Department, there is a culture that embraces, rather than shuns, multisport student-athletes.

Seven student-athletes are competing in more than one sport, not counting cross country runners who also run track.

The women's volleyball team features three two-sport student-athletes. Brooke Lee, a junior and first team All-Chicagoland Collegiate Athletic Conference outside hitter, shifts to the softball diamond in the spring. Sophomore Chelsey Crippen goes from middle blocker in volleyball to a presence on the basketball team, while newcomer Amy Kinney, who excelled in both volleyball and basketball in high school and community college, also plans to play both sports as a Laker.

"I was always more competitive in volleyball, and softball was just a way to have fun," said Lee, who also is busy with biology studies and a packed schedule of campus organization commitments. "I live for the competitive energy, fire and excitement that I get playing volleyball. On the other hand, softball is amazing. I joined the team halfway through my freshman year and love it. Softball balances out the hectic atmosphere of volleyball."

Both Lee and Crippen initially came to Roosevelt to solely play volleyball. In Crippen's case, after her rookie season, the 6-foot 2-inch native of Sherrard, Ill., pursued an opportunity to join the women's basketball team and gave head coach Keisha Newell's squad valuable minutes in the frontcourt. She even scored a career-high 22 points off the bench in a road game at Olivet Nazarene.



"I FIND TWO-SPORT ATHLETES DISPLAY A GREAT DEAL OF APPRECIATION FOR THEIR SPORTS. BECAUSE THEY ARE NOT SPECIALIZED IN ONE SPORT YEAR ROUND, THERE IS LESS ROOM FOR BURNOUT."

— KEISHA NEWELL
Roosevelt Women's Basketball Coach

While there are certainly perks to staying so active by playing two sports in college, Crippen admits there are challenges to juggling such a jam-packed schedule. "Balancing academics, practices, games and social life is not easy," said Crippen, who has played both sports since she was 7 years old. "Since I take 18 credit hours a semester, it is hard to do everything. I think it helps that most of my friends are on either the basketball or volleyball team, making it easier to stay focused since we have the same schedules."

In addition to Crippen and Kinney, Newell's squad also has a third two-sport student-athlete in junior Elie Donovan. A hustling three-point specialist on the basketball court, Donovan is now using that same hustle in a longer capacity as a cross country runner for the Lakers.

"Right now I would say running is my favorite sport," Donovan admitted. "Basketball has always been something

I enjoy and I love watching the NBA, but I like running because it pushes me to give everything I have."


A couple of other two-sport athletes are joining Lee this spring on the softball team. Freshman runner Brianna McCormick and rookie basketball center Taylor Sterkowitz will compete in softball, while also participating in their respective track and basketball seasons, which run simultaneously at times.

"I like the fast-paced life of being a two-sport athlete," said McCormick, a Fenwick High School graduate who is a pitcher when she is not running. "I'm never bored and there's rarely a time when I don't have some sort of workout, open gym, or practice to go to. It keeps me on my feet, and I like that."

"I love knowing that I am going to be playing two completely different types of games because they are different atmospheres," said Sterkowitz, who was a decorated athlete at Oak Forest High School.

Newell said she loves two-sport athletes because their skills are transferable. "They often display a high level of toughness and competitiveness," Newell observed. "I find two-sport athletes also display a great deal of appreciation for their sports. Because they are not specialized in one sport year round, there is less room for burnout."

All of the two-sport Lakers agreed that having strong bonds with teammates on each of their two squads has helped them manage the tough task of training and competing for more than one sport at the college level. They also concurred that their athletic friendships have made the transition from one season to the next much more enjoyable.

"There's a feeling of satisfaction knowing I can squeeze everything in and maintain my grades, performance and sanity," said Lee. "Being on two teams has surrounded me with the support system of two amazing groups of girls and coaches. At the end of the day, it's all worth it." 



American Dream Scholarships

SPONSORED BY BLUECROSS BLUESHIELD OF ILLINOIS

by ANNE PUOTINEN

In September 2016, Roosevelt University hosted its inaugural American Dream Reconsidered Conference

(see page 16). In celebration of the event and to assist Roosevelt students, BlueCross BlueShield of Illinois, a title sponsor of the conference, generously established the American Dream Scholarship program to support six Roosevelt University freshmen.

Each of these scholars is the first in their family to attend college. All of them view the American Dream as an inherent promise of opportunity for their own personal goals and for the nation's success. The following provides insights as to why each chose Roosevelt and what the American Dream means to them.

2016 AMERICAN DREAM SCHOLARSHIP WINNERS

KWESI AYEKUMI

Heller College of Business, Accounting

Kwesi Ayekumi was born and raised in Chicago and attended Lake View High School on the northside of the city. He came to Roosevelt to study Accounting and participate on the cross country and track teams. "I have a passion to develop my mathematical skills to be the very best they can be ... and eventually integrate my accounting and business knowledge," he said. Roosevelt stood out to him because of "the welcoming atmosphere that allowed me to be myself and grow as a person." Ayekumi describes the American Dream as "the success and happiness of one's life. It could be a monetary value or volunteer work." Ayekumi would like to fulfill his parents' dream of building an orphanage that will "do more than just meet standards."

MICHAEL GERMAIN

Chicago College of Performing Arts, Musical Theatre

Michael Germain, a resident of Cincinnati, is in the Musical Theatre program of the Chicago College of Performing Arts. "Musical theatre makes me happy and I never get tired of doing it," he said. Germain came to Roosevelt because of the "amazing" reputation of the program and "for being a great training program for young performers." His view of the American Dream is "working for what you want in life, putting in the time and effort and not taking the easy way out."

HALIE REYES

College of Education, Elementary Education

Halie Reyes is from Des Plaines, Ill. and attended Maine West High School. Her goal is to be a teacher. "I was inspired by so many teachers in my life and I want to have the same influence," she explained. Roosevelt appealed to her because "it has a strong focus on social justice. It allows me to stay involved with service and have a healthy environment." The American Dream for Reyes "is the drive to achieve more without folding due to obstacles." She refuses to allow financial issues to be a barrier to her success. "I am motivated to keep moving forward," she said.

BRIANA REYNOLDS

College of Arts and Sciences, Psychology

Briana Reynolds attended George Westinghouse College Prep in Chicago. She wants to study psychology because she is interested in helping other people. "I chose Roosevelt because I like its social justice mission especially with all the social justice issues going on in the world today," she said. For Reynolds, "the American Dream means having freedom, equality and opportunities to achieve success in America."

ALAN ROMERO

Heller College of Business, Accounting

Alan Romero grew up in Bolingbrook, Ill. and attended Plainfield East High School. He chose Roosevelt University because of its location and the opportunity to play soccer. He will study Accounting because he "took an accounting class my senior year of high school and found it really interesting. Math has always been my favorite subject," he said. Romero's view of the American Dream has elements of personal responsibility: "The American Dream, to me, means to strive for success so I can give back to my family."

ALEXANDRA WARD

Evelyn T. Stone College of Professional Studies, Criminal Justice

Alexandra Ward is from Burbank, Ill. and attended Reavis High School. She chose Roosevelt because of its location and because she heard a lot of positive things about the quality of its education. She'd like to become a lawyer and will study Criminal Justice. "I love looking into the finer details of things and finding things no one else can spot," she said. "I love arguing as well, which will really help in my journey to become a lawyer." Education is central to Ward's view of the American Dream. "The American Dream is getting an education and wanting to better yourself."

by PETER PIATKOWSKI

WhereRU?

1960s

YVETTE GREENSPAN (BA, '66), a College of Education graduate, recently published *A Guide to Teaching Elementary Science: Ten Easy Steps*. An educator for over 40 years, Dr. Greenspan has devoted her career to science



education. The president of the Florida Association of Science Teachers said the book "is perfect for a teacher just entering the realm of science education or as a refresher for an educator who wants to update her learning environment."



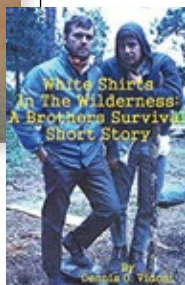
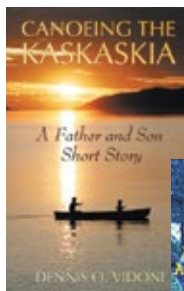
MORTON MARCUS (BA, '61) recently spoke in Goshen, Ind., as part of the Wake Up! Goshen! series.

1970s

ROBERT JORDAN (BGS, '77) retired after 43 distinguished years in television. He was a veteran reporter and newscaster on WGN TV in Chicago.

DENNIS VIDONI (MA, '72) published two books: *Canoeing the Kaskaskia: A Father & Son Short Story* and *White Shirts in the Wilderness: A Brother's Survival Story*. Vidoni has enjoyed a 26-year-career in the field of psychology at the University of Wisconsin at Oshkosh, Kansas

Benedictine College, Regis College in Denver, and the University of Illinois Urbana-Champaign. Vidoni is retired and lives with his wife Mary in Urbana.



1980s

ROBERT LOWEN (MPA, '88) recently announced his retirement as chief of the Woodstock, Ill. Police Department.

BARRY M. BALIK (BGS, '85), a computer science major, retired after 30 years of service as an information technology service coordinator for the City of Chicago Department of Innovation and Technology.



BRENT COPPENBARGER (MM, '83), director of woodwinds at the Cline School of Music at North Greenville University, wrote his

second book, *Fine Tuning the Clarinet Section: A Handbook for the Band Director*. His first book, *Music Theory Secrets*, was published in 2014.

EUCLID WILLIAMSON (MPA, '82) recently was honored by Washington University in St. Louis with an honorary doctor of humanities degree. Williamson is the founder of Target H.O.P.E., a college prep academy, which works to enhance educational opportunities for minority students attending public high schools in the Chicago metropolitan area.

1990s

MERLE DANDRIDGE (BFA, '98) is a lead in the new Oprah Winfrey Network drama *Greenleaf*. *Variety* newspaper wrote that the "long-term effectiveness of *Greenleaf* is due to the fine work of star Merle Dandridge." During her career, Dandridge has been involved in television, stage, film and voice-over work for video games.

DORIENCE PREER (BGS, '94) was hired as Oak Forest's human resources manager, a newly-created position. A 31-year veteran of human resources, he worked for the Chicago Metropolitan Agency for Planning for the past 10 years.

GREGORY TIMMERMAN (BBA, '94) was promoted to senior field premium auditor at insurance company Acuity in Sheboygan, Wis. He started working with Acuity in July 2002 as a premium auditor.

2000s

JUSTIN ADAIR (BM, '09) recently starred in the Light Opera Works' production of *Mame*. Adair has earned various Jeff Award nominations for his performances. He has been seen in *Guys and Dolls*, *Titanic*, *The Light in the Piazza*, *Les Misérables* and *Smokey Joe's Café*. In 2015, Adair was named one of the *Chicago Tribune's* "Hot New Faces of Theatre."



KURTIS GILDOW (MM, '07) was promoted to dean of Programs at Chicago's Merit School of Music. A performer and an educator,

Gildow has taught at Concordia University Chicago and North Central College. He freelances as a tubist. Gildow uses his professional experience to ensure that children aren't hampered by obstacles in their quest for a music education.

JANICE GLENN (BA, '05) was appointed by Illinois Gov. Bruce Rauner as director of the Illinois Department of Human Rights. Glenn previously was director of Diversity and Recruitment in the Office of the Governor.

HEATHER TREDUP (MMC, '02) recently wrote the book, *Virtual: A Guide to Telecommuting*, an informative guide about successful telecommuting.



2010s

GILBERT T. DOMALLY (BFA, '15) was listed among "The New Hot Faces of Chicago Theater in 2016" by the *Chicago Tribune*. An accomplished performer, Domally has been seen in Little Theatre on the Square's *Big River* and *Little Shop of Horrors*, as well as Bailiwick's production of *The Wild Party*.

AARON LATTERELL (BFA, '14) starred in the Drury Lane Theatre's production of *Deathtrap*.

JESSICA GRANT (MA, '13) was named director of Community Outreach and Performing Arts Education at the Yadkin Cultural Arts Center. She is an accomplished director with over 10 years of experience in theater.

MICHAEL MISERENDINO (MA, '13) is a high school English and theater teacher at Bartlett, Ill. High School, where he leads the theatre program and directs the school's productions. His most recent production, *The Purple Rose of Cairo*, was the first group interpretation production to advance to the Illinois State competition in Springfield, Ill.

FORREST RANSBURG (BM, '12) was appointed music director at Tree of Life Unitarian Universalist Congregation in McHenry, Ill.

DEREK VAN BARHAM (MFA, '11) was director of *Scooby Don't*, a parody of *Scooby-Doo* for Hell in a Handbag Productions. In 2015, he was honored by the *Windy City Times* as part of its 16th annual 30 Under 30, "honoring the best and brightest individuals in Chicago's LGBTQIA+ Youth Community."

Where Are You? We'd love to hear what you've been up to! Please send us your photo and an update!

EMAIL: alum@roosevelt.edu

MAIL: OFFICE OF ALUMNI RELATIONS
ROOSEVELT UNIVERSITY
430 S. MICHIGAN AVE, AUD 818
CHICAGO, IL 60605

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

Answers from the
Roosevelt Quiz on page 80:

1. (b) 2. (c) 3. (a) 4. (c) 5. (b) 6. (b)
7. (c) 8. (b) 9. (a) 10. (c)



Above: Gail Shiner

This spring, we are bringing together families with a legacy of Roosevelt graduates for a new special event.

DAVID SOLBERG,
Assistant Director of Alumni Relations
EMAIL: DSOLBERG@ROOSEVELT.EDU
PHONE: (312) 341-2115



Golden Alumni Celebration

Members of the class of 1956 joined Roosevelt's spring graduates on the Auditorium Theatre stage during the spring semester Commencement ceremony in May. The alumni who celebrated their 50th graduation anniversary reminisced about their graduation and watched a new generation of Roosevelt graduates accept their diplomas.

Roosevelt Legacies

Roosevelt alumni: Did your parents, children, aunts, uncles or grandparents attend Roosevelt as well? If so, then we want to hear from you.

This spring, the Office of Alumni Relations is bringing together families with a legacy of Roosevelt graduates for a new special event to celebrate several generations of Roosevelt Lakers. We are inspired by your family's deep connection to this very special University and look forward to honoring your ties to Roosevelt University.

If you are especially passionate about connecting with your Roosevelt legacy network, we invite you to join our growing Laker Legacy Committee. With your enthusiasm and gifts of time and talents, our upcoming spring legacy reception is sure to be a memorable one for you, your family and our greater Laker Legacy community.

If your family has a legacy of Roosevelt students and alumni, email or call Assistant Director of Alumni Relations David Solberg at dsolberg@roosevelt.edu or at (312) 341-2115. Please include your name, email address, graduation year and those of your family members who also graduated from or are currently studying at Roosevelt. We look forward to hearing your Roosevelt legacy stories and working together in connecting this unique and treasured alumni community.



Roosevelt Kicks Off Executive Mentoring and Career Readiness Programs

To help Roosevelt University students achieve their professional goals, the University has established two new innovative and parallel programs: an Executive Mentoring program and a Career Readiness program.

Academic achievement is not the only factor which affects post-college success in today's competitive world. College graduates must exhibit a high degree of professionalism and leadership, including skills in cross-cultural communication, networking and presentation. Roosevelt's new programs will help guide students through these essential experiences and provide expert training so that they can be confident in their careers upon graduation.

The **Executive Mentoring Program** allows Roosevelt students to interact with and to learn from experienced, successful professionals and to create relationships that will have a positive impact on their careers after graduation. In return, mentors will benefit from meeting and interacting with dedicated Roosevelt students and will experience significant personal fulfillment.

Mentors, who are Roosevelt trustees, alumni and friends, have at least seven years of professional experience and expertise in their field. Mentors give advice and feedback to students about their resumes. They guide students through the interview process and coach students in professional communication, proper attire and conduct.

Seasoned mentors introduce students to colleagues to help them create a professional network and provide and/or identify internship and job opportunities. They also provide insight about trends, issues and challenges in the mentor's field of expertise. Students who have had the benefit of a mentor have an advantage over their peers who are entering the workforce, because they will have begun to build their professional network and will be aware of current issues and trends in their chosen field.

Mentors and students communicate at least once each month, including the summer months, and students are responsible for maintaining communication with their mentors. Students remain with their mentors until they graduate or until one of the parties decides to end the relationship. Mentors come from around the country. In this digital age, it is easy to maintain mentoring relationships electronically. Mentors and mentees will gather for an annual mentor appreciation luncheon in the spring semester.

Through the **Career Readiness Program**, Roosevelt students achieve a competitive edge, whether they intend to pursue a post-graduate degree or to enter the job market. The goal is to cultivate readiness skills and marketability that will prove to be invaluable when students apply for a job, a teaching assistant position or a spot in a highly competitive and selective graduate degree program. Students who complete the program earn a certificate. The program, which begins in the freshman or transfer year, focuses on developing skills to prepare for the workplace or graduate school.

Career Development professionals work with students to create an appropriate career plan of action, through one-on-one meetings, professional assessments, workshops and seminars. In collaboration with each of the six colleges at Roosevelt, workshops and seminars (both on campus and online) are customized to address specific areas of study to ensure that students are prepared, competitive and able to excel and enrich their lives.

Roosevelt University invites alumni and friends to guide students by serving as a mentor or career development professional. For more information and to sign up, contact **Megan Bernard**, associate provost for Enrichment and Retention, at mbernard03@roosevelt.edu, or call her at 312-341-3685.

Funding for this vital program is provided by The McCormick Foundation and trustees Steve Abbey and Bob Wieseneck.

ROOSEVELT UNIVERSITY INVITES
ALUMNI AND FRIENDS TO
GUIDE STUDENTS BY SERVING
AS A MENTOR OR CAREER
DEVELOPMENT PROFESSIONAL.

MEGAN BERNARD, Associate Provost
for Enrichment and Retention

EMAIL: mbernard03@roosevelt.edu

PHONE: (312) 341-3685



Like keeping up with
your alma mater? Want
to learn more about new
and upcoming alumni
events in your area?

Follow us on Twitter, Facebook and Instagram for updates on Roosevelt alumni news and happenings on campus. We'll not only be featuring news, networking opportunities and reunion events, but also memorable photos and stories to remember your days at Roosevelt. So give us a like, follow or tweet -- connecting with your Roosevelt alumni network has never been easier. **Make sure to use the hashtag #LifelongLaker when sharing your alumni memories on social media with us.**



Above, top to bottom:
Scott Stangland,
Courtney Reed and
Stephane Duret



Pizza and Theater

On Nov. 16, alumni gathered for a dinner at the Exchequer Pub before strolling over to the O'Malley Theatre to enjoy Roosevelt students in *Promises Promises*. Alumni are encouraged to watch their email for an invitation to the next evening of Roosevelt theater.

Staying in the Spotlight

A dozen years have passed since Roosevelt University theatre alums Scott Stangland, Stephane Duret and Courtney Reed appeared together in a Theatre Conservatory production of *Kiss Me Kate*.

One of the directors of the fledgling Roosevelt show, Sean Kelley, who today leads Roosevelt's Theatre Conservatory, remembers well the three alums – and couldn't be prouder – as each has made it on New York's Broadway.

"It's pretty magical to realize that Roosevelt's theatre program and these actors have come so far," said Kelley, who considers himself to be more of a recruiter these days for Roosevelt's theatre conservatory than he is a director of musical theatre.

That said, Kelley remembers working closely with:

- **Stangland (MFA, '05)**, who starred in 2004 in *Kiss Me Kate* at Roosevelt's O'Malley Theatre, and who today is understudy to the lead role in his second Broadway show, *The Comet of 1812*.
- **Duret (BFA, '07)**, a *Kiss Me Kate* ensemble member who recently made his debut in Broadway's *Kinky Boots* as both an understudy to the lead role and swing member of the New York show's ensemble
- **Reed**, also a *Kiss Me Kate* ensemble member and Roosevelt musical theatre graduate, who has been starring since February 2014 in Broadway's *Aladdin*.

"It wasn't just about singing and dancing. I remember telling them 'If this is the career you want, your acting has to come first,'" recalled Kelley. "It's wonderful for me to think back on how well they did in *Kiss Me Kate*," he added. "But who could have known at the time that all three would be Broadway bound?" he said.

Stangland, who was a cast member in Broadway's *Once* before starting in November as understudy to the lead role of Pierre, (being played on Broadway by Josh Groban), remembers Kelley casting and advising him on the Roosevelt set of *Kiss Me Kate*.

"I didn't think at the time that I'd go on to pursue lead roles on Broadway, but here I am," said Stangland, who calls the role of Pierre in *The Comet of 1812* both "challenging and complex."

"Looking back now, I realize I developed the work ethic I have today at Roosevelt. I was taught how to be a good person and how the theatre profession works. I credit Roosevelt for giving me the foundation to become strong at acting," Stangland said.

Duret, who had roles in Chicago theatre before moving to New York in 2011 where he landed parts off Broadway and in international shows, also credited Roosevelt with helping him to polish his acting.

"Had I gone to New York right out of high school I wouldn't have been ready," said Duret, who spent the last three years preparing and auditioning for *Kinky Boots*.

"To know there is someone in your corner – and that's Sean Kelley has been an amazing support. I really fell in love with the craft of acting at Roosevelt," said Duret, who has been performing the show's lead role as Lola.

The continuing star of Disney's *Aladdin*, Reed also has credited her Roosevelt education with opening doors to professional theatres, people and opportunities. "I always found the faculty at Roosevelt and my fellow students to be dedicated, passionate and hard working," she said recently.

While the *Kiss Me Kate* production is now history, Kelley believes the three Broadway actors it produced are a foundation for future interest in attending the Theatre Conservatory and the program's continuing success.

"As our freshmen continue to choose Roosevelt's theatre program, it's people like Scott Stangland, Stephane Duret and Courtney Reed whom we should thank, for they are the ones who have brought Roosevelt continuing recognition," said Kelley.

Alumna Forges Path on Broadway

There are a lot of different ways to reach Broadway: For Alumna Adrienne Walker, the journey began as a student opera singer in Roosevelt University's music conservatory.

A 2011 graduate of Roosevelt's Master of Music in Vocal Performance program, Walker started her career in Chicago on the cast of the English-language opera, *Porgy and Bess*.

Then one thing led to another with Walker racking up roles in Chicago-area musical-theatre productions of *Hair*, *Dreamgirls*, *Rent* and *The Color Purple*, to name just a few.

Today, she is on Broadway, having made her debut in July in the role of the older Nala in Disney's *The Lion King*.

"I went from doing classical voice to musical theatre. It was a complete shift, and I think the reason it's worked out for me is because I've been able to adjust and have been enjoying myself," said Walker.

At Roosevelt, the soprano studied with Roosevelt's Chicago College of Performing Arts (CCPA) Artist Faculty Member Cynthia Clarey, who has had leading roles with opera companies all over the globe.

"Adrienne was one of my best students," said Clarey, who has taught voice in Roosevelt's music conservatory since 2008. "She has a beautiful soprano voice, and could have had an opera career, but I never felt she had the same feeling for singing classical music that she had for contemporary songs."

Walker is quite confident of her vocal ability – and knows what to do to protect her voice, thanks in part to her training at CCPA. Her challenge has been preparing physically, but Walker is confident she's gaining strength on stage day by day.

"Everybody has their own path, and this is mine," said Walker, who believes the Roosevelt experience landed her in Chicago, which is where she needed to be to get started in the first place in musical theatre.



"SHE HAS A BEAUTIFUL SOPRANO VOICE, AND COULD HAVE HAD AN OPERA CAREER, BUT I NEVER FELT SHE HAD THE SAME FEELING FOR SINGING CLASSICAL MUSIC THAT SHE HAD FOR CONTEMPORARY SONGS."

– CYNTHIA CLAREY

CCPA Artist Faculty Member

Harold Washington Lounge Dedicated

Congratulations to Roosevelt's Chicago Southside Alumni Chapter for achieving its fundraising goal and honoring Roosevelt alumnus and former Chicago Mayor Harold Washington. The new Harold Washington Memorial Student Lounge was dedicated Nov. 2. It will provide Roosevelt students with a wonderful new place to study and continue Mayor Washington's legacy of social activism.



ONCE SHOULDER-TO-SHOULDER IN THE CLASSROOM, MANY OF OUR ALUMNI SAT TOGETHER ONCE AGAIN IN AUGUST, BUT THIS TIME AT US CELLULAR FIELD FOR ROOSEVELT'S ANNUAL ALUMNI WHITE SOX BASEBALL GAME. ALUMNI FROM ACROSS THE REGION WERE ABLE TO NETWORK, CATCH UP AND ENJOY A BEAUTIFUL EVENING AT THE BALLPARK. PLANS ARE ALREADY UNDERWAY FOR NEXT YEAR'S GAME.

Parent Event

Parents of Roosevelt students were invited to a reception during new student move-in day in August. At the new event, parents learned about Roosevelt's mission and goals and were welcomed to a network of parents, students, alumni and staff in Chicago and around the world.

BMO Harris

Roosevelt alumni who work for BMO Harris Bank in Chicago attended a reception at the bank on Oct. 24 that featured Roosevelt President Ali Malekzadeh. The alumni were encouraged to become mentors and support student scholarships.

by BARBARA MCCAIN

1940s

SYLVIA BAKER (BA, '42) of Denver died Feb. 9, 2016. She worked at the Federal Reserve Bank of Chicago until she retired.

RICHARD SCHMITT (BM, '44) of Chicago died Sept. 13. He was an accomplished trombonist and a lifelong member of the Chicago Federation of Musicians.

BLANCHE SUDMAN (BS, '48) of Champaign, Ill., died May 24. She was a Chicago public school teacher, supporter of the cultural arts and active in the Jewish community.

WAYNE BATTY (MM, '49) of Richmond, Va., died Sept. 4. He received professor emeritus status at Virginia Commonwealth University in 2007 at the age of 85. During his 58-year career, he mentored countless music students who loved him for his clever wit and encouragement.

ULRICH MEYER (BSC, '49) of Chicago died Sept. 16. He was founder of Carpetland USA. After the sale of that company, he founded a Chicago-based chain of laundromats called Bubbleland.

RAYMOND PERRY (BSBA, '49) of Glenview, Ill., died Sept. 14. An accountant, he retired from Deloitte in 1991 after 38 years of service.

1950s

JUNE KOREY (BA, '50) of Skokie, Ill., died May 11. She was an artist, educator and 62-year resident of Skokie.

ETHEL JAFFE (BA, '50) of Tucson, Ariz., died April 20. She was a teacher for several decades on the south side of Chicago.

JOSEPH GATTONE (BM, '51) of Glenview, Ill., died March 23. He was a renowned jazz musician, playing in many Chicago theatrical productions. He was also a musical director and the pianist at the Chicago Four Seasons Hotel for over 20 years.

PEARL HUFF (BA, '51) of Chicago died June 8. A social worker for many years, she supervised a team of social workers at the Illinois Department of Public Aid.

ELLIS GANS (BS, '52) of San Francisco died March 7. He ran a successful contracting company for 20 years.

JUNE DE YOUNG (BM, '53) of Lake Bluff, Ill., died June 12. During WWII, she served in the Navy as one of the original recruits from the Navy's WAVES initiative (Women Accepted for Volunteer Emergency Service). She was a music educator until her retirement in 1985.

CAYLA BENDER (BA, '54) of Chicago died April 20. She traveled extensively and worked in her family's business for 60 years.

ROBERT FINNE (BS, '58) of Chicago died March 28. He was an entrepreneur and talented actor.

PHYLLIS MAGIDA (BA, '59) of Chicago died Aug. 3. A bestselling author, she wrote 13 books and 2,000 articles during her career as a food critic and columnist for the *Chicago Tribune*.

PAUL WARREN (BSBA, '59) of Sun West City, Ariz., died May 26. He had a long career in accounting and finance.

1960s

WILLIAM ATHANATOS (MA, '61) of Mundelein, Ill., died Sept. 28. He worked for Abbott Laboratories for 32 years.

DONALD WOLDMAN (BSBA, '61) of Encino, Calif., died May 12. He practiced law, mostly in the entertainment business, for 50 years.

LOREN FARMER (BA, '63) of Lafayette, Ill., died Aug. 31. He opened Grant Street Dance Hall in 1979 where he featured national rhythm and blues, jazz and rock-and-roll talent.

FERN FEDER (BA, '63) of Tucson died Aug. 23. She was an advocate for deaf education after her son was diagnosed as being deaf at birth. Most recently, she was co-chair of the Women's Philanthropy Social Action Committee.

GAYE GIUNTA (BA, '64) of Tallahassee, Fla., died April 1. She was a legal secretary, legislative aide and assisted Secretary of State Sandra Mortham.

DALE THOMAS (BSBA, '65) of Naperville, Ill., died July 4. He worked as a vocational rehabilitation counselor for 30 years. As his second career, he started Canine Companions, a dog sitting service.

WILLIAM RHODES, JR. (BS, '65) of Fairview, N.C., died May 17. He had a long career in cardiology research in Boston, including building equipment for heart experiments.

LOTTE MEYERSON (BA, '66) of Asheville, N.C., died May 28. She and her family formed a development company in 1994 that designed and built the Westwood Cohousing community in West Asheville, N.C. In addition, she played a leadership role in a variety of community organizations dealing with issues in civil rights, liberties, poverty, women's equality and prison conditions.

ANDREW BAVAS (MA, '69) of Chicago died May 15. He worked for the Department of Health and Human Services and in higher learning until his retirement.

JAMES GALLOWAY (BA, '69) of Chicago died April 29. He worked for both Cook County and the State of Illinois for a combined total of 37 years.

BEVERLY PALMER (BA, '69) of Chicago died Dec. 23, 2015. She was a Chicago Public School teacher for over 30 years.

1970s

WILLIAM MISCHAK (MA, '71) of Virginia Beach, Va., died April 13. He served in the U.S. Army for 21 years and had a second career in public education from which he retired in 1994.

H. EDWARD WESEMANN (MPA, '71) of Savannah, Ga., died Aug. 1. He was the co-founding partner of Legal Resources Group, a large law firm recruiting company in the United States.

ELIZABETH BEAUCHAMP (BGS, '72) of Chicago died March 30. She was a translator for the Cook County Court System. She also worked for Zenith Radio Corporation and retired after 25 years of service.

NORBERT MASLOWSKI (BSBA, '72) of Goodyear, Ariz., died May 1. He served in the United States Army where he was awarded the Purple Heart. He then worked for the Railroad Retirement Board until 2001.

HENRY PATRICK (BGS, '76) of Evergreen Park, Ill., died Sept. 11. He worked in banking, advertising and information systems ending at the Chicago Police Department in 2009.

JOAN KALTER (MA, '77) of Lake Forest, Ill., died Aug. 14. She taught music in Lake Forest and Lincolnshire schools and taught private piano for 60 years.

ROY WEINBERG (BA, '77) of Chicago died May 24, 2016. He was pastor of First Century Christian Church.

1980s

LENA DOBBS-JOHNSON (MPA, '81) of Oak Brook, Ill., died July 26. She was the former president of Bethany Hospital and one of the founding members of Roosevelt University's College of Arts and Sciences Advisory Board.

JOAN AGIN (BGS, '83) of Chicago died in September. She was a crusader for women's rights and former secretary to the president of Mercury Records.

ANDREW MAST III (BSBA, '83) of Altoona, Pa., died July 1. He served in the United States Army with assignments in Germany and Vietnam and earned a bronze star. He retired from the United States Postal Service in 2004.

1990s

RONALD THOMAS (BGS, '91) of Bowie, Md., died April 19. He co-founded Ninx Technology in 2005.

NARVELL STRICKLAND (BA, '92) of Ponchatoula, La., died on June 18. He worked for Illinois Central Railroad for 40 years.

2000s

LUCINE MASTALERZ (EDD, '00) of Chicago died May 20. She was principal for 12 years at St. Ferdinand School.

STACEY BAYLEN (MA, '03) of Wauconda, Ill., died June 26. She was a special education teacher for over 17 years at Proviso Township, Nipper and Buffalo Grove high schools. She coached high school volleyball, softball and children with special needs.

MICHELLE CHIODO (BA, '03) of Chicago died June 2. She worked in marketing and advertising at Machine Marketing International.

Roosevelt Staff

CATALINA HOOSER, a Roosevelt residence life graduate coordinator, died on Aug. 22. Hooser was 24 years old and joined Roosevelt University's Office of Residence Life in August 2015. A resident of California, she was pursuing a master of education in higher education from Loyola University Chicago. Hooser was an active and valued member of the residence life team. She coordinated service activities for students in the Wabash Building and, among many other activities, was involved in planning for the university's American Dream Service Day. Karl Turnlund, residence hall coordinator, said Hooser was "the heart and soul of the office" and someone who was committed to making students civically engaged.

Roosevelt Faculty

Professor Emeritus of Mathematics **JOHN J. CURRANO** died on Oct. 20, at age 72. He began his career at Roosevelt in February 1970, as he was completing his PhD in mathematics at the University of Chicago, and he served with distinction on the Roosevelt faculty until he retired in 2008. During his time on the faculty at Roosevelt, Professor Currano served as chair of the College of Arts and Sciences Council and of University Senate, received a National Science Foundation grant to develop statistics

courses for Math and Actuarial Science majors, taught himself computer programming and eventually became the University webmaster, and, touched the lives of thousands of Roosevelt students.

PAUL GREEN, professor of Public Administration and director of Roosevelt's Institute for Politics, died Sept. 10. Dr. Green taught more than a generation of students since his arrival at Roosevelt in 1999, hired every member of Roosevelt's current Department of Political Science and Public Administration and published widely and influentially, both in local media and through multiple editions of his classic study of Chicago mayoral politics.

Professor Green was a fixture on the Chicago political landscape, making frequent media appearances and offering incisive political commentary on the ins and outs of city, state and national politics. For the past five years, he also served as chairman of the City Club of Chicago, which remembered him for his "boundless commitment to the free exchange of ideas in a forum of civility, respect, and always, good humor."

"We remember him for those qualities and for his tremendous collegiality," said Bonnie Gunzenhauser, dean of the College of Arts and Sciences. "He will be sorely missed."

Journalism Professor Emeritus **CHARLES-GENE MCDANIEL**, an inspirational teacher to many journalism students, died Oct. 10 at the age of 85. He was hired as an associate professor of English in 1979 and retired in 1995. McDaniel received both his bachelor's and master's degrees in Journalism from Northwestern University. His career spanned more than 40 years, starting as a reporter for the *Gazette and Daily* in York, Pa. from 1955-1958. He moved to Chicago in 1958 to become the science writer for the Chicago bureau of the Associated Press and served in that role until 1979 when he joined Roosevelt.

RU Making a Difference?

Are you a proud Roosevelt graduate?

Do you want to have an impact at your alma mater?

If you answered “Yes” to either of these questions, then let me show you how you can make a difference at Roosevelt University. At a time when it is harder than ever for our students to attain their degrees, your role as an alum has never been more critical. Roosevelt is at a crucial crossroads, and we need your help. All over Chicagoland and the rest of the country, colleges and universities are experiencing poor retention rates and lower enrollments. Roosevelt is no exception, and here’s how you can help.

Have you ever considered becoming a mentor for a Roosevelt student?

Do you work at a company that could use a Roosevelt student as an intern?

You can change the life of a current student by becoming a mentor. As a mentor, you can help guide students through their college years and prepare them for a successful career after graduation. If your company has the ability to hire a student as an intern, you’ll be giving that student valuable career experience, and an advantage when the student enters the workplace. If you’d like to learn more about becoming a mentor or offering an internship, contact Megan Bernard at mbernard03@roosevelt.edu.

Did you receive scholarship support when you were a student?

Today, 95 percent of Roosevelt students request financial aid. The number of scholarships available cannot meet the needs of our students. Roosevelt University President Ali Malekzadeh made a commitment to help our students by focusing on securing more gifts for scholarships. As part of the annual fund, alumni will be asked to make a gift to scholarships to address this pressing priority. The most powerful, life-changing gift that you can make is to support scholarships. Your gift often makes the difference between a student attending or not attending Roosevelt. Your generous gift will enable students to stay, who might otherwise have to leave because of financial pressures.

Are you a legacy alum?

Did your parents, siblings, partner, or other family members also attend Roosevelt?

We need your help gathering all of our legacy alumni for an event in Spring 2017. Please contact David Solberg (dsolberg@roosevelt.edu; 312-341-2115) and tell him about your family’s connection to Roosevelt, and let him know if you can help plan the event.

Whether you give to scholarships, support academic programs, concerts, or special events, your investment in Roosevelt makes a difference. At this critical time in the life of the University, your financial support has a dramatic impact at Roosevelt. I would like to thank the entire Roosevelt community for its unrelenting loyalty and generosity to the University.



If you would like to get more involved, please contact the Office of Alumni Relations and Annual Giving at 312-341-2115.

Don E. Jones

Vice President for Institutional Advancement and Chief Development Officer

djones74@roosevelt.edu

312-341-6360

Individuals

\$500,000 and above

Anonymous

Mr. Jay D. Steger**

\$100,000 to \$499,999

Anonymous

Mr. Marshall Bennett and
Mrs. Arlene G. Bennett

Mr. John S. Brown**

Mr. Robert M. Finne**

Mr. David D. Hiller

Mr. David Johnson and
Mrs. Audrey E. Johnson

Mrs. Charlene Rio**

Ms. Sarah M. Solomon**

\$50,000 to \$99,999

Mr. Steven H. Abbey and
Ms. Pamela BrickMr. Bruce A. Crown and
Mrs. Deborah CrownMr. Robert L. Johnson and
Mrs. Rose Johnson

Mr. Dennis J. Polivka**

\$25,000 to \$49,999

Mr. James F. Blinder

Mrs. Arlene R. Crandall

Mr. Thomas P. Dengler

Mr. Charles R. Gardner and
Ms. Patti EylarMr. Roger Gilmore and
Mrs. Beatrice R. Gilmore**

Mrs. Diane A. Griliches

Mrs. Meme Hopmayer and
Mr. Gary Hopmayer

Mr. Ronald M. Jericho

Ms. Lois M. Kahan

Mr. Joseph G. Loundy

Mr. Daniel T. McCaffery

Mr. Barry S. McInerney

Mr. Gregory J. O'Leary and
Ms. Patricia Kenney

Mrs. Sharlene R. Stein

Mr. Robert P. Van Brugge

Ms. Kelly Vlahakis-Hanks

Mr. Edmund C. Woodbury and
Mrs. Randi S. Woodbury

\$10,000 to \$24,999

Ms. Susan T. Bart

Mr. Neil Berg

Mr. Willard E. Bransky

Mr. Christos Dogas and
Mrs. Robin Z. DogasMr. Robert D. Glick and
Mrs. Linda GlickMrs. Marsha F. Goldstein and
Mr. Michael GoldsteinMr. Al I. Golin and
Mrs. June GolinMr. Donald S. Hunt and
Mrs. Jane C. Hunt

Mr. Louis S. Kahnweiler

Mrs. Renee Logan

Mr. Richard P. McManus and
Mrs. Marjorie McManusMr. Jack Miller and
Mrs. Goldie B. Wolfe Miller

Mr. Hipolito Roldan

Mr. Jordan L. Rosengard**

Ms. Marilyn Ullman

Mr. Marek Wierzba

\$5,000 to \$9,999

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What Can We Learn From America

THE AMERICAN DREAM CONSIDERED FROM A DUTCH PERSPECTIVE

by RICK NIEMAN (BA, '87)



A funny thing happened when I published my last book in the Netherlands this September.

It's a 140-page essay titled *Wat wij van Amerika kunnen leren*, which translates as *What we can learn from America*. I had been prepared for negative reactions, people denouncing the book on title alone. "Learning from America? A country torn apart by gun violence, income inequality and contentious race relations? Why would we?"

There were indeed a few reactions along those lines: one critic in a leading liberal newspaper said he had written "Trump???" on several pages when reviewing my book. Trump's ascendancy, he argued, epitomizes everything that's wrong with the United States in European eyes. What could we in the Netherlands possibly learn from a people supporting such a candidate for president?

Truth to be told, I had expected people to be critical, and perhaps even get angry at the idea that we should "learn from America." I had explicitly picked a title which, I hoped, would start a debate about the perception of American society in the Netherlands. Because that perception, which is based on heavy media coverage of the U.S., is not good.

Many column inches in Dutch newspapers and minutes on TV-news channels are devoted to events in the United States. The presidential elections (including the nasty campaigns and debates), white cops shooting young black men, constant political bickering over Obamacare: they all get a lot of play in Dutch media. And the constant repetition of negative stories such as these leads to the impression among many that the U.S. is a country on the brink of disintegration.

As someone who studied in the U.S., visits the country at least once a year, and spent the summer of 2016 in the Chicago suburb of Arlington Heights, I know America is of course hardly disintegrating. Rather, my impression of the U.S. is still very much that of a dynamic, optimistic, can-do society in which problems are first discussed, then solved.

Of course, lots of things go wrong in America: movements like Black Lives Matter are born out of justifiable frustration, President Obama has a reason to be moved to tears after yet another mass killing of innocent kids, and college has become insanely expensive. But America is still the country of wild optimism and limitless possibility. (If you don't believe me, come spend a few months in Europe. Now there's a continent where the mood has soured to an unprecedented level of bitterness.)

So the funny thing that happened, is that the Dutch public seems to agree with me. America has always had a special place in the hearts of the Dutch. We watch American movies and TV-series, eat American-style fast-food, wear American brands on our feet and bodies, and we love to visit the U.S. A stunning four percent of Dutch citizens visit America every year.

MY SECRET HOPE IS THAT WE IN THE NETHERLANDS WILL BORROW SOME OF THE POSITIVE VIBE THAT ALWAYS INFECTS ME WHENEVER I ENTER THE U.S.

So perhaps it's not that surprising that Dutch readers are willing to learn from America after all. And there is much to be learned. From the civilized way in which Americans behave toward each other, for instance, with their tremendous kindness and generosity. Or from the way in which ethnic minorities succeed in integrating in the larger fabric of American society. (One in 10 marriages in the U.S. is now ethnically mixed. In Europe we still struggle with the integration of third-generation immigrants.) Or take the entrepreneurial and innovative spirit you find in garages and on campuses across the country.

My secret hope is that we in the Netherlands will borrow some of the positive vibe that always infects me whenever I enter the U.S. That the American Dream becomes the Dutch Dream. If the first reactions to my book are any indication, thankfully there are quite a few Dutchmen who seem to agree.

Rick Nieman is a Dutch journalist, author and TV-presenter.

The Final Word by PRESIDENT ALI MALEKZADEH



What a whirlwind of a first year I've had at Roosevelt! And hold on to your seat belts – much more is to come.

Since I last wrote we have nearly completed hiring our new leadership team. Elsewhere in this magazine you can read about our great new hires: **Provost and Executive Vice President** Lois Becker, **CEO of the Auditorium Theatre** Tania Castroverde Moskalenko, and **Dean of the College of Pharmacy** Melissa Hogan.

In addition, we have promoted our talented employees Sue Fay as **Vice President of Human Resources**, Neeraj Kumar as **Vice President of Academic Technology**, John Jaramillo as **Director of Athletics**, and appointed Tangella Maddox as **Interim Vice President for Financial Affairs**.

We also welcomed 10 new faculty members, expanded our Executive Mentoring and Career Readiness programs for students, redesigned our website, and continue to marvel at the success of our graduates – most recently political science graduate Carla Hayden, who was recently confirmed as the 14th Librarian of Congress.

Other highlights include:

- **The inauguration of the American Dream Reconsidered Conference.**

Thanks to the hard work of our entire community this was a rousing success. Over 1,500 people registered for the conference and for our community service day. You can read the details elsewhere in this magazine, but I'm so proud at the quality of the discussion and thankful to sponsors BlueCross BlueShield of Illinois, McDonald's, and the Jack Miller Center. I want to see Roosevelt University develop as a recognized institution shaping national conversations on topics that affect our nation.

- **The celebration of the 20th anniversary of the Schaumburg Campus.**


With a giant birthday cake (of course!) we welcomed trustees, faculty, staff and Schaumburg area leaders in politics and business to the celebration in September. We are now busy planning changes at the campus to revive its stature as a thriving educational center for the northwest suburbs.

But as significant is what's to come. Our financial situation – similar to so many colleges and universities today – is challenging due to a shortfall in expected enrollment this fall, in part a result of the State of Illinois' failure to fund the Monetary Award Program (MAP) that provides grants to over a third of our undergraduates. I am working with the trustees, faculty, staff and administration to take a hard look at our operations and make the changes we need to move forward. This is actually an opportunity to reflect on Roosevelt University during a time of transition in higher education, and how we can best serve our students and build for the future.

As a result we have developed the *Building a Better Roosevelt* initiative, featuring a three-pronged approach – to increase enrollments, reduce debt and reduce costs. We will focus on enrollment by rebalancing the student population to increase the proportion of graduate students and upper division transfer students. We will create programs to improve the retention of first and second year students. We will improve communication with applicants, strengthen ties with community colleges and more aggressively recruit international students. We will address our high debt condition by examining our real estate holdings and finding better ways to leverage our assets. And we will reduce costs with a retirement incentive program and with the restructuring of the colleges, curriculum and administration. We will create a leaner, stronger, more effective Roosevelt University. I welcome your ideas!

Eleanor Roosevelt, at the 10th anniversary of Roosevelt University in 1955, said:

*Through educational institutions such as this one feels the pulse beating . . .
the hope that we can achieve the leadership which will lead to truth . . .
to fight for freedom of thought, for freedom to search for truth no matter what
it leads you through.*

We will keep the pulse beating of this remarkable University. Stay tuned as we move forward! 

ALI MALEKZADEH WELCOMES YOUR COMMENTS. [EMAIL HIM AT AMALEKZADEH@ROOSEVELT.EDU](mailto:AMALEKZADEH@ROOSEVELT.EDU)

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ELEANOR ROOSEVELT
at the 10th anniversary of
Roosevelt University in 1955

The Roosevelt Quiz

This sample citizenship test was circulated at the session “Immigration and the American Dream.” Can you pass the test? **Answers are on page 63.**

1. The Federalist Papers promoted the passage of the U.S. Constitution. Which of the pairs below are among the authors of the Federalist Papers?

- a. Alexander Hamilton and Benjamin Franklin
- b. James Madison and John Jay
- c. George Washington and Thomas Jefferson

2. When was the U.S. Constitution written?

- a. 1766
- b. 1776
- c. 1787

3. What do we call the first 10 amendments to the U.S. Constitution?

- a. The Bill of Rights
- b. The Preamble to the Constitution
- c. The Articles of Confederation
- d. The Declaration of Independence

4. Why does the U.S. flag have 13 stripes?

- a. Because the 13th Amendment to the Constitution abolished slavery
- b. Because 13 people signed the Declaration of Independence
- c. Because there were originally 13 colonies

5. Who is the Commander-in-Chief of the Military?

- a. The Chief of Staff of the U.S. Army
- b. The President
- c. The Surgeon General of the United States

6. How many U.S. Senators are there?

- a. 50
- b. 100
- c. 435

7. If the President and the Vice President can no longer serve in office, who becomes President?

- a. Chief Justice of the U.S. Supreme Court
- b. Mayor of Washington, D.C.
- c. Speaker of the House
- d. Secretary of Defense

8. Who is the current Chief Justice of the U.S. Supreme Court?

- a. Anthony M. Kennedy
- b. John G. Roberts, Jr.
- c. Thurgood Marshall
- d. Ruth Bader Ginsburg

9. Who is the Speaker of the U.S. House of Representatives?

- a. Paul Ryan
- b. Nancy Pelosi
- c. John Boehner
- d. Colin Powell

10. Which of the following are U.S. Territories?

- a. Guam and Hawaii
- b. Ontario and the Northern Mariana Islands
- c. American Samoa and Puerto Rico
- d. Zamunda and the U.S. Virgin Islands



Our Chicago Cubs Connections

We know they're a stretch, but Roosevelt University and the World Champion Chicago Cubs have a few things in common!

- 1) Roosevelt was founded the very year the Cubs previously played in the World Series, 1945.
- 2) Hall of Famer Ernie Banks ("Mr. Cub") served on the Roosevelt Board of Trustees in 1999.
- 3) President Franklin Roosevelt (who along with Eleanor is Roosevelt's namesake) threw out the first pitch at Wrigley Field for Game 3 of the 1932 World Series, Cubs vs. Yankees.

RU Making a Difference?

Dennis and Janelle Mitzner are.



The Mitzners have named Roosevelt University in their estate plans through a living trust. Both Dennis and Janelle are Roosevelt alumni. Dennis graduated with a Bachelor's of Business Administration degree in 1971 and Janelle received a Bachelor's in Public Administration in 1995.

Dennis came to Roosevelt in 1967 after serving in the Vietnam War. He was attracted to Roosevelt by its public image and small class size. "I spent my first year of college at the University of Illinois, but I felt like I was just another number," he said, pointing out that Roosevelt professors cared about him and other students and kept him motivated.

Janelle Mitzner said that whenever she would feel overwhelmed by the stress of school, she would walk by the statue of Eleanor Roosevelt on the first floor of the Auditorium Building and it would give her renewed motivation.

The Mitzners stay actively involved in the University and the community in which they live, Oak Forest, Ill. "If you aren't part of the solution, then you are part of the problem," said Dennis.

Today, Dennis is chaplain for the American Legion 2nd District in Illinois, an associate member of the South Suburban Association Chiefs of Police, a local board member for the U.S. Selective Service System, a liaison for the Oak Forest Police Department, a chaplain, trustee and rifle team member for the Memorial Squad at the Abraham Lincoln National Cemetery, director of the Illinois State Crime Commission/Police Athletic Club and chairman for the Crime Prevention Commission for Oak Forest.

Janelle volunteers with the Fieldcrest Neighborhood Watch, Oak Forest Crime Prevention Commission, American Cancer Society-Relay for Life, the Rotary Club and blood drives in Oak Forest.

Janelle said they are so involved that "they call us 'Mr. and Mrs. Oak Forest,' but we are selective in everything we do." Of her husband, she said, "he would give you the shirt off his back and he still helps soldiers he served with so long ago."

How will you invest in your community?

Roosevelt's Fireside Circle recognizes alumni and friends who have made provisions for Roosevelt University through a planned gift. For more information about the Fireside Circle or how you can plan for your retirement and the future of your heirs as well as reduce taxes and make a difference at Roosevelt University, please contact:

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We're diggin'
20 YEARS!

ROOSEVELT CELEBRATES THE 20TH ANNIVERSARY OF ITS SCHAUMBURG CAMPUS » PAGE 6.

