At the core of Roosevelt University

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

MELVIN L. KATTEN
FOUNDER, KATTEN MUCHIN ROSENMAN LLP
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Would you like to leave a legacy, a named scholarship fund that will help students in perpetuity? It can be your own legacy or a legacy in memory of a beloved family member or friend. For a gift of $25,000 or more you can create a named scholarship that will continue the mission of Roosevelt University. To find out more about creating a legacy through your estate plan or outright gift, please contact:

Thomas J. Minar, Phil.
Vice President for Institutional Advancement
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Fax: (312) 341-6490
Email: plannedgiving@roosevelt.edu
Joe Shmoe, he'd be gone. But then if he were Joe Shmoe, he Illinois Governor George Ryan, Green said, “Look, if he were.

Mayor Richard Daley’s campaign for a sixth term. When asked Erickson, assistant professor of political science and an expert professors’ research, travels or awards. Fulbright Scholar Christian number of women in the MBA program is also increasing. Today, too old, I respond. Roosevelt tailors programs to meet the needs return to college. In her question and answer piece, Weiner.

One of the reasons Green is so popular with the press is that he can simplify complex issues and provide reporters with a juicy “sound bite” for their stories. For example, when asked to comment on an appeal of a jail sentence given to former Illinois Governor George Ryan, Green said, “Look, if he were Roosevelt, we are always happy to connect one of our many exposure for the University.

Chicago’s north side. “There is not a lot of awareness in the frequently newspapers will write about our faculty and staff in the media is good for Roosevelt. Regardless of how you refer to it, coverage of Roosevelt faculty and staff in the media is good for the University.

We welcome your letters. Please send them to: Editor, Roosevelt Review

3 Roosevelt Review FALL 2007

Roosevelt University President Chuck Middleton likes to call it “R-U.” Others sing it out and call it “R-U.”

Editor’s Circle

Let me begin with the obvious point: Roosevelt is a small university. When asked about corruption in the city, Green quipped, “Corruption here is the equivalent to a smog in Los Angeles: It’s there, we all see it. It’s not that we like it, it’s just simply there.”

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

In separate articles, Today’s Chicago Women this year interviewed Lynne Weisn, dean of the College of Arts and Sciences and Deborah Prosvacik, professor of accounting, about women returning to college. In her questions and answer piece, Weitsner said: “Adult students say to me, ‘Well, I’m too old.’ You’re not old, I respond. Roosevelt takes pride in meeting the needs of students. Prosvacik was asked about women taking graduate business courses. Her answer was, “As the number of women in all levels of the workforce is increasing, it is only natural that the number of women in our MBA program is also increasing. Today, when walking into a MBA classroom the first thing that one notices is that approximately half of the students are women.”

Frequently newspapers will write about our professors’ research, travels or awards. Fulbright Scholar Christine Erickson, assistant professor of political science and an expert on global terrorism, was featured in a local, a newspaper for Chicago’s north side. “There is not a lot of attention in the U.S. about Central Asia and in politics,” he said. “But I believe Central Asia is becoming increasingly important, particularly as it relates to Islamic insurgencies, the global war on terrorism and potential major oil reserves and peoples in the region.”

And this summer, Wendy C.Y. Tsoo interviewed Dennis Frank, assistant professor of counseling and human services in the College of Education, about his trip to China where he trained gay and lesbian therapists. “The counselors I spoke to were tremendously open,” he told the newspaper. “The most resis- tance would be from the medical community, who until a few years ago were taught that homosexuality was a mental disease that needs to be fixed.”

There are just too many of these. There are numerous oth- er examples, which I do not have room to mention, of professors being flamed in the press.

Last issue, I invited Roosevelt alumni to share their memo- ries of Communication with our readers. Valerie Russo (BA, ’84) sent the following wonderful letter: “I graduated from high school in 1979 and spent several years at the University of Minnesota. But at some point (well, I remember exactly which point — I was 19 credit away from graduating), I decided to quit, got married and made a family. I did just that, but not without a few bumps in the road. After a nasty divorce, I finally...finally...graduate from Roosevelt with the degree in my personal desire in everything I do to ensure that we are. Roosevelt's student body and those still on campus and all of our alumni and friends who.

Indeed, many of our programs thrive precisely because they are leading purposefully to greater operational differen- tiation between the two campuses, a robust conversation about those founding principles might be different as well. The inter- est between the two campuses, a robust conversation about those common values and aspirations that will keep us whole. Roosevelt is my personal desire in everything I do to ensure that we are. Roosevelt's student body and those still on campus and all of our alumni and friends who.

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

Not only the faculty and the dean consults on a program by program basis how to respond to these trends, the student at the two campuses have already become sufficiently different in interests and background to warrant deconstructing student life functions (clubs, student government, social and community-service activities) and making campus specific.

The accomplishment of the next semester, with activities in each location organ- ized and led by students who see their own campus as the best place for their success.

In the past couple of years we have focused on what those distinctities might be in terms of degree programs offered, students served and the nature of campus engagement in addressing local needs. The focal point of the Chicago Campus clearly lies in the growing population of full-time students, both in undergradu- ate and increasingly in graduate programs. To recognize this trend and to build upon it in thoughtful ways is not to say that we Chicago part-time students at both levels deserve less con- sideration.

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

The recent history of the Schambanag Campus suggests that a parallel trend is emerging there. Driven in part by the excep- tive economic and social changes in the area that surround the campus since 2000, the percentages of full-time students, espe- cially at the undergraduates level, has been increasing. Furthermore, the student body has become more diverse at the northwest suburbs have attracted a rich array of immigrant communities on a scale never before seen. With these changes the need for a full-service university offering both graduate and undergraduates degrees emerged.

Equally challenging are the new areas of economic activ- ity. There are still many questions to be answered as we con- template how to provide candidates for the excellent new jobs that are part of this change, but it is clear that among those jobs the health sciences are vital. Nursing degree completion and other new programs to be offered exclusively in Schambanag are new. Roosevelt can be an effective contributor to those developments.

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

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

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

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

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

I think it is celebrable that every member of the community, both those still on campus and all of our alumni and friends who are absentees, dedicates us to be faithful to our founding commit- ments to social justice and high academic quality. I know that it is my personal desire in everything I do to ensure that we are. Roosevelt’s student body and those still on campus and all of our alumni and friends who.

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

This year we are going to engage this discussion in earnest. I invite you to weigh in with your ideas and your experiences.

I will share with you what we learn as the year progresses.
hen Roosevelt University’s Mansfield Institute for Social Justice was formed, it was known for its annual lectures. The first, presented in 1999, was by an alumnus and Nazi camp survivor and the most recent, held last May, was by an international scholar on weaving a multiracial family.

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

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

“We think the Roosevelt University experience could be more closely aligned with the University’s mission of social justice,” said Pamela Trotman Reid, provost and executive vice president, who appointed a task force to study how to reach the goal. “One way to do that is to integrate service-learning into more of our courses, regardless of discipline and regardless of colleges,” said Reid, citing one of the task force’s key findings.

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

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

Besides annual lectures, the institute has put on panel discussions about engaging in social justice. Its first “One Book/One University” book to be read and discussed by members of the Roosevelt community was Paul Loeb’s Soul of a Citizen in 2004.

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

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

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

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

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

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

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

For instance, thousands of people, including many in the Roosevelt community, came to understand through Mansfield’s “Tobacco Free Live Against Project,” exhibited in late 2006, what
A FAMILY ON A MISSION

Behind Roosevelt University’s Mansfield Institute for Social Justice stands a family. Its members span three generations. They live in many parts of the country. And they work in a variety of fields.

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

The late Albert Mansfield, who owned an international auto parts manufacturing company, and his late wife, Anne, who often helped with the business, spent their lives proving workers’ and civil rights and working to stamp out discrimination and anti-Semitism. They also had three children, Morris Hymeyer and Seymour and Roenne Mansfield, who carry on the tradition today.

“My parents believed in social justice,” said Beatrice Mansfield. “We wanted to do good things,” said Beatrice Mansfield. “And we believe the work of the institute should accompany what they were all about.”

Over the years, family members have done social justice work as legal-aid and union lawyers and inner-city school teachers, and have headed up drives for food-stuff and food-pantry programs. They have volunteered in soup-kitchens, joined organizations empowering disadvantage communities and promoted workers’ rights, educational opportunities for the disadvantaged, human rights and genocide programs. In another words, said Alexis Mansfield’s father, Seymour, “We neither want nor seek adulation,” adds Seymour Mansfield, “which is Latin for “the public good,” and for Tikkun Olam, which in Hebrew means “repairing the world.”

“We want it to be a platform where students and educators come not only for academic learning, but also to be inspired to become, one person at a time, the anvils on which the future of social justice is forged.”

The Olam family has a long tradition of living by the guiding principle of Tikkun Olam—Hebrew for “repairing the world.”

“Neither do we want nor seek adulation,” added Seymour Mansfield in behalf of all of the Mansfield. “It is we who are made better humans, more whole and more fulfilled, by being part of that second quest.”

CHICAGO AUTHOR IS MANSFIELD LECTURER

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

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

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

An award-winning, Chicago-area writer, Kotlowitz has been a service-learning pioneer.

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Change Agent

RU ALUMNA LEADS FBI'S CHICAGO OUTREACH PROGRAM

When you think about the Federal Bureau of Investigation, the last thing that comes to mind is community relations. But that is one of the agency’s newest areas of emphasis. “When 9/11 happened the FBI changed overnight from a reactive federal law enforcement agency to a proactive law enforcement and intelligence agency. And that meant that the FBI also had to become community relations professionals,” said Birdella C. Braden, community outreach specialist for the FBI in Chicago.

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

“In networking and building relationships with various peoples and groups, I get a chance to help them understand the mission of the FBI through programs and presentations,” she said. A good example of that occurred a short time ago when a leader in Chicago’s predominantly Hispanic Prison neighborhood contacted Braden following several high profile youth gang shootings and murders. She contacted the neighborhood YMCA to see how the FBI could reach out to this community.

Braden met with the teen reach director and developed an initiative to have all Teen Reach Programs (youth 13-18 years) in Chicago gather for an evening with FBI agents about the importance of developing lifestyles and skills that could perhaps help them to one day become FBI special agents or professional support employees. Many of these youth had never had any contact with the FBI so it was a real education for them.

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

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

Braden loves at any age that she wanted to be a successful professional, to work with diverse groups of people and to be involved in the area of social justice. “And that’s what I’m doing right now,” she said with a smile.

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

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

Over the course of the last 25 years, she has worked on a number of investigative projects and has met many fascinating individuals. As a matter of fact, Braden recalls the time FBI agents many years ago shared off the proceeds of a drug bust by bringing to the office over $1 million in small bills. “I had my picture taken in front of the money, which must have been piled five feet high,” she said.

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

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

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BIRDELLA BRADEN (BA ‘80)
GLBT COUNSELING:
THE SAME IN ANY LANGUAGE

By Laura Janota

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

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

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

“For me, teaching at Roosevelt is a natural orientation that is one part of an individual’s make-up,” he said.

Frank has taught courses and presented information about homosexuality in part of counseling courses while he was an assistant professor at National-Louis University during 2005-06 and at Roosevelt since then.

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

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

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

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

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

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

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Heather Dalmage • Professor of Sociology

THE HIGHER IN HIGHER EDUCATION

BY LAURA JANOTA

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

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

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

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

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

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

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

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

A nationally known race scholar and media expert on multiracial issues that are at the forefront of much discussion and debate in the United States today, Dalmage has analyzed how America’s growing multiracial movement is shifting the definition of whiteness and blackness and how the nation’s politics are being affected by it. She has also done much work in the area of transracial adoption, and her work on racial borders has appeared in several upper division race readers being used in classrooms across the country.

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

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

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

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H e started teaching a beginning photography class in an old Auditorium Building lab as a part-time instructor in 1989. He brought computers into the mix with a class called “Photography: From Chemical to Digital” in 1995. And he was well on his way toward establishing a career that has blossomed in amazing ways when he got on the tenure track as an assistant professor of communications at Roosevelt in 1997.

“My first interest forever has been photography — making it, exhibiting it, publishing it, and now I’m branching out into curating it,” said Michael Ensdorf, professor of communications and associate dean of the College of Arts and Sciences. “With all of the media attention we’ve received, we’ve been able to establish the Gage Gallery and Roosevelt University as players in the city of Chicago’s cultural environment,” said Ensdorf. He is currently organizing a spring Gage exhibit, “The Border Film Project,” which will feature photos by migrants and nativemen on the United States-Mexico border.

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

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

Steven Meyers is the founder of Roosevelt’s Initiative for Child and Family Studies, which has developed two certificate programs and has facilitated service-learning placements of his students with community agencies that assist children. He has also done much research and writing on effective college teaching practices and on development of college teaching skills, and is the editor of the book, Teaching Assistant Training Handbook. Over the last four years, he has coordinated annual conferences at Roosevelt on how to improve college teaching practices, and has been involved recently with an exchange between Roosevelt and a university in St. Petersburg, Russia, on effective teaching practices. He is currently organizing a conference in conjunction with his Russian colleagues that will be held at Roosevelt in March 2009. “Becoming a full professor requires validation from many different groups in the University, and I’m honored to have received this promotion because it shows that my work at the University is truly valued,” he said.

ROOSEVELT REVIEW       FALL 2007

Michael Ensdorf • PROFESSOR OF COMMUNICATIONS

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

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

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

The winner of many awards, including the 2004-05 Enterprise Award from the Academy of Management, Wiley has had a distinguished career in academia as: associate professor of management at Texas Woman’s University; UC Foundation associate professor at the University of Tennessee at Chattanooga; visiting scholar at University of California at Los Angeles; visiting associate professor at Georgia State University; senior visiting associate professor at Smurfit Graduate School of Business at University College Dublin in Ireland and at the ESCEM School of Business Management in Tours, France.

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

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

“I’ve mentored plenty of students from other universities around the country and across the world,” he said. “But for me, it’s been rewarding to turn an student who doesn’t have a particular interest in science to things they might not have otherwise known, and I have to say that some of my best students are at Roosevelt.”
MARK MY WORDS
Writing Center Tutors Inspire Generation XYZ

BY LAURA JANOTA

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

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

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

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

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

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

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

“It doesn’t matter what level you’re at. It’s just a really good place to go if you need feedback on your writing or if you don’t know where you’re going with a paper.” —Meg Cichantk

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

The Writing Center, which is located in Room 650 of the University’s Auditorium Building, was originally proposed by Emily Tedrowe, who has been director of composition at Roosevelt for the last two years.

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

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

“It’s about having a conversation on writing, which is empowering and is the very least we teach our students,” added Brecke, who previously had been assistant director of a similar writing center at University of Illinois at Chicago for 12 years.

The Writing Center, which is located in Room 650 of the University’s Auditorium Building, was originally proposed by Emily Tedrowe, who has been director of composition at Roosevelt for the last two years.

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

“My students are skeptical at first about going,” she added. “But when they come back to the classroom, they tell me it’s a very different kind of experience than they thought it would be, and are very positive about it as well.” —Carrie Brecke

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

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

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

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

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

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

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

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

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

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

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

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

By Carrie Brecke

The Po Li Ti Cs of Science

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

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

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

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

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

After the session, there were informal group discussions on how we train students to become aware of the value of public policy. I was impressed by the level of interest and the willingness to learn demonstrated by those who attended. During one of my visits, news had just come out that Nancy Reagan supported embryonic stem cell research. I decided to put this event on my list of events for students to be influenced by their experiences.

We hope to implement additional programs where students can obtain internships in local and national governmental offices to observe and learn about policies. The future looks bright for students completing our science program because new graduates will be more socially conscious, have a strong sense of civic responsibility and have an acute awareness of the importance of sound public policy.

Continued from previous page

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

Another curriculum initiative gaining excitement in the department is the Science Education for New Civic Engagement and Responsibilities (SINCER). This approach was introduced three years by Simon, an assistant professor of chemistry, who travel to national conferences to share their work in the classroom with others across the country.

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

We hope to implement additional programs where students can obtain internships in local and national governmental offices to observe and learn about policies. The future looks bright for students completing our science program because new graduates will be more socially conscious, have a strong sense of civic responsibility and have an acute awareness of the importance of sound public policy.

The Department of Biological, Chemical and Physical Sciences is well positioned to continue producing graduates who will make significant contributions to a more politically and technologically complex world.

I also would like to encourage our science alumni to contact us with feedback on how well our programs have prepared them for the workplace.
When Roosevelt College first opened its doors in 1945, women heard its call. They poured into the College’s School of Arts and Sciences; they flocked to the institution’s School of Music; and while they didn’t dominate in Roosevelt’s business-oriented School of Commerce, women were a slight majority of the overall student body early on, according to a Nov. 15, 1945, issue of Roosevelt College News.

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

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

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

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

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

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

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

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

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

“[In the early days, Roosevelt women] often found themselves in the margins, asking for help,” said Emily Dreyfus, associate professor of English and Women’s and Gender Studies.

“Today,” she added, “Russians are no longer the minority within the academic community.”

In the past year, Roosevelt women participated in the Women’s History Conference, the African-American History Conference, the Latin America Conference, the Queer Studies Conference and the American Studies Conference.

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

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

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

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

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

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

“But we built on the experience of our earlier group of Roosevelt women who had actually initiated an undergraduate concentration in women’s studies,” she said. Weininger noted that what was then known as University College during the late 1970s, “Roosevelt has had a long tradition of being inclusive, and that means being a place where women and WGS can flourish,” she said. Since its beginning in the mid-1990s, the program has grown in size, scope and stature.

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

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

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

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

In 2000, Brigham renamed and refocused the program to Women’s and Gender Studies. Since then, she has developed courses combining the two disciplines, including one that engages students in productive conflict in the classroom, teaching them a major tenet of the program that has been expanding in many ways over the last three years.

“Among them:

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

“I didn’t want to just be a number,” recalled Liz Thomson (MA, ’06). A composition instructor who has taught at Roosevelt, Columbia College Chicago and Indiana University, Pflugshaupt saw connections between composition and WGS while in the program. Since then, she has developed courses combining the two disciplines, including one that engages students in productive conflict in the classroom, teaching them a major tenet of WGS—how to find a voice to be an activist.

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

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

“Roosevelt hired women professors; at a time before it was common, we appointed women department chairs early in our history; we had pioneering women business college dean during the mid-’90s; and now we have a woman provost, women deans and department heads, and an increasing number of women professors,” Weiner said.

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

ROOSEVELT UNIVERSITY RU Task Force Considers Expanded Athletics

BY LAURA JANOTA

Athletics

Continued from previous page
After nearly two decades, sports are making a comeback at Roosevelt University. Intramural flag football, three-on-three basketball, dodgeball, softball, volleyball, rugby and club baseball are just a few of the athletics Roosevelt’s growing body of traditional-aged students has participated in.

And it all goes according to plan, men’s and women’s sports teams from the University could be playing in the future or at the most competitive and visible intramural level.

The idea to revive sports at Roosevelt was very important to me,” said Gebhardt. “As an alumnus, it will only be important if there is a finished product, and by that, I mean a sports team that I can come back and watch.”

Both Gebhardt and Kehoe are currently studying for master’s degrees in student personnel services at Loyola University Chicago. As Roosevelt students, the two formed the Intramural Sports Club, which grew to about 100 participants, and the Roosevelt Lakers club baseball team, which has competed regularly against other university club teams.

As part of their efforts, Gebhardt and Kehoe approached President Chuck Middleton and approached Roosevelt’s Board of Trustees to argue for the need for Roosevelt students to have better and more organized sports opportunities. Among evidence they presented were findings from a student survey, which showed 91 percent of respondents were in favor of the creation of an athletics program at Roosevelt.

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

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

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

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

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

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

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

“This is a major, first step toward the longer-range goal of joining NCAA Division III,” said Hendry. The task force plan suggests the University apply for admittance on an exploratory basis into NCAA Division III “when feasible,” perhaps in time for play during the 2008-09 academic year.

However, a memorandum on admission of new teams would have to be lifted first, possibly in January of 2008. Teams that are currently in NCAA Division III include Alverno College in Milwaukee, Wis.; Aurora University in Aurora, Ill.; Benedictine University in Lisle, Ill.; Concordia University Chicago in River Forest, Ill.; DePaul University in Chicago; Dominican University in River Forest, Ill.; Edgewood College in Madison, Wis.; Lakeland College in Plymouth, Wis.; Marian University in Waukesha, Wis.; Marian College in Fond du Lac, Wis.; Rockford College in Rockford, Ill.; Rockford University in Rockford, Ill.; St. Norbert College in De Pere, Wis.; St. Norbert College in Sheboygan, Wis.; St. Norbert College in Green Bay, Wis.; UW-Milwaukee; Wisconsin Lutheran College in Milwaukee and a provisional member, the Milwaukee School of Engineering.

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

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

Reasonable choices for sports teams that would comply with NCAA Division III play may include men’s cross country, women’s cross country, women’s volleyball, men’s soccer, women’s soccer, men’s basketball, women’s basketball, men’s baseball, men’s softball, men’s track and field and women’s track and field, according to the task force report.

“There’s a shift that the University will have to make in pursuing admission into the NCAA Division III,” said Lawrence Hines, associate professor of English, a faculty member on Roosevelt’s Board of Trustees and a member of the task force. Indeed, Hines believes locating and building facilities, hiring appropriate people, including coaches and trainers, and paying for hidden costs, including liability insurance and transportation, will present challenges.

“It’s been estimated by the task force that formation of an NCAA Division III program at Roosevelt would cost approximately $31 million a year.

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

“We think athletics in Chicago and beyond are so popular that we don’t see a problem in attracting even more new traditional-aged students to campus than we’ve been projecting,” said Hendry. Joining the NCAA Division III also could be a win-win situation if the University follows the path of other institutions with sports teams that have either generated money or have been self-sustaining due to increased enrollments and greater visibility, Lofton said.

It may take several years to reach that point, however, the University and its Task Force on Intramural Athletics won’t be forgetting priorities.

“We’re not seeing this as something where we’re going to sell out our values in order to field high-profile sports teams,” said Hines. “We’re hoping to give our students more opportunities to participate in regional sports, which in turn may improve their satisfaction with the Roosevelt experience,” he said.
It’s not easy interviewing Roosevelt University graduates Grace Graves Carroll (BA, ’54) and Frances Graves Carroll (BA, ’54).

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

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

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

“They’ve always known exactly what they want to do,” said Carl Dawson (BS, ’52), Grace’s husband of 52 years. “Being identical twins, they see each other’s greatest ally.”

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

Both families are members of the same Baptist church and they sit in pews near each other on Sunday. Carl is a deacon and trustee, while Floyd Carroll, Frances’ husband, who died in October, was chairman of the deacon board and a trustee. Both men also attended Roosevelt, and Carl earned a bachelor’s degree in psychology in 1970. Frances’ son, Floyd II, also graduated from Roosevelt with a master’s degree in educational leadership in 1998.

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

Fashions dressers who want to wear hats, the sisters wore identical clothes until they got married. “Our husbands said we couldn’t do it any more because they often couldn’t tell us apart,” Frances said. “Now we just dress similarly. For example, at church on Sunday, Grace wore yellow and blue and I had on yellow and white.”

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

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

FRANCES GRAVES CARROLL

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

It was at Roosevelt that the twins realized the importance of pursuing their dreams and giving back to the community. Both women were popular with their classmates and enjoyed participating in extracurricular activities, including the Future Teachers of America Club and the Prom Committee. Frances was secretary of the Student Council and chair of the Entertainment Committee.

After earning bachelor’s degrees in education from Roosevelt in 1954, the sisters joined the Chicago Public School (CPS) system where Grace worked until 1982 and Frances until 1989. “When I was a kindergarten teacher and a primary school teacher, I loved it,” said Frances. “And when I was in special ed, I loved it, and when I was a coordinator, or an administrator, I loved it. We are born educators.”

“Both of us were good principals,” added Grace. “Trained teachers to become principals because a principal can reach more kids than a teacher can.”

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

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

Continued on next page
husbands have been leaders in church activities.

In 1971 and 1973. And as president of the Southside Alumni Club

the curriculum for a doctorate in educational administra-

tion was being developed.

They were asked to be advisors to the college

taught numerous graduate courses in Roosevelt’s College of

administration from Southern Illinois University.

Grace, on the other hand, earned her doctorate in 1984 in educational

for their EdD in 1980 from the University of Sarasota. Grace,

1961 from Chicago State University. Frances then went on to

higher-level jobs because I felt that my education and prepara-

tion was second to none.”

Shortly after being hired as CPS teachers, the sisters joined

1970. Grace (left) and Frances attended a reunion at their church, Greater Bethesda Baptist Church. The women and their

Leaders in Church activities.

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of School Leadership. Both Grace and Frances received the

Mary Hatchett Award for Distinguished Lifetime Achievement.

BY LAURA JANOTA

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

“We’re getting to know true Americans, and that’s good

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papers and on the Internet,” said Hong Hong, who works in the

policy department for the Beijing Municipal Statistical

Bureau, and whose nickname is Emily.

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

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Bureau, and whose nickname is Emily.
Five new trustees join board

Five new trustees were elected to the Roosevelt University Board of Trustees. Steven H. Albery was elected as a public trustee. Sharon H. Grant and Sanford Rosenberg were elected as faculty trustees and Carol M. Norris and Brian A. Revels were elected as student trustees.

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

Grant is associate professor and chair of the Department of Teaching and Learning in Roosevelt University’s College of Education. She joined Roosevelt in 1997 and holds a PhD from the University of Illinois at Chicago. Rosenberg is professor of economics and director of the Roosevelt Scholars Program. He joined Roosevelt in 1982 and holds a PhD from the University of California at Berkeley.

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

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

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

President Middleton agrees to second five-year contract

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

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

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

Changes proposed for Schaumburg campus

Roosevelt University President Check Middleton has announced plans to take the Chicago and Schaumburg campuses in separate directions in the months and years to come. “Campus differentiation is not only desirable; it is imperative if we are to meet our overall future,” Middleton told members of the Roosevelt community during the University’s annual Convocation held at the Auditorium Theatre.

“Wherever possible, we must make our programs, academic and support, campus-specific,” said Middleton. The President also told trustees, faculty, students and staff that changes also will be made at the Schaumburg Campus to improve student self-service educational programming.

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

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

Chicago and Schaumburg campuses will have separate identities in the years to come, Middleton said.

New faculty includes: Tim Cheva, visiting assistant professor of accounting; Chris Chodes, assistant professor of chemistry; John Ciavarra, professor of computer science and dean of the Evelyn T. Stone College of Professional Studies; Telly Contos, visiting assistant professor of criminal justice leadership and organizational leadership; Patricia Davies, assistant professor of integrated marketing communications; Brian Do, instructor of psychology; Misti Echternach Foster, assistant professor of special education; Louise Friel, assistant professor of early childhood education and special education; Larry Fisher, assistant professor of integrated marketing communications; Mike Fontaine, professor of journalism; Scott Gillmore, assistant professor of opera and vocal coaching; Kait Gilmore, assistant professor of music; Vivien GubinSCOPE, professor of nursing and director of nursing; Joanna Howard, visiting assistant professor of public administration; Tannaz Islam, assistant professor of chemistry; Liu...
ROOSEVELT HONORS SOCIETY RECEIVES GRANT TO HOST CONFERENCE IN 2008

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

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

COLLEGE NAME CHANGED TO PROFESSIONAL STUDIES

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

CCPA RECEIVES 10-YEAR REACCREDITATION

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

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

FUNDING HIGHLIGHTS CCPA Students Thank Foundation with Special Performance

A Sigma Gamma Rho Scholarship recital held recently at Roosevelt University featured the host from two Chicago College of Performing Arts (CCPA) students — that is, both Tyree Jordan, Tyrone Tyler Hodge’s voice and graduate student Kelsey Ehrhardt’s (BA, ’05) harp.

“Make me mistake about it, though. Stellar performances by the two were the sole reason the foundation recital was so special and successful,” said Jordan, whose grandfather, Ross Siragusa, also was a classical pianist and had a great appreciation for music and music education.

“My grandfather was trained as a classical pianist, but he couldn’t afford to go to college, and so he applied that lesson to me,” said Jordan. “That’s why we support education, and why these scholarships for Roosevelt students are so important.”

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

“I’m so proud of what you have accomplished,” Phelps told the students and CCPA Dean James Gandre. “And I really hope you can make this kind of an event an annual event.”

CCPA Students Thank Foundation with Special Performance
INSTITUTIONAL ADVANCEMENT

SAVE THE DATE
Saturday, March 1, 2008
Torchlight Gala.

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

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

More event details coming soon.

SAVE THE DATE
Friday, April 25 - Saturday, April 26, 2008
ALUMNI WEEKEND

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

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

We called.
You answered.
Thank you!

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

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A Message
FROM THE ALUMNI ASSOCIATION PRESIDENT

Dear Fellow Alumni,

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

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

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

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

Michi Peña (MBA, ’78)
President
Roosevelt University Alumni Association

RU ALUMNI EVENTS
On the Road and in Chicago

SCHAUMBURG, ILL.
Roosevelt University Alumni and Family Day with the Schaumburg Flyers
RU alumni and staff members gathered to watch the Schaumburg Flyers game on Sunday, Aug. 12. The Schaumburg Flyers played against the Edmonton Cracker-Cats of Alberta, Canada.

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

CHICAGO
RU Alumni Association Annual Alumni Boat Cruise on the Kanan
On Sunday, Aug. 19, more than 400 Roosevelt alumni, students, faculty and staff attended the annual Alumni Boat Cruise on the Kanan at Chicago’s Navy Pier.
1940s

Engris Tuba’s (BA, ’40) new novel “How To Become President of the United States” was published by Ballard Press in July.

1950s

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

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

Cathy Ennis (’75) is president of Voice Power in Business of St. Charles, Ill. Emma began her career as a Chicago school teacher, then changed professions and began performing as a vocalist and pianist in image and telephone etiquette to businesses and individuals.

1960s

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

Serge Aznars (MA, ’66) is a professional sculptor whose works are featured in various private and public collections throughout the United States and several foreign countries.

Richard J. Rosler (BA, ’68; MA, ’75) is corporate liaison with Service Works, a city of Chicago program that works with hotels and restaurants to provide an opportunity for pursuit of Chicago’s Department of Hospitality.

1970s

Robert Stolinberg (BA, ’71) is executive director of the School of Education at Springfield, Mass.

Agnes Everline Stepanek (MA, ’75) is public information coordinator for the city of Portage, Ind. She is one of her many responsibilities is editing the city’s bi-monthly newsletter that is mailed to all households.

William Brown (BS, ’71) is a financial educator for the U.S. Navy.

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

Gov. Alex Martinez recently appointed the Massachusetts Public Health Council. Martinez is assistant professor of medicine at Boston University School of Medicine, director of community health programs for Boston University Center of Excellence in Women’s Health and co-director of the Boston Medical Center Harlan Health Institute. She received her medical degree from the University of Chicago’s Pritzker School of Medicine. She also holds a Master of Public Health degree from Harvard School of Public Health.

Martine Jans (JP, ’79) has written her first mystery novel. The Paul Las is a veteran senior government enforcement investigator for two decades and is a retired certified fraud examiner.

1980s

Irish Smith Steele (BS, ’83) whose debut novel, Some Glad Morning, was published by Blackthorn Books in April, wrote to thank Roosevelt for noting her creative writing skills and providing an opportunity to pursue her love of writing. Johnson currently works as a counselor for an educational outreach program in Alabama.

Jasmal Din (BS, ’83) is vice president of client services at Directions Research, Inc., in Chicago.

Mary Shower (BS, ’83) recently retired and moved to Arvada. Vicki Polin (BGS, ’83) is founder and executive director of The Awareness Center, Inc., a Jewish Coalition dedicated to addressing sexual violence.

James Renshaw (BS, ’80) is currently a project manager with the University of Illinois at Chicago. This summer she traveled to Israel as one of 20 participants in Brandeis University’s Summer Institute on Jewish Studies.

Willa J. Winton (BGS, ’83) is corporate liaison for the city of Park Ridge, Ill. One of her main responsibilities is editing the city’s bi-monthly newsletter that is mailed to all households.

1990s

James Kellie (BS, ’90) is recently appointed city administrator for the United States and several foreign countries.

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

Earlier this year, Roanokee, Inc. named Derek Snow (BS, ’90) general manager of its South Asia region operations.

The Joyce Foundation, a charitable foundation based in Chicago that supports policies affecting the Great Lakes region, appointed Kimberly Brown McMillin (BSA, ’94; MSB, ’99) as communications officer. McMillin formerly was public information officer for the city of Chicago’s Department of Human Resources and served as its Freedom of Information Act officer.

Pedro da Jones, Jr. (BSA, ’95) was appointed vice president and general counsel of Tampico Beverages, Inc., in July. He will oversee Tampico’s legal activities in North America and in 50 international markets.

Dennis Klepp (BS, ’96) is currently living in Mesa, Ariz., and working for linguistic International.

Tom Sylvester (BSG, ’96) was promoted to vice president of technical services by Shubert at the Chicago, Ill.

Sara Omer Tovar (MISB, ’96) was named director of development for the Gerald R. Ford College of Architecture at the University of Illinois.

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

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

2000s

Gloria Frank (BGB, ’80) was named development director for the Chicago Public Library Foundation. She is also artistic director and general manager of the Artists Collaborative Theatre Group. The Joyce Foundation, a charitable foundation based in Chicago that supports policies affecting the Great Lakes region, appointed Kimberly Brown McMillin (BSA, ’94; MSB, ’99) as communications officer. McMillin formerly was public information officer for the city of Chicago’s Department of Public Health.

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

Derrick Mitchell (BSB, ’80; MBA, ’02) is an auditor with the Chicago Public Library Foundation. He is also artistic director and general manager of the Artists Collaborative Theatre Group.

Stephanie Richards (MA, ’02) is a student at the University of Illinois at Chicago. This summer she traveled to Israel as one of 20 participants in Brandeis University’s Summer Institute on Jewish Studies.

Steven Lobel (MA, ’02) is a violinist with the Calgary Philharmonic Orchestra. In October, he was featured in the performance of J.S. Bach’s Concerto in C minor for Violin and Oboe with the Calgary Philharmonic Orchestra. In October, he was featured in the performance of J.S. Bach’s Concerto in C minor for Violin and Oboe.

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ALUMNI NEWS

where? RU

Continued from previous page

Mohammed Siddiqui (MA, ’02) is research assistant III at Sprint Neual Corp. in Overland Park, Kan.

William Horderfeld (BA, ’13; BS, ’11) was hired as research analyst by Oxides Community College. His first book, Schussberry Woodcut Maff, was published by Arcadia Publishing earlier this year.

Michael Zob (BPS, ’10) has been appointed general manager for the newly reopened Hink Co. Mag Mile in downtown Chicago.

Michelle Moore (BMI, ’04) was the featured performer for Polyrhythm’s Third Sunday Jazz Matinee and Workshop Series in Denver, Tenn., in May. The group, R&B and pop vocalist also performed in a variety of venues in Chicago, Florida and Korea.

Michelle Grana (BPS, ’06), who was matron-in-2006, had her first child, a boy, Logan James, on April 24, 2007. Ethan is currently assistant principal at Bartman School in Chicago and Michelle is now a stay-at-home mom after teaching for three years.


Bassist and composer Matthew Utery (BMI, ’04) is a member of Eastern Bloc, Gypsy Augment Quintet, as well as his own group, Matt Utery’s Loons, for which he composes the entire repertory. He appears regularly at a variety of Chicago venues when he’s not touring nationally or internationally.

John Pietrolaj (BA, ’03) was hired as research scientist III at Sprint Neual Corp. in Overland Park, Kan.

Brandon Miller (BFA, ’06) made his debut with the Court Theatre in Chicago portraying as “Franz” in the Prairie Chaise play, Pique, way, for which he earned a Black Theatre Alliance Award nomination for best supporting actor. He went on to perform in William Link’s Colombo Takes the Rap at the International Mystery Writer’s Festival in Des Moines, Ky., and playwright Belinda Bowden’s Exory in the Theaum Building in Chicago. Currently he is in rehearsal for a show called The Sakebaker Project based on Norman Broun’s novel. He also performed in productions at Congo Square Theatre and at Inopportune Theatre.

Matthe Mifnord (BMI, ’07) recently moved to New York City to pursue a career as a composer and performer. He is also currently teaching general music to grades K through 8 at St. Adamas, a parochial school in the Bronx, where he was placed by Education Through Music, a non-profit organization that matches qualified teaching artists in inner city schools with limited arts funding.

Memories of the East Africa Airlift Program at Roosevelt

In the late 1950s and early 1960s, Preston Pale Mwonyoza (BA, ’56), Philip Nick Ochieng and John Charles Kangate (BA, ’56) came to Roosevelt University through the East Africa Student Airlift Program funded by the Kennedy Foundation. Now, Greg Wawra, president of the Hague Appeal for Peace, and Pamela Mbaya, wife of Tom Mbaya, Kenya’s late minister for Justice and Constitutional Affairs, are writing a book about the history of the East Africa Student Airlift Program and its impact on students who participated.

If you have memories of those three students while they attended Roosevelt and would like to share them with Wawra and Mbaya, please contact Hannie Tork, director of Alumni Relations, at (312) 443-3027 or email dopigch@roosevelt.edu.

ALUMNI NEWS

IN MEMORIAM

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

1940s:

Leonard A.C. Elvenor (BA, ’37, YMC’ College of Silver Spring, Md., on May 18, 2007


Reid O. Phillips (’41) of Chicago, on Sept. 5, 2007

Martha R. Goldstein (BA, ’44) of Chicago, on April 4, 2007

Paul Fabricant (BSC, ’49) of Silver Spring, Md., on April 13, 2007

Joseph Berkebile (BSC, ’49) of Las Vegas, Calif., on Feb. 26, 2007

Edwin Laid (BA, ’49) of Prospect, Ill., on Jan. 22, 2007

Charles W. McDonald (BSC, ’49) of Orland, Calif., on March 14, 2007

Shannon R. Mihm (BS, ’49) of San City West, Ariz., on Jan. 30, 2007

1950s:

David Hohbrite (BSC, ’50) of Skokie, Ill., on Jan. 25, 2007

Lovel Zeller, M.D. (BS, ’51) of Chicago, on June 15, 2007

Loranna Moss (BA, ’52) of Schenectady, N.Y., on March 10, 2007

Clarett Eberhardt (BS, ’53) of Plainfield, Ill., on May 13, 2007

George Scherer (MM, ’53) of Country Club Hills, Ill., on May 9, 2007


Paul Redlich (BA, ’54; MA ’58) of Peoria, Calif., on March 23, 2007

Lila K. Fuller (BA, ’56) of Boynton Beach, Fla., on May 31, 2007

Donald Kollman (BSC, ’56) of Marlin Grove, Ill., on Dec. 21, 2006

Frank McNichols (BS, ’56) of Chicago and Detroit, Mich., on Jan. 10, 2007

Maureen K. Smith Porter (BA, ’56) of Minneapolis, Minn., on June 5, 2007

1960s:

Howard Gordon (BBA, ’60) of Palm Springs, Calif., on July 6, 2007

Beatrice Horowitz Ralpin (BA, ’61) of Nashville, Tenn., on March 30, 2007

Shelle Newman Kleinman (BA, ’61) of Glen Allen, Va., on June 8, 2007


Mr. Lottin was retired assistant dean of the College of Continuing Education.

Lawrence Zelina (BA, ’61) of Waukegan, Ill., on March 12, 2007

Edward Skoczylas (BMI, ’61; MC, ’74) of Wilmette, Ill., on May 11, 2007

1970s:

Sallyann Eisen (BA, ’71) of Evanston, Ill., on Feb. 27, 2007

Douglas W. Richardson (BA, ’71) of Boca Raton, Fla., on March 15, 2007

Edna Haimon (BA, ’72) of Mesa, Ariz., on April 30, 2007

Richard David (BS, ’73) of Chicago, on Feb. 13, 2007

Carol Epstein (BChS, ’75) of Paradise Valley, Ariz., on Feb. 25, 2007

Shab J. Felsonman (BA, ’76) of Braintree, Fla., on May 7, 2007

Salvador J. Lamargo (BA, ’75) of Tinley Park, Ill., on Jan. 31, 2007

John Varden (BA, ’75; MC, ’76) of Seattle, Wash., on Aug. 23, 2007

2000s:

Peter Libert (BSB, ’01) of Chicago and Arlington Heights, Ill., on May 16, 2007

Biomark William, professor emeritus of finance, died Sept. 18, 2007, at the age of 70. He began his teaching career at Roosevelt University in 1950 and retired in 1992, after 38 years of service. During his tenure, Mr. Williams taught in the undergraduate program, was a member of the graduate faculty and served as associate dean of academic affairs for the Walter E. Heller College of Business Administration.
Dear Alumni and Friends,

As chair of the Development Committee of the Board of Trustees and an alumnus of the University, I am truly grateful to be a part of an institution that provides opportunities to those who want to enrich their lives with a college education—an education that will shape their futures and give them a solid foundation to make significant contributions in whatever they pursue.

Roosevelt graduates become alumni with a strong understanding of social justice, leadership, civic responsibility and the value of hard work. These characteristics shape who we are and exemplify Roosevelt University’s mission.

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

We have experienced remarkable success during fiscal year 2006-07 thanks to your generosity, and hope that you will take pride in being among those listed on this Honor Roll. Each year your contributions help us to continue to be the better to the Roosevelt community on both campuses. Our growing student body requires that the Herman Crown Center be replaced. The Roosevelt community on both campuses. Our growing student body requires that the Herman Crown Center be replaced. The Roosevelt community on both campuses.

We would welcome the opportunity to see you at future events to thank you personally for your involvement. As always, we enter all endeavors guided by the key values of social justice and academic excellence. It is our belief that the combination of these two ideals will ensure Roosevelt’s place among top private universities for years to come.

Thank you for your support.

Sincerely,

Ken Tucker
Chair, Development Committee Board of Trustees

ANNUAL GIVING REPORT 2007

Dear Alumni and Friends,

It is with great pride and appreciation that I share with you Roosevelt University’s fiscal year 2006-07 Honor Roll of Donors. Roosevelt University is privileged to have many alumni and friends who realize that the development of a signature campus experience depends upon significant and continued private financial support. This year Roosevelt University has received gifts from alumni, friends, staff, corporations, foundations and other organizations that are committed to making a real difference in the lives of our students.

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

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

We invite you to join us at the University for your further involvement in promoting the mission of Roosevelt University. Through this magazine, our mid-year donor phonetools, postcards, letters and events, we want you to stay connected with Roosevelt. We would welcome the opportunity to see you at future events to thank you personally for your involvement.

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

Very truly yours,

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

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

The Advancement Team at Roosevelt University, also known as Team Green, makes every effort to ensure the accuracy of our alumni and donor records. We apologize for any errors or omissions and hope you will contact us to let us know if you find anything unsatisfactory, so we may resolve the issue.

If you would like your name listed differently than it appears in this publication or if you have any questions regarding the Honor Roll, please feel free to contact the Office of Institutional Advancement at (312) 341-2138 or email us at annualgiving@roosevelt.edu.

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

Please note: Asterisks denote deceased individuals.

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

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- Estate of Rosalind A. Lepawsky
- Estate of Hannah Taylor

CURRENT BEQUESTS
We appreciate the following individuals who were committed to Roosevelt student success. During fiscal year 2006–07, the University received bequests from the estates of the following alumni and friends:

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- Estate of Arthur Rubloff
- Estate of Sarah M. Solomon

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Thanks to your loyal support, last year was immensely successful for Roosevelt University. During the 2006-07 school year, Roosevelt:

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

Last, but not least, our new baseball team won its first game! The impact you’ve had on the Roosevelt community will be felt for years to come.

And still, we imagine so much more for Roosevelt’s future. We imagine a nursing program at the Schaumburg Campus, serving the health care needs of the northwest Chicago suburbs. We imagine modern wired classrooms to accommodate the needs of a technologically-savvy student body. We imagine the completion of the Wabash Avenue Development Project to advance Roosevelt University’s ability to provide the very best college experience for its students.

We invite you to imagine with us. Invest in the future by supporting today’s Roosevelt students.

You can make your gift online at www.roosevelt.edu/giving.

Your gift prior to Dec. 31, 2007 is tax-deductible to the fullest extent allowed by law.
Here’s Looking at You, Sis

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