

ROOSEVELT

A MAGAZINE FOR ALUMNI AND FRIENDS OF ROOSEVELT UNIVERSITY



REVIEW

FALL 2006

Roosevelt University **Schaumburg**

Real **campus.**
Real **professors.**
Real **advisors.**
Real **payoff.**

ROOSEVELT UNIVERSITY
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THE SCHAUMBURG CAMPUS

A Decade of Evolution

MAKING A DIFFERENCE in the lives that follow

“I get a lot out of my involvement with the school. I get the satisfaction of helping an institution that plays an important role, locally and nationally, with young people developing their talents in the performing arts... I might not be a major benefactor, but the gift annuity increases my giving power.”



WHY WAIT? *Retirement is a long way off for John Washburn*

A 55-year-old partner in the Chicago-based law firm of Gould & Ratner, John Washburn is enjoying the prime of life, and finds it is the right time of life to fund a charitable gift annuity that will pay him a retirement income down the line and, ultimately, add to the John A. Washburn Endowed Scholarship Fund benefiting students in Roosevelt University's Chicago College of Performing Arts (CCPA). John is chairman of the CCPA Board.

John explains his decision for a charitable gift annuity this way...“Investing in an annuity lets me make a larger commitment to the school that didn't really interfere with my cash flow and allowed a very nice tax deduction. I feel like I want to leave something behind. Why wait until after I die to give the money when I can enjoy doing it now?”

Because John is deferring payments until his scheduled retirement in 2023, the annuity rate is 14.8 percent. Along with this income for his retirement, a portion of which will be tax free,

John benefits from a tax deduction right now on the present “gift value” of his annuity agreement.

An amateur musician, John says, “I get a lot out of my involvement with the school. I get the satisfaction of helping an institution that plays an important role, locally and nationally, with young people developing their talents in the performing arts. I get the pleasure of the performances I attend, and the people I meet through them. And, I really enjoy working with the other members of the CCPA Board and Dean James Gandre.”

“I'm not wealthy,” John says. “I might not be a major benefactor, but the gift annuity increases my giving power.”

Why wait when there is so much you can accomplish and enjoy right now? For more information, or a personalized illustration of how a charitable gift annuity could work for you, contact David Pattee, Roosevelt University's director of planned giving, 312-341-6455; email, dpattee@roosevelt.edu.

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ON THE COVER



Roosevelt University's Albert A. Robin Campus in Schaumburg celebrates its 10-year anniversary this year as it continues to evolve to meet the ever-changing needs of the students and communities it serves. A marketing campaign focused on strengthening awareness of the campus featured billboards on major area highways, including I-290 East.

A short time ago I received a letter from a friend and former colleague in which he noted that *Roosevelt Review* seems to be placing an ever-increasing emphasis on alumni.

He's correct, of course. Under the leadership of President Chuck Middleton, the University has been reaching out to alumni more than ever, and this magazine, which now comes out three times a year, is just one of the ways we are doing that.

A few years ago, Roosevelt made "Strengthen the University's life-long commitment to its alumni" one of its seven strategic goals, a clear indication of the importance we place on alumni involvement. As the President asked in a recent speech, "If the alumni don't care about the University, why should anyone else?"

Each year, Middleton and Tom Minar, vice president for institutional advancement, travel to cities throughout the country to tell alumni what's happening at Roosevelt. Frequently they bring faculty members with them so that the professors can share the excitement of their work with our graduates. The University now has 12 alumni chapters, more than double the number we had in 2002.

Alumni events are also gaining in popularity as evidenced by the 434 people who attended the annual alumni boat cruise on Lake Michigan in August. Alumni Weekend also has seen a surge in interest sparked by new activities like medallions for golden alumni, an alumni authors' forum and discounted tickets to theatrical events.

As an alumnus, you are likely to receive one or two phone calls each year from Roosevelt students who are happy to tell you about what's happening at the University, in addition to asking for your financial support. This is a great opportunity to visit with a current student and stay in touch with your alma mater.

Finally, I'd like to take this opportunity to join my colleagues in institutional advancement and thank those of you who have made a contribution to the University during the past fiscal year. In this issue of *Roosevelt Review* we list the names of all our contributors, the vast majority of whom are alumni. Thanks to your support, Roosevelt is able to provide scholarships for deserving students and enhance the academic quality of our programs.

Please stay involved. Write me at tkarow@roosevelt.edu with news about your life or comments about this issue of *Roosevelt Review*.

Sincerely,



Tom Karow
Editor



We welcome your letters. Please send them to:

Editor, *Roosevelt Review*

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Chicago, IL 60605

Letters may be shortened for space consideration.

Roosevelt University is reaching out to alumni of all ages by presenting a variety of events, including, from top, a day at Arlington Park Racecourse, Alumni Weekend activities and a boat cruise on Lake Michigan.



Schaumburg Campus Evolving with the Suburbs

BY PRESIDENT CHUCK MIDDLETON

Thirty miles isn't really that far, but when you are stuck in traffic on the Kennedy "Expressway" traveling between Roosevelt's two campuses you sometimes wonder if the odometer reading is wrong.

It isn't, of course, but it is increasingly apparent that despite close proximity the educational needs of the suburban communities are at some level different from those of Chicago.

Ten years ago when we occupied the new campus building in Schaumburg, the University had enjoyed a period of sustained enrollment growth that reflected the expansion of educational demand by adult, part-time students in the northwest suburbs. In the first half of the ensuing decade Roosevelt continued to expand both in numbers of students and in the breadth of program offerings.

Then came 2001, with the tragedies in New York, Washington, D.C., and that field in Shanksville, Pa., along with the precipitous decline in the stock market. Overnight, the world changed.

As economic conditions in the suburban communities were transformed, it is hardly surprising that in the last few years enrollment levels on our Schaumburg Campus have been slowly but steadily eroding. Some of that was due to the downsizing of corporate support for employee tuition reimbursement.

Some of the decline, especially in the last two years, was due to our success in graduating larger numbers of students than at any time in the past, both overall and especially from the Schaumburg Campus. I see this as the silver lining of a gray cloud.

We have been working diligently to adjust to these trends and to find ways to counter them. Thanks to the hard and dedicated work of our faculty and staff, however, this fall overall Schaumburg enrollments leveled off.

More significantly, the number of new students increased for the first time in five years. This is good news, though it is too early to tell if it is the beginning of a new trend. We certainly are working hard to make it so.

As we surveyed the landscape of the suburban communities served by our Schaumburg Campus many features emerged. It was gratifying, for instance, to discover that Roosevelt continues to be the largest single four-year institution in the area despite the aggressive appearance both of for-profit universities and select and popular programs offered by other more traditional institutions.

We, and only we, offer a wide array of programs at both the bachelor's and master's levels. We alone see our future success overall as tied to the successes of these communities. We are committed to ensuring their success through our very presence there.

We certainly have the strong foundation and history to warrant this vision. There is good and useful work to be done here—Roosevelt's kind of work.

In order to build upon that foundation, the Board of Trustees focused on the future of the Schaumburg Campus at its annual September retreat. Strategically, Roosevelt must more fully engage the suburban communities in ways that are responsive to their dynamic, changing demographic and economic circumstances. We must listen to the political, business and educational leaders and then create or expand programs that will provide the appropriate educated workforce to help enable future economic and community development in the region to be successful.

This endeavor is entirely consistent with the University's mission and history. For instance, the Institute for Metropolitan Affairs at Roosevelt a year or so ago published a study that demonstrated the popularity of these communities among the immigrants who continue to come to the Chicago area from all parts of the globe. These new and prospective Americans are among our historic student base. We will reach out to them as we have done in every decade since our founding.

My own conversations with business and political leaders have also confirmed new program areas for the campus. As an example, the need for more and better educated nurses is both a national and a local imperative. In response, Provost and Executive Vice President Pamela Trotman Reid has authorized the recruitment of a director for a new nursing program to be offered initially only at Schaumburg. Our goal is to enable experienced serving nurses to complete a bachelor's degree. This will help them to qualify for leadership positions at work and it will enhance the quality of health care in the area.

We are exploring partnerships with local health care providers as well as community colleges who train nurses in basic skills at the associate of arts degree level to identify cohorts of students for this program to begin in the fall of 2007.

One strength of Roosevelt University lies in its historic mission of providing high quality degree programs for underrepresented communities. It is clear that while there will continue to be many programs that can help us fulfill that mission on both campuses, we also know that the two cannot be identical in every respect.

Over the next few years, therefore, we will be exploring ways to ensure that each campus is successful in its own right, and where it is appropriate, defines success on its own terms. In Schaumburg this means we will need to encourage the development of programs that are responsive to local needs whether or not they would make sense downtown. In this way Roosevelt will be an effective institutional citizen of these dynamic and evolving communities, and we will remain the top provider of baccalaureate and master's degrees in the region.

Thirty miles may not be far, but it's sufficient to present new opportunities for success. I'm sure that President Edward J. Sparling and others in 1945 would have seized the moment had they been presented with it. And so shall we.

Rising *to the* Challenge

SCHAUMBURG CAMPUS ADVANCES TO MEET THE NEEDS OF A GROWING COMMUNITY

BY LISA ENCARNACION

On Aug. 17, 1996, to much fanfare, Roosevelt University opened the largest, most comprehensive university facility in the northwest suburbs, the Albert A. Robin Campus in Schaumburg.

Ten years later that campus remains the largest full-service university facility in the area. With more than 2,600 students and a complete array of undergraduate and graduate programs, the Schaumburg Campus has become a focal point for higher education and continued learning.

During the past decade, the campus has met the changing demographics of the northwest suburbs by adding a number of amenities, like state-of-the-art computer classrooms, student activities facilities and a childcare center. And, it is currently developing new strategies to respond to the evolving social, cultural and educational needs of suburban residents.

“This is a campus that is deeply rooted in the community,” said Antonia Potenza, vice president and dean of the Albert A. Robin Campus. “Our current challenge is to look at our programs and make sure they still meet the needs of individuals and businesses. For example, there is a shortage of nurses and bilingual teachers so we are seriously exploring the possibility of offering a nursing program and a bilingual education certificate.”

Potenza expects the number of classes taught on weekends at the Schaumburg Campus will increase. “This fall we launched a program called Saturdays in Schaumburg and it has been very successful. I want to continue looking at alternative delivery systems for students who have difficulty attending classes because they work full time.”

Offering classes at times and locations convenient to students is nothing new to Roosevelt University. In fact, Roosevelt has been doing that since the mid 1950s when it taught management classes at the Fifth Army Headquarters on South Shore Drive in Chicago.

In 1976, Roosevelt responded to the demand for upper-level college programs in the growing northwest suburban area by offering classes at Rolling Meadows High School, in addition to classes it was already teaching in Glenview and Waukegan.

In what was considered a bold move at the time, in 1978 Roosevelt leased from Arlington Heights School District 25 the former North School, an elementary school on Arlington Heights Road. That first year 806 students enrolled.

It was obvious that Roosevelt had found a market of eager students in the northwest suburbs, and before long the University realized it needed a larger facility to accommodate student enrollment growth.

In 1985, High School District 214 closed Forest View High School in Arlington Heights, and Roosevelt signed a long-term lease for the building. With more than 40 classrooms, the refurb-

ished, 90,000-square-foot former high school opened its doors to Roosevelt students in August 1986. The next month, the campus was officially named the Albert A. Robin Campus, in honor of the Chicago real estate developer and philanthropist who had gifted the University \$1 million for the facility.

Roosevelt University’s stay at Forest View was a complete success. Under the leadership of David Hamilton, currently professor of public administration, the number of academic programs increased yearly as enrollments grew. To set it apart from the competition, Roosevelt offered academic advising, financial aid assistance and career services on site. A student government was established, along with various clubs and student activities. An electronic library was installed, with access to computerized databases and all holdings of the Chicago Campus library.

The “Robin Campus,” as it came to be known, also welcomed members of the surrounding communities for cultural programs and academic lectures. An advisory board was established, consisting of business, political, education and community leaders, that offered the growing campus insight into the educational needs of the area residents.

After enrollment at Forest View grew to more than 2,700 students, University officials realized it was again time to move to a larger facility, but this time they sought out space that would be permanent, with room to grow, and owned by the University.

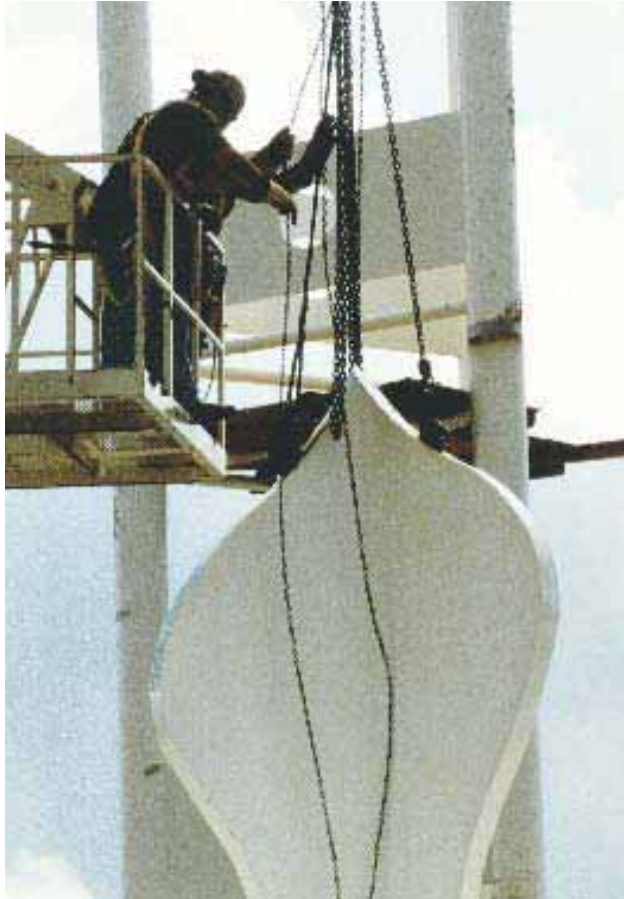
Former Roosevelt University President Theodore Gross led the charge to find this permanent location, with the intent that the campus would be full-service and conveniently located. “Roosevelt could become, I thought, the first metropolitan university in Greater Chicago and would develop the only comprehensive university in the northwest suburbs,” he said.

In 1991 Frank Cassell from the University of Wisconsin-Milwaukee became the executive officer of the Robin Campus and he joined Gross in the search for a new location.

Internally, opinions varied about the possibility of Roosevelt purchasing a permanent campus in the northwest suburbs. “We (the faculty) were questioning whether it would happen,” said Potenza, who at the time was a faculty member in the College of Education. “We weren’t sure the University had the resources to pull it off. However, those of us who taught at both campuses certainly understood and valued the University’s presence in the northwest suburbs.”



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A large white torch, the symbol of Roosevelt University, is hoisted into place in front of the Schaumburg Campus in 1996. Made possible by a gift from life trustee Sidney Port, the torch can be seen for miles.

continued from previous page

“When we decided to buy the Schaumburg Campus and develop it, it was a gamble for Roosevelt,” commented Cassell. “But we were miles ahead of all the other universities.”

The search started with the building Roosevelt was currently renting from High School District 214. Gross approached the superintendent and later the school board with the idea to purchase the building. Despite support from the superintendent and the mayor of Arlington Heights, Arlene Mulder, the board quashed the offer, saying they had other plans for the facility.

Next, the team of Gross and Cassell, along with John Allerson, vice president of business and finance, embarked on a journey of exploration in the northwest suburbs. “We knew the campus had to be extremely well located and accessible—since everyone drove, the highway system dictated location,” shared Gross, “and all routes, as we studied our maps and drove around the region, converged on Schaumburg.”

Cassell recalled “test driving” in various directions. “We had staff members get in their cars at different times of the day to see how long it would take to get to the locations,” he laughed.

The question of location was answered when the 225,000 square foot regional headquarters of Unocal, located across from Woodfield Mall, became available.

It took hard work and months of negotiations, but Roosevelt was able to raise and borrow \$21.5 million to purchase the building and completely remodel it to meet the University’s needs.

“The establishment of the Albert A. Robin Campus in Schaumburg, as I often repeated, was the most important event in the history of the University since Roosevelt moved into the Auditorium Building in 1947,” said Gross.

Al Larson, the village president of Schaumburg since 1987, welcomed Roosevelt University into the community with open arms. “I was thrilled when I was approached by Roosevelt about the possibility of locating the suburban campus here,” he said. “What a great addition to the community!”

The new Schaumburg Campus opened its doors on August 17, 1996, with an official ribbon cutting featuring University leaders and community dignitaries. Celebratory events included an open air dinner in the campus’ circular driveway.

“I’ll never forget that evening and the dinner,” recalled Cassell. “As Ted (Gross) started to speak, the lights of the campus came on. There he was talking, lit by theatre lights, very grandiose.”

“The decision to move to Schaumburg made sense,” said Cassell. “As a campus, we did not have to move too far—and neither did our students. It also gave us the opportunity to stake out our territory and establish ourselves first.”

One of the many things Cassell did during his eight years as head of the campus was to strengthen the Community Advisory Board (“a remarkable group of leaders”) and forge a strong relationship with board member Constantine “Dinos” Iordanou, CEO of Zurich US. This led to a collaboration between Roosevelt and Zurich to build and share the Early Childhood Education Center on the campus’ northeast corner.

Cassell also worked with Elgin Community College to pioneer a dual admission agreement between the institutions. A student could initially enroll at ECC, complete the program there, then transfer seamlessly to Roosevelt and earn a bachelor’s degree. This program has been expanded to include other area community colleges.

In 1997, Cassell left Roosevelt to become president of the University of Pittsburgh-Greensburg. He will retire this spring.

John Joseph, the former executive assistant to Gross, vice president for development and vice president for administration at Roosevelt, succeeded Cassell in 1997. He continued to strengthen the campus’ relationships in the community and spearheaded the efforts to attract full-time students during the day and create distance learning and online programs. He was also the driving force behind the creation of the Master’s Degree in Training and Development, the Institute for Continued Learning and the Future Community Leaders Scholars Program.

Joseph was named president of the University of Maine at Machias in 2000. He passed away suddenly in May 2003.

The former associate vice president of student services at Roosevelt, J. Michael Durnil was promoted to the position of campus executive officer in October 2001. Remembering how he was offered the position, Durnil recalled, “I’ll never forget being called into Ted Gross’ office, and him saying, ‘Sit down, young man. I want to share something with you that will change your life.’ And it did.”



Under the leadership of Antonia Potenza, vice president and dean of the Albert A. Robin Campus, Roosevelt is meeting the changing needs of the community by launching new academic programs in Schaumburg.

“I was clearly able to reap the benefits of the successes of Frank and John,” Durnil said. He continued and expanded their efforts for community outreach as an active member of the boards of directors for the Schaumburg Business Development Commission, Northwest 2020, the Northwest Suburban Alliance for Commerce and Industry (NSACI), the Greater Woodfield Convention and Visitors Bureau and the Arlington Heights Arts Commission. Durnil also served on the inaugural committee that planned the construction of the recently completed Schaumburg Convention Center.

In 2001, Durnil developed a campus master plan for Schaumburg, a process in which he actively engaged the campus community. This plan led to five phases of build-out for the campus, which included the John and Christine Licht/Duraco Products Student Center, several additional state-of-the-art classrooms and the *Chicago Tribune* Convergence Journalism Lab.

Durnil is currently the vice president for governmental affairs and university outreach at Roosevelt.

His former assistant, Kim Gibson-Harman, was named acting campus executive officer in July 2003. During her one-year tenure, Gibson-Harman continued the build-out of the campus as detailed in the Campus Master Plan, constructing classrooms and faculty offices on the second floor of the student center.

Potenza was named the vice president and dean of the Schaumburg Campus in July 2004 and continues to lead the campus today. She began her career at Roosevelt over 20 years ago as an early childhood education faculty member.

“The bottom line is meeting the needs of the community. We must be flexible, move quickly and maximize on our position as the only full service, comprehensive university campus in the northwest suburbs.”

Antonia Potenza, vice president and dean of the Schaumburg Campus

“There is a different feel to this position now,” said Potenza. “There is more of a focus on academic programming and student life.”

The position Potenza assumed came with challenges. Enrollment had been declining, due to several factors, including corporations reducing or eliminating tuition reimbursement for their employees, few jobs for computer science graduates and increased competition.

Recognizing the urgency and importance of the Schaumburg Campus situation, in the spring of 2006, James Mitchell, chair of the University’s Board of Trustees, appointed a committee of trustees and Community Advisory Board members to discuss opportunities and issues for the campus. In the ensuing discussions, the group determined that the suburban communities served by Roosevelt would definitely support a plan for the campus establishing stronger relationships that were focused on needs of the community.

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The Albert A. Robin Campus officially opened on Aug. 17, 1996. Shown cutting the ribbon are (from left) John Allerson, Stuart Fagan, Antonia Potenza, Rolf Weil, David Ferguson, Peter Smith, Arlene Mulder, Al Larson, Terry Parke, Ted Gross and Albert Robin.

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The conclusions were crafted into a resolution that was approved by the board on Sept. 16, 2006. The resolution reaffirms Roosevelt's commitment to the Schaumburg Campus and directs President Chuck Middleton to develop a new strategy that focuses on enrollment growth and expands and enhances the role of the campus as a community partner.

The resolution includes three major components:

- Differentiated academic strategies both between the two Roosevelt campuses and between Roosevelt and other four-year institutions in the suburbs
- A managerial structure with greater local decision making authority
- An assessment plan that allows measurement of the success of the endeavors.

"The immediate challenge is how to do this," Potenza said. "We must develop the kinds of programs that meet the community's interests and needs." One focus will be on the health sciences which will be strengthened by partnerships with local hospitals and healthcare systems.

There are also plans down the line to launch a school of pharmacy at the Schaumburg Campus and possibly build a residence hall.

"We will continue to serve interests related to the downtown campus, but offer them in a slightly different way," said Potenza.

She added, based on community needs, the Schaumburg Campus would look at possibly offering programs in the visual arts and languages. Considering that the campus is located in one of the most dynamic hubs of business and industry in the nation, it would make sense to offer programs in retail management, she added.

"The bottom line is meeting the needs of the community," stated Potenza. "We must be flexible, move quickly and maximize on our position as the only full service, comprehensive university campus in the northwest suburbs."



Since the Schaumburg Campus opened, much of the land near the campus has been developed. IKEA, a large home furnishings retailer, is located across the street from the campus on McConnor Parkway.

The suburban skyline that surrounds Roosevelt University's Schaumburg Campus has changed, along with the needs of those seeking higher educational opportunities.

One of the world's largest distributors of furniture, IKEA, is located directly across McConnor Parkway from the campus. The world headquarters for Motorola and Zurich are a few minutes away.

"The northwest suburban area continues to grow," explained Durnil. "The fact that so many schools have chosen to settle in the area demonstrates how visionary Roosevelt University was as an institution to establish a permanent campus there.

"Our goal has always been to be the university of the northwest suburbs."



Students study in the McCormick-Tribune Foundation Library at the Schaumburg Campus.



Village of Schaumburg trustee Hank Curcio presents President Chuck Middleton with a proclamation saluting Roosevelt University's 10 years in Schaumburg during a celebration at the campus on Sept. 6.

THE BGS

BY TOM KAROW

A revolutionary degree created in revolutionary times

In 1966, at the same time students at Roosevelt University were protesting the Vietnam War, faculty and administrators were debating the merits of a new academic degree designed especially for adults.

Forty years later, the protests of the 1960s are far behind us, but no one disputes the fact that Roosevelt University has been profoundly affected by those discussions as they produced one of the University's most successful and innovative programs, the Bachelor of General Studies (BGS) degree. Today, the BGS is awarded to liberal arts majors in the adult degree program, while professionally-oriented majors, who take the same general education seminars, earn the Bachelor of Professional Studies (BPS) degree.

For students and the University alike, the BGS has been a resounding achievement. More than 9,000 people have earned BGS degrees, and the BGS/BPS program constitutes Roosevelt's largest single degree program. Alumni have parlayed their BGS diplomas into new jobs, pay increases and academic enrichment,

as well as access to graduate programs at prestigious universities across the country.

The premise behind BGS is that adults (ages 24 and older) learn differently from traditional 18-year-old students, said Douglas Knerr, associate professor of social sciences and interim dean of the Evelyn T. Stone University College, the academic home of the program. "Adults have a completely different outlook on life and bring different skills and abilities to the classroom. They are working, they have families, they're more mature, and some have had negative experiences with education before."

Knerr said that when he joined University College in 1998, he was immediately impressed by the passion long-time professors like Gary Wolfe, Daniel Headrick and Jack Metzgar had for the BGS program and their students. "I wanted to be a part of that program," he said. "They were doing adult education the way it should be done."

The BGS was controversial in 1966 because the baccalaureate degree is awarded when students complete specific courses, not a



Douglas Knerr, interim dean of the Evelyn T. Stone University College, enjoys the challenge of working with adult students.

"Adults have a completely different outlook on life and bring different skills and abilities to the classroom. They are working, they have families, they're more mature, and some have had negative experiences with education before."

Douglas Knerr, associate professor of social sciences and interim dean of the Evelyn T. Stone University College

certain number of credit hours. As a result, students with years of practical experience may only need to take 100 or fewer semester hours to graduate, rather than the traditional 120.

"The idea of finishing more quickly, while being surrounded by people closer to my age, was very appealing to me," said Laurie Cashman, (BGS, '02; MS, '06). "The faculty understood that all of us had busy lives outside of school."

According to a 1975 Ph.D. dissertation on the formation of BGS by former dean James C. Hall, the time-shortened feature of BGS owes its existence to Otto Wirth, Roosevelt's dean of faculties in the 1960s. Wirth, he said, undoubtedly was influenced by his own university education in Germany "where emphasis was placed on students accomplishing certain major requirements without regard to credits earned in classroom study or the amount of time spent at the institution."

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The other person who led the charge for adoption of BGS was Professor Lucy Ann Marx, director of the Division of Continuing Education in the mid-1960s. At meetings to discuss the proposed degree program, she deftly answered questions from skeptical Roosevelt professors who feared the BGS would be a “cheaper degree” and would diminish the esteem of the faculty and the University. Instead, the degree program became a national model, and alumni surveys show that BGS/BPS graduates have succeeded in graduate school and in their careers at least as well as students with more traditional degrees.

Since that time, dozens of universities have created programs similar to the BGS, a clear indication that Roosevelt’s program has become an effective and accepted way to educate adults. The University of Rhode Island, for example, uses the same course titles and same course numbers as BGS. And the University of Virginia has a program called the Bachelor of Interdisciplinary Studies which is organized much like BGS with liberal studies seminars, a concentration, elective courses, a pro-seminar and a capstone project. The term “Bachelor of General Studies” has

become a widely accepted degree name in higher education, and a Google search on the phrase yields more than 24,000 hits—though not all these programs offer the same advantages as Roosevelt’s program.

The first class for all BGS/BPS students is a six-credit course called the pro-seminar in critical skills, which serves as a bridge between the students’ prior education and university life at Roosevelt. Through regular interaction with their professors, students learn to develop or sharpen their analytical thinking, expository writing and research skills so they are prepared for the rigors of courses in their major area of study. Their pro-seminar professor also advises them on the selection of a major and the choice of classes for the next semester.

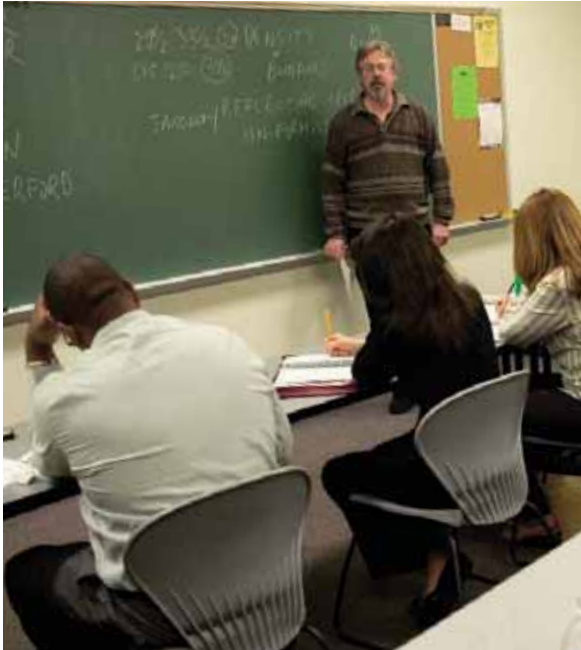
“I completed two years of college work and was happy to learn that I could earn my degree at Roosevelt,” said Kathy Dawson, (BPS, ’05), who received the Outstanding Senior Thesis award. Now a paralegal with a real estate investment trust, Dawson said she enjoyed learning with other adult students whom she found to be “very motivated.”



Adult students working on bachelor of general studies degrees are often very serious and motivated about classroom work.

A professor's perspective

BY GARY WOLFE • professor of humanities and English and chair, Bachelor of General Studies/Bachelor of Professional Studies Program



Gregory Buckley, associate professor in the Bachelor of General Studies Program and an expert on fossils found in Madagascar, teaches a BGS class at the Schaumburg Campus.

BGS/BPS offers majors and programs of study in 23 areas. Courses in the majors are taught by Roosevelt professors in the college of arts and sciences and the college of business. BGS faculty teach the general education core made up of the pro-seminar, a seminar in quantitative literacy, three upper-division seminars in the natural sciences, social sciences, and humanities, and a capstone senior thesis course.

“So many students in the BGS program come with little or no academic confidence because someone told them they weren’t good enough,” said Knerr. “But they are successful in every other metric of American life, jobs, family, community. The only thing they don’t have is a college diploma.”

Today many BGS/BPS students transfer to Roosevelt from community colleges, and the program has established special transfer agreements with many of these community colleges, enabling students to maximize their transfer credits while still shortening their degree programs. “Regardless of their background, we want to teach them to think critically in all aspects of life and to learn to love learning,” Knerr said.

ARE YOU A BGS/BPS ALUM?

We’d love to hear from you! Write to bgsalums@roosevelt.edu with stories about your classes or just tell us what you’re up to.

I finished my doctorate in 1971, and that fall I came to Roosevelt and started my education.

The program that hired me, then only five years old, represented radical new thinking about how to teach adult college students, and in some ways it’s still radical today. The BGS program recognized what adults knew as well as what they needed to know, and that they learn in somewhat different ways from younger students. It also recognized that it takes courage to return to college as an older student, and stamina to go to class night after night after a full day of work or family obligations.



Those courageous and energetic students are what has kept me teaching in this program for nearly 35 years, without once getting bored. Every class is unique, because the backgrounds and ambitions of the students are unique. In every class, I feel I’m learning as much from the students as they are learning from me, and one of the things I’ve learned is that no two adult students go to college for exactly the same reasons. Some want career advancement, some are en route to grad school, some are in a race with their own kids to get a degree first, but what they do have in common is this: they want choices. They see the degree as a door opening to all sorts of possibilities, and what they view as success varies widely. Here are some examples:

- The brilliant student who attained some of the highest College Level Examination Program (CLEP) exam scores I’ve ever seen, but who after graduating decided to move to Alaska to train sled dogs;
- The Chicago police officer who became the first BGS graduate to enter Harvard Law School, and later became a practicing attorney;
- The owner of a well-known south side real estate agency who had last attended college in the 1920s, but who went on to finish a BGS and a master’s degree in his 80s;
- The ex-offender who began taking BGS courses in a downstate prison, and who after finishing his degree became a popular anti-drug speaker to school and youth groups and eventually set up his own painting and decorating business

There are literally hundreds of such stories, and thousands more that other BGS faculty over the years could share as well.

And speaking of the faculty, that’s the other reason for choosing to devote an entire career to this program. Most degree programs for adults are taught entirely by part-time faculty, or moonlighting professors from other departments, but the decision was made early on that the BGS/BPS program would develop a faculty who saw it as their mission to find the most effective ways to teach general education seminars to adults, but who would also attain distinction in their own fields. At our faculty meetings, I’m not just talking to people in my own field (literature), but to well-known historians and scientists and writers who have published scores of books and articles, won awards, and in one case even showed up as a name on a display at the Field Museum. But it’s also a faculty that shares a vision and a mission, and if you asked them you’d find that they’re as proud of this program as I am, and just as committed to it. I know, because I have asked them. Some faculties are just faculties, but this faculty is a team. Just like the students, they know what they’re here for.

BETTER PAY=BETTER SUPPORT

HOW INNOVATION DISTRICTS CAN IMPROVE EDUCATION

BY UNITED STATES SENATOR BARACK OBAMA

Before he became a United States senator in 2005, Barack Obama was a member of the Illinois State Senate for seven years where his district included Roosevelt University. Throughout his political career, Senator Obama has been a supporter of education and has worked closely with President Chuck Middleton and the Office of Governmental Affairs. *Roosevelt Review* is pleased to reprint, with the senator's permission, the following article which presents his innovative ideas for improving classroom teaching. The article first appeared in the *College Board Review*.

From the moment our children step into a classroom, the most important factor in determining their achievement is not the color of their skin or where they come from; it's not who their parents are or how much money they have.

It's who their teacher is, new evidence shows. It's the mentor who will brave some of the most difficult schools, the most challenged children, and accept the most meager compensation simply to give someone else the chance to succeed.

But while teachers make all the difference, in too many places we've abandoned them. We send them into some of the most difficult schools in the nation without much training and with even less pay. They're asked to teach subjects they're not trained for without the support that would help them do it. And so it's no surprise that when these teachers are finally allowed to choose their own school after a few years of experience, most will pick wealthier, less challenging schools where the pay is higher.

Our children are the ones who suffer as a result. Right now, six million middle and high school students are reading at levels significantly below their grade level. Half of all teenagers can't understand basic fractions; half of all nine-year-olds can't perform basic multiplication or division.

In a knowledge economy where the best jobs follow the brightest minds anywhere around the globe, our 12th graders now score lower on their math and science tests than almost any other kids in the world. Meanwhile, if current trends continue over the next few years, more than 90 percent of the world's scientists and engineers will be living in Asia.



This kind of future is not only economically untenable for America, it's morally unacceptable for our children—and we have to change it.

With the current education debate in Washington gridlocked between those who only want to pour money into public schools and those who only want to dismantle them, taking the first steps toward real reform by focusing on outstanding educators who will set high standards for our children is a great place to start. We can't change the country overnight, but by allowing some school districts to transform their approach to teaching, we can learn what actually works for our kids and then replicate those policies throughout the nation.

That's why I've proposed what I call Innovation Districts. School systems from around the country would apply and we would select the 20 with the best plans to put effective, supported teachers in all classrooms and increase achievement for all students. We would offer these districts substantial new resources to do this, but in return, we'd ask them to try systemic new reforms. Above all, we'd require results.

In Innovation Districts, we would ask for reforms in four broad areas: teaching, most importantly, but also how teachers use their time, what they teach, and what we can do to hold our schools accountable for achievement.

We'd begin by working with these districts to strengthen their teaching, and we would start with recruitment. Right now we don't have nearly enough effective teachers where we need them most: in urban and rural schools, and in subject areas like math and science. One of the main reasons for this, cited by most teachers who leave the profession, is that no one gives them the necessary training and preparation.

We need to change this by giving districts help in creating new teacher academies that can recruit effective teachers for low-performing, high-poverty schools. These academies would then provide each teacher with an extensive training program before they begin, including classroom observation and participation.

After we recruit great teachers, we need to pay them better. Right now, teaching is one of the only professions where no matter how well you perform at your job, you're almost never rewarded for success. But with six-figure salaries luring away some of our most talented college graduates from some of our neediest schools, this needs to change. That's why teachers in these Innovation Districts who are successful in improving student achievement would receive substantial pay increases, as would those who choose to teach in the most troubled schools and the highest need subject areas, like math and science. The city of Denver is tying pay increases in partnership with the local union, and when Chattanooga, Tenn. offered similar incentives for teachers who taught in high-need schools, student reading scores went up by more than 10 percent.

Of course, teachers don't just need more pay, they need more support. One thing I kept hearing when I visited Dodge Elementary School in Chicago is how much an encouraging principal or the advice of an experienced teacher can make a difference. That's why teachers would be paired with mentor teachers. After a few years of experience, they would then have the chance to become mentor teachers themselves.

And to help them deal with those few disruptive students who tend to slow down the rest of the class, we would expand innovative programs being used in states like Illinois that teach students about positive behavior.

Beyond policies that help teachers specifically, we would also ask Innovation Districts to try reforms that create a more effective teaching environment. To give teachers more time with their students and more time to learn from each other, these districts would be asked to restructure their schedules and implement either longer days or summer school.

To hold schools and teachers accountable for the results of all these reforms, we would provide Innovation Districts with powerful data and technology so they can find out what works and what doesn't. Schools that raised student achievement would be given bonuses. Schools that don't improve would face closing by the districts, which would replace them with new, smaller schools that can



Sen. Barack Obama (D-Ill.) is proposing improving the nation's schools by implementing an experimental model called Innovation Districts in which a variety of teaching reforms would be introduced.

replicate some of the successful reforms taking place. Entire districts that do not improve would be removed from the program.

These reforms would take an important first step toward fixing our broken system by putting qualified, supported teachers in the schools that need them most. But beyond that, they would allow us to finally break free from the Washington mentality that has put bureaucracy and ideology ahead of what works and what is best for our kids. Our children are just waiting for a chance to succeed. It's time to help the best and brightest teachers in America give them that chance.

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GETTING A HEAD START

BY LAURA JANOTA

When Illinois Governor Rod Blagojevich signed a groundbreaking preschool-for-all law over the summer, he opened a window of opportunity for those dedicated to helping young children.

Making Illinois the first state in the nation to offer the possibility of preschool to all three and four-year olds, the new law paves the way for 10,000 more children to attend preschool this year. What's more, it promises to give even greater numbers of new children a chance for preschool in the future.

As a result, the need for early childhood teachers will grow, predicts Christine Ryan, adjunct professor in early childhood education at Roosevelt and director of a community partnership program that is providing early childhood training in Chicago public schools.

"This is a great time to be in early childhood education," says Ryan, who currently is working with 26 Roosevelt students obtaining alternative-track master's degrees through the program.

Offering tuition breaks for early childhood teaching candidates, the partnership program is one reason why enrollment in the University's graduate early childhood program is growing, said Ann Epstein, assistant professor of early childhood education and head of the College of Education's early childhood program.

"These are exciting times for those who have a calling to work with young children," she said. Indeed, the personal stories about Roosevelt early childhood alumni and a student that accompany this article are evidence of that.

"What we're most proud of is that our students, when they graduate, are making a difference in so many ways," said Sheila Coffin, assistant dean of the College of Education.

"Some are going on to work with infants and toddlers; others are going on to work with children with special needs; there are those who get jobs working in the public schools; and still others have taken jobs as administrators," she said.

Besides the program with Chicago's public schools, the University also offers a 120-hour bachelor's degree and teacher certification program, a 41-hour master's in early childhood degree and teacher certification program and a 36-hour master's in early childhood professions degree program.

The profession isn't for everyone but as the stories of Roosevelt alumni show, working in the field can be rewarding.



Jennifer Ashford (BA, '04)

When Jennifer Ashford graduated in 2004, she remembers it being difficult to get started in the field.

She landed first as a substitute teacher for a small Head Start program called Westside Holistic on Chicago's west side, but the job only lasted a week.

"I got along so well with the staff, the parents and the children that it was easy for me to get a full-time job there," said Ashford, who was hired full time to work with low-income three, four and five-year olds including some who have special needs.

The job has been challenging, particularly when classes have grown beyond 30 students. It hasn't dissuaded her from working with young children, though.

"It's all been worth the effort, working with these children," said Ashford. "I think it's their curiosity, their eagerness and their willingness to learn that keeps me going and I know they're not just learning from me. They're teaching me too."

Patience is the key to working with children, who have made her proud in so many ways.

"The most rewarding thing for me is seeing my kids and parents come back to the center to tell me that their child made the honor roll in school or that they made some other kind of achievement," said Ashford.

Children benefit from RU's early childhood program



Leticia Ramirez (MA, '01)

Leticia Ramirez's reason for choosing the early childhood field is two-fold: She believes the early years are most important to an individual's development and she wants to lift Chicago's Latino community to new heights.

To date, she has accomplished both goals as public policy director for El Valor, a non-profit community organization providing therapeutic services for families with special needs in Chicago's Pilsen area.

"Leticia is recognized as an expert on the Latino community and the needs and policy issues that exist with regard to immigration and the need for early childhood services in the community," said Vincent Allocco, executive director of El Valor.

Ramirez began working at El Valor in 1996 as a developmental therapist helping young children and their parents. She was promoted to policy director after receiving her master's degree in early childhood in 2001.

She currently sits on committees dealing with issues in the community, including the need for more bilingual teachers and for incentives for Latinos to go to college.

"The children are our future, and I believe that working with them to give them the tools they need to succeed will help improve their community," she said.



Jennifer Bartelli (BS, '99; MA, '05)

The first graduate class that Jennifer Bartelli took at Roosevelt was in special education. For it, she observed young children with special needs in a classroom at Barrington Community Unit School District 220.

A career changer who tried marketing and events planning before deciding to pursue early childhood, Bartelli was drawn to children with autism in the classroom. At the time, however, she had no idea she would get a job in District 220 at its Woodland Early Learning Center in Carpentersville as a special education/early childhood teacher.

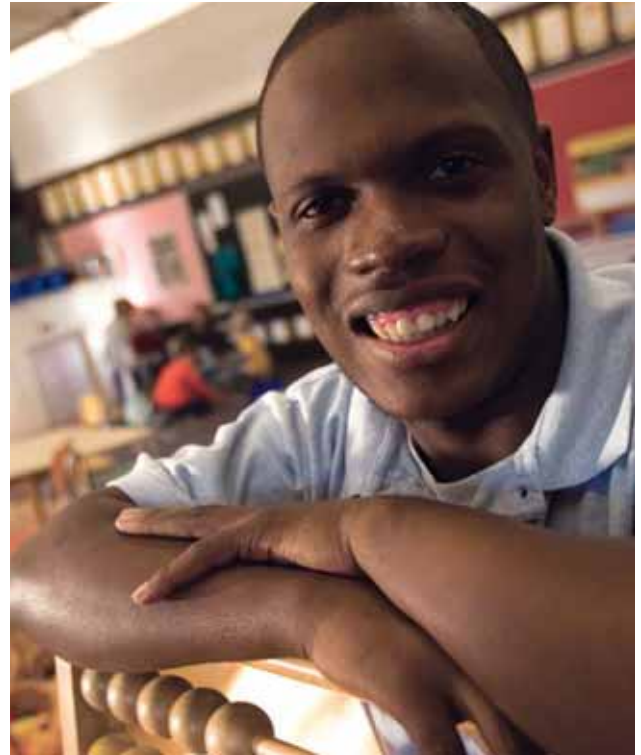
"My Roosevelt professors were great," said Bartelli, who works with three-year olds with autism at Woodland. "They told me what I needed to do to work with kids on the spectrum and they put me in observation classrooms that dealt with them."

In her job, Bartelli loves the challenge of teaching youngsters who are mainly visual learners.

"These kids are non-verbal when they come into my classroom," she said. "I'm literally teaching them how to speak, how to eat, how to tie their shoes, how to get their backpacks off."

"It's been the most rewarding experience of my life," she added. "If you believe in these kids, you see that they make huge gains, and that you are making a difference in their lives."

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Angela Libonati (BA, '99; MA, '06)

With both bachelor's and master's degrees in early childhood education, Angela Libonati is an example of how far one can go in the field today.

Starting at Bright Horizons' Early Childhood Education Center on the University's Schaumburg Campus in 1999, Libonati first worked with infants.

"It's my favorite age group because you get to see growth and change every day," said Libonati, who had a calling for the work when she began babysitting at age 11.

By 2001, Libonati was the head teacher in the infant program. By 2003, she was promoted to infant and toddler program

"I think you have to have a love for young children and an ability to make your program fit for each individual child in order to succeed as a teacher in the field."
Angela Libonati

coordinator. And by 2005, she was named assistant director of the Early Childhood Education Center.

"Bright Horizons is committed to growing its leaders from within the company, and Angela has shown a willingness to grow," said Christina Czech (BA, '01), director of the Early Childhood Education Center.

Libonati believes she's been successful in part because of Roosevelt coursework, which included leadership training.

"I think you have to have a love for young children and an ability to make your program fit for each individual child in order to succeed as a teacher in the field," she said.

John Owens (BA, '04)

Early childhood graduate student John Owens had a very good experience growing up on Chicago's west side.

"I had really good teachers in school. My family was always involved in my schooling and I stayed out of trouble," he said.

Now, Owens wants to guide children toward a similar path.

"As a male, I think I can have a positive impact on young boys," said Owens, who recently received a competitive education scholarship from the National Association for the Advancement of Colored People (NAACP).

Planning to graduate with a master's degree in December, Owens has worked with a variety of children during his studies. He spent a year working with young children in the University's Jumpstart program; he was a substitute teacher at Oak Park Elementary School District, Oak Park River Forest High School and for Chicago Public Schools.

He now is working with gifted kindergartners and younger children at University of Chicago's Lab School.

Short term, Owens would like to work in the Chicago Public Schools. Long term, he wants to get his doctoral degree in early childhood education and become an early childhood professor.

"I want to help shape kids' attitudes and outlooks in a positive way," he said.

CELEBRATING LIFE *through the* STORY

FACULTY ESSAY

BY MARGARET MARY POLICASTRO, PROFESSOR OF EDUCATION AND DIRECTOR OF READING, EARLY CHILDHOOD AND SPECIAL EDUCATION

In 1979, while a doctoral student at Northwestern University, I walked in the front door of Roosevelt University for the first time. I was on my way to an interview for an adjunct teaching position. I remember the feeling that came over me as I entered the building, walked up the grand stairway and made it to my appointment. I was struck with the beauty, history and awe of the building.

That feeling has never left me. In fact, whether it is the Auditorium Building or the Robin Campus building, that initial exuberant feeling still comes over me. I consider my long career relationship with Roosevelt to be unique, splendid and fortunate, not to mention my daily appreciation.

In the fall of 1979, I taught my first undergraduate course in reading methods. By the fall of 1981, I was an assistant professor in the College of Education. I divided my time between the downtown campus and our Arlington Heights location. It was in Arlington Heights that the reading specialist program emerged and today is a nationally recognized program by the National Council for Accreditation of Teacher Education (NCATE) and the International Reading Association. During my 25 years at Roosevelt, I have dedicated my life to literacy, more specifically, to prepare teachers how to teach reading using the story as the central focus.

I have been thinking about stories my entire professional life. As a reading teacher educator, I have found that the story is at the heart of all teaching. The goal of teaching reading is to develop a life-long love of reading and instill this in all children.

When we begin with stories and weave them into the entire curriculum, a rich experience emerges. I believe teachers have an opportunity to change the reading life of students through the use of stories. By being diligent in their use and promotion, by connecting the story to families and by encouraging a bedtime story every night, positive and rewarding change can occur.

In addition to the wide range of rich literature available for children, each person has a story of his or her own. These stories hold our birth to death memoir as our lives are lived. Children's life stories need to be celebrated, appreciated and most importantly documented. Documentation comes in many forms and formats.

We can write our stories, tell or dictate stories, draw stories, act out stories, and keep and record stories through logs, journals, diaries and memoirs. These precious documents form our reading life and eventually the literacy autobiography that each holds and develops over a lifetime of reading and writing. The personal



Margaret Policastro believes stories are at the heart of all teaching.

story or memoir allows for the story of our life to unfold, a self examination of experiences in the highest form. Our narratives are always changing and evolving. They are a timeless search for meaning, always recording our history. Indeed, all children and adults need to cultivate these story skills to compose their own stories and especially the story of their own life.

I have reviewed more than 20 definitions and concepts of story in our culture. Much of the variation between definitions concerns the role of predictable and unpredictability of events, novelty and the resolution of problems by the protagonist. It is this resolution of problems that allows the reader to organize information for future reference. Stories portray how characters feel, think, motivate themselves and behave. Moreover, what happens to characters before, during and after adversity provides a frame of reference, often a new or different way of thinking about how problems can be solved.

What does it mean to teach through story? Just about every class I teach begins with a story read aloud; most classes then follow with memoir writing, book clubs and lots of telling and sharing of stories. Often students are asked to develop a script and skit for a brief readers' theatre.

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We are fortunate to have a Language and Literacy Center at Roosevelt's Schaumburg Campus, which holds a collection of more than 3,000 children's and adolescent books, including award winners. Classes held in the center allow students to be surrounded by this rich environment of books. The room also contains a storytelling stage, providing opportunities for acting out scenes from stories as well as other dramatic activities.

Book club is another way I teach through story. Book club is an important teaching strategy that allows students to experience reader response and explore discussions of stories in depth. "I just wanted to jump inside the story," was the opening response to a recent book club discussion about the young adult award-winning novel *Out of the Dust* by Karen Hesse. Weekly book clubs have generated many thought-provoking ideas and responses over the years. However, the above response evoked a different sort of

discussion. I was joyfully struck with the notions of jumping inside a scene from 1932 and walking the dusty path of the Oklahoma Panhandle.

There are several main functions of story besides entertaining. Two of them are to convey a social message and to solve real-world personal social problems. Stories mirror the events that occur in everyday social interchanges. They serve as a device to help us understand our world and make meaning out of our life.

For example, "My mother died when I was 11 years old and I just couldn't respond or talk in our class book club," was a recent entry on a mid-term examination where students were asked to self appraise and assess their contributions to our weekly class book club. That statement reaffirmed for me the importance of knowing

my students' stories. For this student, the book, the book club discussions and the mid-term formed a real connection to her own life experiences. Perhaps through reading the story and listening to the discussion she was able to form new meaning and a way to better understand her own loss and grieving process.

Every summer since 1987, Diane Mazeski, (MA, '87), and I have presented a summer reading clinic at Roosevelt's Schaumburg Campus for children in grades pre-kindergarten through 12. This program is designed to provide an on-campus supervised (200 hour) clinical practicum for candidates completing a master's in reading. For five weeks of small group instruction, children are immersed in the story.

Each day begins and closes with a story read aloud. Instruction is centered on the use of great children's literature as well as chil-

dren writing, telling and acting out stories. Moreover, this experience allows them to tell the most important story of their lives through journaling, book making, etc.

Since the start of the clinic, more than 500 children have participated, with 40 percent attending for more than one summer. Some have participated each summer during their entire elementary school experience. Many children, especially struggling readers, thrive and succeed over the course of three to eight summers. In general, most children gain at least a year in reading levels. For 19 years I have watched the lives of children, families and graduate students unfold, transform and be touched by the use of story in the highest and greatest form.

I have long been an advocate for a nightly bedtime story routine. As a parent of four sons, our bedtime story evolved into a 20-year "Fishy Story" that is still weaving. Most recently, this work has brought two important research projects forward. The first is the bedtime story project at Children's Memorial Hospital in Chicago and the second is work the Chicago Public Schools is doing to develop parent workshops centered on bedtime story routines.

The bedtime story project at Children's Memorial Hospital is an out growth of a collaboration that I started with the director of the Reach Out and Read program, who is a pediatrician and an advocate of a bedtime story. We have launched an effort to develop a hospital program that would provide a bedtime story each night at 7:30. Children would either have a story read to them or view a bedtime story video.

The second project is workshops presented to parents in the Latino community regarding activities and strategies for a bedtime story routine. This project has evolved out of the Advanced Reading Development Demonstration Project Literacy Grant, a joint collaboration between the Chicago Community Trust and the Chicago Public Schools. An important goal of the grant thus far has been to involve parents as integral partners in the promotion of literacy. What this means is encouraging parents to help plan family literacy events in the school and establishing home-school partnerships.

Developing a framework to help parents establish a bedtime story routine includes singing traditional Latino songs, telling family stories from childhood, modeling story questioning techniques and reading aloud. Within each of the literacy project grant schools, parent libraries are being established with a special emphasis on books for bedtime story reading.

My work over the past 25 years centering on story has been enormously rewarding, richly fulfilling and spirit enlightening. I invite everyone to take a closer look at stories, especially their own life stories as they evolve daily. They can help all of us become better readers and communicators.

Margaret Mary Policastro is professor of education. She joined Roosevelt University in 1981 after earning her Ph.D. from Northwestern University in reading and language. She is director of the Language and Literacy Program in the College of Education and also serves on Roosevelt University's Board of Trustees as a faculty trustee.



Margaret Policastro begins her classes by reading a story aloud.

JEFF EDWARDS



CHANGING ATTITUDES THROUGH GRASSROOTS ACTIVISM

Jeff Edwards, associate professor of political science and an activist and scholar on regentrification issues, hopes to prevent redevelopment projects like the one above from becoming the norm in his Uptown neighborhood.

BY LAURA JANOTA

Jeff Edwards, associate professor of political science, was fighting on many fronts against the right-wing policies of Ronald Reagan and other conservatives when he decided to move to Chicago nearly 20 years ago.

Opposed to U.S. involvement in Nicaragua and El Salvador and upset by the conservative backlash against people with AIDS, he already had begun taking to the streets in protest as a doctoral student in Minneapolis when he made the move.

Engaged during the last two decades in everything from street protests to delicate, behind-the-scenes lobbying with politicians and business and community leaders, Edwards has built a reputation over nearly 20 years as both a skilled and committed activist.

“One of the most extraordinary things about Jeff is that even though he has strong convictions and non-mainstream views, he has been able to bring people together in discussion and debate,” said Jack Metzgar, Roosevelt professor emeritus of humanities and an activist in his own right.

Indeed, over the last two decades Edwards has been a voice for those who least have one, including people with AIDS, prison inmates and the working poor being pushed from gentrifying neighborhoods.

The new Mansfield professor for social justice, a 2003 recipient of a faculty outstanding service award and the outgoing two-year chair of Roosevelt’s University Senate, Edwards was a long-time member of ACT UP/Chicago (AIDS Coalition to Unleash Power), which is considered to be one of the most successful activist movements in the city’s recent history.

He also has been involved in grassroots movements favoring affordable housing in his Chicago Uptown neighborhood and passage of a big-box, living wage ordinance, a hotly debated proposal that recently divided the Chicago City Council.

“Jeff Edwards has been one of the original thinkers on how gentrification operates in the gay and lesbian community in Chicago,” said Joey Mogul, a Chicago civil rights attorney and local activist who has known Edwards since the early 1990s.

“And because of his understanding and in-depth analysis of the issue, I think that we’re going to be seeing more activism that is aimed toward stemming the tide of gentrification in Chicago neighborhoods,” she said.

Edwards doesn’t put much stock in the idea that the mainstream political system is where change starts.

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“I do think it’s important to have some people in office rather than others,” he says. “But I don’t think they change the nature of debate in society. In my opinion, change comes through the work of organized groups that are determined to redefine how our system should work.”

Growing up during the Civil Rights movement, Edwards was drawn from an early age to the notion that those without a voice could make a difference in their community.

In his hometown in South Dakota, he remembers being upset by racism that pervaded his community toward Native Americans living on a nearby reservation. However, he also remembers being buoyed by their determination to fight injustices by organizing the American Indian Movement.

While Edwards strongly sided with the movement, he had no more personal stake in it than the causes he took up in college, first at Marquette University in Milwaukee and later at the University of Minnesota.

Still, he found reward as a Marquette work-study student writing for a community newsletter put out by a group of politically oriented nuns who were organizing in a multi-ethnic working-class community in Milwaukee.

“I remember being struck by their generosity,” Edwards said of the sisters. “They were nonjudgmental. They embraced and tried

Edwards began his dissertation on the movement just as it was disbanding. Thus, he shifted gears to a broader topic—the four-decade rise of an African American power base, culminating with the election of Detroit’s first black mayor.

He came to Chicago with work in progress on the dissertation, and immediately became involved with ACT UP/Chicago, which was fighting to make people understand that AIDS was more than just an illness that affected gay men.

“Jeff is the type of person who has a sense of urgency about things. He has a real desire to be involved with things and to see how he can shake things up,” said Debbie Gould, assistant professor of sociology at the University of Pittsburgh.

Sharing many of those goals, Gould worked closely with Edwards in ACT UP/Chicago, which had numerous successes in changing attitudes about and winning resources from federal, state and local governmental bodies for people with AIDS.

Without a doubt, ACT UP/Chicago was a most dramatic and vital kind of activism, Edwards acknowledges.

“Death can stir up lots of anger,” said Edwards, who can’t count how many people he saw die in the movement that had no leaders or charted organization, but still managed at its height to attract about 100 different faces each week to meetings.

“And the key to making ACT UP work was the mobilization of



Jeff Edwards successfully advocates for low-income housing in Chicago’s Uptown neighborhood including at the Wilson Yard development (above left). The mural (above right) captures the kind of diversity that Edwards is trying to preserve in Uptown. At right, Edwards presides as chair over a University Senate meeting.

to lift up everyone in their community—and I appreciated that.”

He also had his eyes opened as a Marquette work-study student tutoring in an Upward Bound program that was led by a black nationalist who was fighting integration in Milwaukee.

While Edwards generally favors the concept, he sided in that case with activists who opposed the integration plan on grounds that it was unnecessarily disruptive and unfair to bus African American children out of their own community when new schools were available for them there.

“I went to various rallies, and they introduced me to the fact that there was quite a diversity of viewpoints being expressed in the black community,” said Edwards.

Receiving his bachelor’s degree in political science from Marquette in 1980, he became fascinated by a group in Detroit that believed workers had power in numbers, and organized a successful movement as manufacturing plants were being shuttered.

that anger,” said Edwards, who was there when the group formally disbanded in 1995.

Through it all, the Roosevelt University political science professor has kept his own views and convictions to himself in the classroom where he runs seminars that include no lectures, instead relying on students to lead and carry out discussions on themed topics.

“A lot of professors project their own views on the political process, but not Professor Edwards,” said Tye Thompson, an undergraduate political science major who is now taking his third course with Edwards, which is entitled *Urban Gentrification: Markets, Culture and Politics*.

“He tries to get you to see things outside the box and to see things as part of the world, and not just as part of a fishbowl,” said Thompson.

Teaching courses over the years on diverse topics that include AIDS in science, culture and power, city and citizenship, the politics



“One of the most extraordinary things about Jeff is that even though he has strong convictions and non-mainstream views, he has been able to bring people together in discussion and debate.”

Jack Metzgar, Roosevelt University professor emeritus of humanities

of the gay and lesbian community, and introduction to social justice studies, Edwards never has pushed students to join his causes.

“I’m not interested in using my classes to proselytize or cheerlead about one cause or another,” said Edwards. “The most important thing to me is that I introduce my students to new ways of looking at the world. Then, they can decide for themselves what they want to pursue.”

Edwards’ personal path—organizing and participating in community, grassroots movements in Chicago that operate outside of traditional, political structures—has taken a number of turns in recent years.

He has been involved in Ad Hoc Queers, a group advocating for affordable housing for people with AIDS and others without a voice who are living in gentrifying areas where housing costs have been going up at alarming rates.

The group spun off in 1999 into Queer to the Left, which was committed to economic, racial, gender and sexual justice on issues from affordable housing to community policing to the death penalty.

Currently at work on a major scholarly study on the relationship between gentrification and the lesbian and gay communities, he believes these communities aren’t as unified as when their fight was directed at AIDS policy.

In fact, Edwards, who has written and presented frequently on gentrification, believes the community has splintered. Those who are affluent too often these days are using their voice and

newfound political muscle to increase the value of their properties, he said. That hurts others in the community who don’t have the money, properties, power or voice to lobby for keeping their neighborhoods affordable enough to remain, he added.

Queer to the Left also has advocated for Death Row inmates, mainly lesbians, whom studies show are more likely to receive the death penalty than straight women because of sentencing hearings in which prosecutors destroy jury sympathy by portraying offenders as “manly.”

In addition, Edwards has been part of a diverse neighborhood effort to force developers who are rebuilding in the Uptown area to include affordable housing in their projects, including at the five-acre Wilson Yard site near Truman College.

He also worked unsuccessfully to keep a Borders bookstore out of Uptown, and has been a supporter of a big-box ordinance, vetoed by Chicago Mayor Richard M. Daley, that would have required big retailers like WalMart to pay a living wage to employees.

“The work I’m doing now is much more incremental, and the changes we’re trying to accomplish are coming much more slowly than they did with ACT UP,” said Edwards.

That doesn’t mean that the work now is any less important.

“I’ve seen a lot of radical changes in my lifetime—in race relations, in gender relations and in gay and lesbian life,” said Edwards. “And I’m convinced that social movements are still the key to making radical changes happen.”



New Roosevelt University trustees are (top row, from left) Thomas Balanoff, Robert Paddock, Michael Sweig, Mark Van Grinsven, (second row, from left) Lawrence Howe, Vicky McKinley, Margaret Policastro and John Donnelly.

ROOSEVELT PROFESSOR RECEIVES AWARD AND MAJOR GRANT

Sofia Dermisi, associate professor of real estate, has received a National Science Foundation grant and a best-paper award for her research on how real estate office markets have been affected by terrorism. Alberto Abadie of Harvard University and Dermisi were awarded a three-year \$233,824 grant from NSF for their ongoing project entitled “The Economic Impact of Terrorism: Lessons from the Real Estate Office Markets of New York and Chicago.” The two also won a best paper award from the National Association of Office and Industrial Properties for a separate research paper entitled “Severity of Terrorism Fears and Recession Pressures—Comparing the Before and

After Trends in the Downtown Chicago Office Market.”

8 NEW TRUSTEES JOIN BOARD

Roosevelt University’s Board of Trustees elected eight new trustees at the Board meeting on June 16.

New public trustees are Thomas Balanoff, president of the Service Employees’ International Union Illinois Council and president of SEIU Local 1; Robert Y. Paddock, Jr., vice chairman of the board and executive vice president of Paddock Publications; Michael T. Sweig, trustee of the Michael Sweig Foundation; and Mark J. Van Grinsven, senior vice president, Northern Trust Global Investments at Northern Trust Corporation.

New faculty trustees are Lawrence Howe, associate professor of English; Vicky L. McKinley, professor of biology and Margaret Policastro, professor of education.

The new student trustee is John Donnelly, a senior majoring in political science and economics.

Since Chuck Middleton became President of Roosevelt in July 2002, 18 public trustees have joined the board. Of those 18, 22 percent are African American, 9 percent are Latino and 17 percent are female. The number of African American trustees on the Board has doubled.

RU WELCOMES 23 NEW FACULTY

Twenty-three professors from universities throughout the country joined Roosevelt University in September. The new faculty group is one of the largest ever to start at the University in recent history, according to Pamela Trotman Reid, provost and executive vice president. New faculty members, who come from diverse backgrounds and areas of expertise, are represented in each of the University’s five colleges. “Their appointments demonstrate the attention to academic quality as outlined by the University’s strategic plan,” she said.



Artist Kathy Richland Pick received a grant from the Illinois State Committee of the National Museum of Women in the Arts for her work including the photo (at top) entitled Jackie and Ralph, 2003. The work of grant recipient and artist Tricia Moreau Sweeney also is on display in the Gage Gallery and includes the untitled photo (above) from Sweeney's Public Display of Affection series, 2003.

WOMEN'S PHOTO EXHIBIT AT GAGE THROUGH DEC. 1

Award-winning photography by emerging and established Illinois female artists will be on display through Dec. 1 in Roosevelt's Gage Gallery, 18 S. Michigan Ave., Chicago. Sponsored by the Illinois State Committee of the National Museum of Women in the Arts, the 4th Annual *Grants Exhibition & Silent Auction: Photography* features work by grant recipients Kathy Richland Pick and Tricia Moreau Sweeney, as well as photos by honorees Liz Gresey, Jennifer Greenburg, Sarah McKemie and Terttu Uibopuu. The Gage Gallery is open from 9 a.m. to 5 p.m. Mondays through Fridays. For information, call 312-341-6458.

VICE PRESIDENT OF HR JOINS ROOSEVELT

Roosevelt University's first vice president of human resources, Gretchen Van Natta, joined the University on Sept. 1. Van Natta, who previously was vice president of human resources at Wheaton Franciscan Healthcare in Wheaton, is responsible for all human resources functions at the University involving administrators, faculty and staff. "Gretchen is an experienced and energetic human resources executive who is dedicated to the development and retention of highly satisfied employees," said Roosevelt President Chuck Middleton. "I am confident that her leadership skills, her commitment to social justice and her ability to work collaboratively will enable her to continue strengthening our office of human resources."



PROFESSOR OFFERS TIPS ON STRESS RELIEF IN AARP MAGAZINE

Jonathan Smith, professor of psychology and director of the Stress Institute at Roosevelt University, related tips and advice for relieving stress in the September-October issue of *AARP Magazine*, which has one of the world's largest subscriber bases. In an article on ways to improve health, Smith recommends progressive muscle relaxation as a means to relieve stress. "Tense up your shoulders and then let go," he says. "For every part of your body, you tense up for 10 seconds and then go limp for 20 seconds." Another one of Smith's suggestions is to do deep-breathing exercises.



CCPA MUSIC STUDENTS WIN AWARDS

Two Chicago College of Performing Arts students won awards over the summer at the Second International Piano Competition in Panama. Jingling Wong won the third prize (\$10,000) and Anna Khaniana won the fifth prize (\$3,000). The students study under adjunct artist-teacher Solomon Mikowsky.

POLITICAL SCIENCE PROFESSOR RECEIVES FULBRIGHT

Christian Erickson, assistant professor of political science and an expert on counter-terrorism and security initiatives, has received a teaching fellowship from the U.S. State Department's Fulbright Scholars Program. Erickson will spend the spring 2007 semester teaching courses in political violence and terrorism, cyberpolitics, American politics and other topics at the American University of Central Asia in Bishkek, Kyrgyz Republic. He also will be doing research on issues involving cooperation among Central Asian nations in fighting terrorism.

"I am excited about being a Fulbright scholar, particularly since it's the first time I've ever applied to the program," said Erickson, who chose to go to Kyrgyz Republic in part because of its geographic location. "Central Asia is becoming increasingly important, particularly as it relates to Islamic insurgencies, the global war on terrorism and potential major oil reserves and pipelines in the region," he said.



ROOSEVELT STUDY QUESTIONS ILLINOIS DRUG POLICIES

A new study by Roosevelt University's Institute for Metropolitan Affairs (IMA) has found that Illinois is second only to California in the number of individuals being incarcerated for drug offenses. Released in August, the study entitled "Intersecting Voices: Impacts of Illinois' Drug Policies" also found that the majority of incarcerated drug offenders behind bars in Illinois were African Americans. Authored by researchers Kathleen Kane-Willis (BA, '01; MA, '06), associate director of the IMA, and Jennifer Janichek, an IMA research analyst, the report recommends treatment instead of punishment for drug offenders. The IMA, which is Roosevelt's public policy research institute, recommends as part of the study that more resources be allocated to drug treatment programs and initiatives.



Chuck Middleton, president of Roosevelt University, and Lang Qihong, vice president of Shijiazhuang Posts and Telecommunications Technical College (SPT), signed a cooperative relationship agreement on Sept. 11, creating a joint bachelor's degree in computer science.

ROOSEVELT FINALIZES PARTNERSHIP WITH CHINESE UNIVERSITY

Undergraduate computer science students from the Shijiazhuang Posts and Telecommunications Technical College (SPT) near Beijing, China, can spend their final year of study at Roosevelt University thanks to a new partnership agreement involving the two institutions. SPT is the national training center for the postal service in China. As many as 10 senior students from the Chinese college are expected to arrive at Roosevelt beginning in January 2007, and will take a minimum of 30 semester hours of coursework at the University in the new pilot program before returning home with a bachelor's degree in computer science in December 2007, said Ken Mihavics, associate professor of computer science and chair of the department of computer science and telecommunications at Roosevelt. President Chuck Middleton and SPT Vice President Lang Qihong finalized the partnership during a signing ceremony at Roosevelt in September. Under the arrangement, more students from the Chinese institution are expected to study at Roosevelt in coming years, and this could lead to faculty exchanges, research collaborations and other student exchanges between the two institutions in the future, said Mihavics.



President Middleton exchanges gifts with his Chinese guests.

LEARNING CULTURE IN THE CLASSROOM

Chinese professors explore the culture of American education at Roosevelt University

BY LAURA JANOTA

When four associate professors from China arrived at Roosevelt University last spring, they began a cultural journey that is leading them to become better-rounded teachers.

Gaining insights into the way American higher education operates, the four from Shenyang University are Li Sha, associate professor of economics, Hong Sun, associate professor of chemistry, Ling Han, associate professor of English, and Jinzhao Wang, associate professor of hospitality and tourism management.

With more than 50 years of teaching experience among them, the four are part of a new exchange program that Roosevelt has started with Shenyang in which scholars from each institution will be shuttling around the globe to gain understanding of different cultures and different education systems, said Pamela Trotman Reid, provost and executive vice president of Roosevelt University.

“We have visited museums, we have read many books at the library and we have visited classes at Roosevelt University,” said Sha, who hopes to share insights about American culture and more at Shenyang University where the four returned to teach in October.

In fact, during their time here, the four visiting scholars who hail from a university in China that is twice as large in student population as Roosevelt have been doing much research.

“I’ve been interested in American culture, including the body language that is used in teaching. It is quite different than what we do in China,” said Han, who hopes to give a comparative class on the topic at Shenyang University.

Sun, whose teaching expertise is in the science laboratory, said she also has learned a great deal about differences in chemistry instruction in the two countries.

“I have found that Americans are doing good things in chemistry education,” said Sun, who is impressed by the use of computers. “It takes a whole afternoon to do an experiment at home, but with the computer I can get it done in 10 or 20 minutes,” she said.

Wang, too, has learned much about hospitality management in the United States.

“I think the management concept in the industry is quite different here than in China,” said Wang, who hopes to bring theories of local hospitality and tourism management home for further study, particularly at a time when China is becoming a tourism center.



Four visiting scholars from Shenyang University in China discuss their experiences in Roosevelt University’s Michigan Avenue lounge. From left they are: Jinzhao Wang, associate professor of hospitality and tourism management; Hong Sun, associate professor of chemistry; Li Sha, associate professor of economics; and Ling Han, associate professor of English.

“I also think the education industry is an emerging industry in China,” said Wang, who has enjoyed working with her mentor, Gerald Bober, professor of hospitality management and tourism and the director of the Manfred Steinfeld School of Hospitality and Tourism Management.

“He is familiar with the industry and knows how to train me to improve and grow in the industry,” said Wang, who believes

“I’ve been interested in American culture, including the body language that is used in teaching. It is quite different than what we do in China.”

Ling Han, associate professor of English

all of her experiences, including a visit to Chicago’s restaurant show at McCormick Place, interviewing industry professionals, visiting classes and exchanging information with professors at Roosevelt will be useful at Shenyang University.

Of course, not everything the four have done is directly related to their fields. For instance, the four saw a Chicago Bulls playoff game and several took trips around the country to cities including Washington, D.C., New York, Philadelphia and Las Vegas.

“This visit has been a real eye opener for me,” said Han, who is seeing the American people and culture for the first time without the lens of the Chinese media. “I have found the American people to be very polite and kind,” added Han, who stayed for part of her visit with American friends who helped the English teacher to master the language.



SETTING HER WORDS *to music*

STACY GARROP'S COMPOSITION, *IN ELEANOR'S WORDS*, IMMORTALIZES ROOSEVELT'S WRITING

BY LAURA JANOTA

When Stacy Garrop, associate professor of musical composition, publicly premieres *In Eleanor's Words* at Roosevelt University in November, she will unveil a musical work unlike anything she's done before.

And that's saying a lot, as Garrop already has made a name by recently winning the \$20,000 Raymond and Beverly Sackler Music Composition Prize, as well other multiple compositions that have led to performances by the Omaha Symphony, the New England Philharmonic, the Women's Philharmonic and the Civic Orchestra of Chicago. She has received commissions from the Barlow Endowment, Minnesota Orchestra, Dale Warland Singers, Callisto Ensemble and the San Francisco choir Volti. She served as composer-in-residence for Chicago's Music in the Loft 2004-2005 chamber series, and is filling this role again in the beginning of the 2006-2007 season. Several of her works are published by Theodore Presser Company. She also wrote the music for the University's alma mater in 2003.

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Indeed, *In Eleanor's Words* is another breakthrough for the 36-year-old composer who draws from Eleanor Roosevelt's "My Day" newspaper columns to create a piece that captures the essence of a most remarkable woman and First Lady.

"You can't go through a process like this without feeling like you know what Eleanor Roosevelt was all about," said Garrop, who knew little about Roosevelt before studying the First Lady's autobiography, letters, essays, speeches and newspaper columns.

The 27-minute piece for mezzo soprano and piano, which has six movements—each based on a different "My Day" newspaper column—will be performed by mezzo soprano Buffy Baggott and pianist Amy Briggs Dissanayake as part of the "Celebration of Eleanor Roosevelt" event that Garrop has helped organize for this year's Roosevelt University Dedication Day.

"I really got to know, in depth, the person whom Roosevelt University is named for," said Garrop, who spent 18 months on the composition. "And I feel that this celebration will be a kind of thank you to Eleanor Roosevelt for trying to make the world that we live in a little better."

A LIFE LED TO MUSIC

Composing music always has been a process of self-discovery and personal growth for Garrop, who began writing songs at age 16 in a high school music class in northern California.

In an adolescence filled with many life-changing events, including the loss of her father and an ill-fated remarriage of her mother, composing helped her get her feet on the ground and gave her something on which to focus.

She studied privately with a composer in the Bay Area named H. David Hogan.

Throwing all kinds of music styles at her, Hogan helped Garrop get past boundaries and to put down on paper the emotions she kept bottled up inside.

It was Hogan who recommended Garrop go on to college for composition, which she did in 1988 at the University of Michigan.

After graduating from Michigan with a bachelor's of music in composition, Garrop attended the University of Chicago where she studied under Pulitzer Prize winner Shulamit Ran and won that university's Olga and Paul Menn Foundation prize for composing in 1994.

Receiving her master's degree a year later, Garrop credits Ran for being her first female career mentor, an experience that convinced Garrop she could make a difference in composing.

Earning her doctorate in music from Indiana University in 2000, Garrop began teaching in Roosevelt's Chicago College of Performing Arts that fall.

"I had never heard of her when I began studying with Stacy in 2000," said Richard Gruenler (BM, '03), who was impressed by Garrop's ability to build his confidence and to push him to a new level with his writing.

"But as I've gone on with my studies, I'm finding there are more and more people in the field who know her, and I'd say she's becoming quite well known on the composing circuit," said Gruenler, who studied for a time at the New England

Conservatory in Boston before beginning a graduate program at the State University of New York at Stony Brook.

At Roosevelt, Garrop has written for orchestra, wind ensemble, choir and chamber ensemble. A pencil-and-paper composer, Garrop views the process as a problem-solving exercise. "I see the music I start with as a problem, and the challenge is to figure out how you're going to solve the problem and get to the end of the piece."

"When I get into a piece, the music just won't shut off," she adds. "I'll try to go to sleep, and little bits of music will play on and on," said Garrop, who finds her creativity strongest just before dropping off to sleep.

"I'll stay up then to get my ideas down," she said. "I've found that the more notes I can put down in the middle of the night, the more I have to shape into something the next day."

CAPTURING ELEANOR'S WORDS

That was the case with *In Eleanor's Words*, Garrop's most recent composition. She set to music "My Day" columns, published from 1935 to 1962, putting six of them in chronological time order. The finished product reflects all aspects—both the lighthearted and serious sides—of Roosevelt's life.

The first movement, entitled "The Newspaper Column," introduces us to an early column from 1936. In it, the First Lady shares difficulties encountered in meeting a writing deadline while with her husband at the opening of Shenandoah Park in Washington, D.C.

"When the music starts, I can see all the people busily running around, trying to get Eleanor and FDR to Shenandoah Park, and in the midst of the activities, it's not easy for Eleanor to get to her secretary and work on her column," said Garrop, who tries to convey the briskness of this situation in the hurried pacing of the movement.

Other movements in the piece include: "Are You Free," which is about Roosevelt's strong feelings against prejudice; "An Anonymous Letter," which discusses a friendly anonymous letter the First Lady once received; "The Supreme Power," which captures a humorous moment involved in putting finishing touches on the Universal Declaration of Human Rights with delegates in the United Nations General Assembly; "The Dove of Peace," which recounts the First Lady's trip to Russia during the Cold War; and the final movement, "What Can One Woman Do?," which captures how individuals can make a difference in preventing war, particularly after the invention of the atomic bomb.

"It's an amazing work, very powerful and very dramatic," said Roosevelt alumnus Tom Hamilton (MA, '72), who commissioned the Roosevelt music professor to write *In Eleanor's Words* as a gift for his mother's 90th birthday.

EMOTIONAL INSPIRATION

Writing music that is powerful and dramatic is nothing new for Garrop, who believes the depth, breadth and cohesion of *In Eleanor's Words* might not have been possible if she had not first tackled *String Quartet No. 2: Demons and Angels*, the first large-scale work in her repertoire.

“I FEEL THAT THIS CELEBRATION WILL BE A KIND OF
THANK YOU TO ELEANOR ROOSEVELT FOR TRYING TO MAKE
THE WORLD THAT WE LIVE IN A LITTLE BETTER.”

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STACY GARROP
ASSOCIATE PROFESSOR OF MUSICAL COMPOSITION



First Lady Eleanor Roosevelt kept a busy schedule including (from left): Roosevelt at a dedication ceremony with Roosevelt University founding President Edward J. Sparling; Roosevelt in Moscow; Roosevelt in Bombay, India.

“*String Quartet No. 2* is about the first guy I ever dated. About five years after we lost contact, I was horrified to discover that he had become a murderer,” said Garrop, who worked out her emotional response to this through the composition. “The piece is violent at times and so intense that a lot of people in the audience don’t know what to think, but they can’t stop talking about it at intermission.”

Garrop had discovered by accident through an Internet search in 2000 that her ex-boyfriend, his brother and a friend were accused of extorting an elderly couple, bludgeoning them to death. They killed three others and dumped some of the bodies in the river delta east of San Francisco. According to news accounts, the murder spree was part of a scheme to promote a self-awareness group that would spread peace, love and joy and quicken Christ’s return to earth.

Commissioned by Music in the Loft, the 30-minute piece explores several aspects of Garrop’s ex-boyfriend. The first and second movements consider the evil that had consumed him, as well as the goodness that he once possessed. The third movement depicts the descent of his mind into madness, while the fourth movement explores what Garrop imagines his life to be like in a prison cell.

String Quartet No. 2: Demons and Angels received its Chicago premiere at Music in the Loft in early October in a concert featuring the Biava String Quartet.

“Never has a work been received as well as this one,” said Peter Austin, a board member with Music in the Loft and commissioner of the work.

Austin, who attended the world premiere of Garrop’s piece at Yale University in November 2005 (performed by Biava), remembers many ovations and congratulations for Garrop.

“It was more than any composer could hope for,” he said. “And there’s no doubt in my mind that she’s a superstar.”

“Definitely, the piece jumped me to a new level, both artistically and technically,” Garrop agreed. “But for me, the murder story of my ex-boyfriend is now at its end. He is on Death Row. And I’ve dealt with my emotions about it by writing this string quartet.”

In fact, Garrop has moved light years ahead by taking on *In Eleanor’s Words*, her first political composition and one she hopes will make a difference, just as Roosevelt did, in people’s lives.

“By setting Eleanor Roosevelt’s words to music I am trying to help people remember what Eleanor did for democracy,” said Garrop. “I don’t know if Eleanor would approve of what I’ve done, but I hope she would like it.”

STUDENTS TEAM UP FOR A STRONGER COMMUNITY

BY LISA ENCARNACION

Ashley Kehoe and Matt Gebhardt started dating while students at Schaumburg High School. Both established themselves as leaders with a strong sense of building community among students. When it came time to go to college, Kehoe went north; Gebhardt stayed local. An “overwhelming” experience at a large state university caused Kehoe to transfer to Roosevelt University, and she recruited Gebhardt, who had a similar experience, to join her.

At Roosevelt, Kehoe and Gebhardt continued their mission of community building, and as they plan to graduate this spring, leave behind a solid foundation for the next generation of student leaders at the University.

“I believe in reaching out to everyone to try to get people involved,” explained Kehoe, who added that Patrick Green (EdD, ’06), former director of student activities at Roosevelt and current director of career services, encouraged her to get involved.

“In high school, I was very involved,” Kehoe continued. “At the first university I attended, I felt like a little fish in a big pond with few chances to make an impact. That changed when I got to Roosevelt.”

When Gebhardt moved into University Center downtown, he saw a student population that could benefit from involvement in University-sponsored activities.

“No one stuck around campus after classes because there was nothing to keep anyone here,” said Gebhardt. “Roosevelt students deserved more.”

Kehoe and Gebhardt found like-minded colleagues among the increasing number of traditional age students enrolled at Roosevelt who shared their vision of an active student body.

“The University had a history of active students,” said Kehoe. “Why couldn’t we make the University ours again?”

An English major in the Roosevelt Honors Program, Kehoe became active in the Student Government Association, taught a First Year Experience class and was named a recipient of Campus Compact’s 2005 McCormick Tribune “Raise Your Voice” Fellowship. This year, she serves as secretary of the Student Government Association. Gebhardt is chief of staff.



The absence of an intercollegiate athletic program and an active intramural program at Roosevelt was confusing to Gebhardt, a lifelong sports fan who had worked with the Schaumburg Flyers and Chicago Bears. As a student employee in the Annual Fund Department, he attended a faculty-staff thank you lunch and started asking questions.

“I spoke with faculty and sat down with administrators, asking all of them why there were no sports programs,” recalled Gebhardt. “No one could really tell me why, but everyone I spoke with was all for it.”

This input was impetus enough for Gebhardt to form, with help from Kehoe, the Roosevelt University Intramural Sports Club. In October 2005, the club hosted a flag football game in Grant Park in honor of homecoming week.

“Our aim was to create a sense of community at Roosevelt through athletics,” Gebhardt said.

Last November, the club sponsored a three-on-three, co-ed-recreational basketball tournament in the Marvin Moss Student Center. A four-week dodgeball league proved very popular as well. Interest developed rapidly, and membership in the club grew to over 100. One thing was missing, though—an intercollegiate athletic program.

“Dr. Middleton (president of the University) came to speak at a student government meeting,” explained Gebhardt, who was a senator, “and I was a little discouraged by how slowly progress was being made toward bringing intercollegiate sports back. The baseball team is a direct result of that meeting with Dr. Middleton.”

As president of the intramural sports club, Gebhardt began by assessing student interest in a competitive sports program through a survey on the University website. Overnight, he was contacted by 10 students with a serious interest in playing baseball for Roosevelt. Gebhardt became the player/coach, Kehoe the assistant coach, and RU history was made when the 20-player club team, the Roosevelt University Lakers, took the field on Saturday, June 24, for a game against Northeastern Illinois University.

The team continues to practice weekly in Grant Park and opened the fall season at its “new” home field, Alexian Field, home to the Schaumburg Flyers, in late September. Both Middleton and the board of trustees have publicly acknowledged the team’s success, and team members remain active in the University community, proudly wearing their jerseys and acting as ambassadors at University events, such as the alumni boat cruise in late August.

Gebhardt and Kehoe have taken advantage of the technology-reliant members of the intramural and baseball club by utilizing newsgroups and the Internet as a primary means of communication.

“We want to keep people constantly connected,” explained Gebhardt. “It’s hard to get in touch with anyone by phone.”

As part of the team which drafted the proposal for the recently enacted student activity fee, Kehoe and Gebhardt have remained vigilant in their mission to increase student involvement. The approval of the \$25 per semester student activity fee for each degree-seeking student ensures that Roosevelt students will benefit from more quality and increased numbers of programs, events and activities.

“I think it is remarkable how supportive students and the administration have been. Students were definitely thirsting for something to believe in and cheer for.”

Matt Gebhardt, Roosevelt history major and co-founder of the Roosevelt University Intramural Sports Club

“It’s great to know that more money will go this year to such things as sports, speakers and concerts,” smiled Gebhardt.

Not surprisingly, both of Kehoe’s and Gebhardt’s future plans involve teaching. Kehoe plans to attend graduate school, focusing on educational leadership and student affairs. Gebhardt would like to mesh his love of sports with the education field.

“We both do not want to leave,” shared Kehoe. “But we feel good in that we’ve built such a strong foundation for future student leaders.”

“I think it is remarkable how supportive students and the administration have been,” said Gebhardt. “Students were definitely thirsting for something to believe in and cheer for. The administration has been nothing but supportive and it continues to participate and help out in any way.

“As President Middleton stated at convocation, there is a ‘buzz’ about Roosevelt and there is also a significant ‘buzz’ about baseball and athletics in general at every level of the University.”

Right, from top: Roosevelt Laker Kendall Ruff heads for first base; Allen Leyva steps out of the batter’s box to check a sign in a game against Northeastern Illinois University; taking a throw from the outfield, catcher Daryl Annen tries to prevent a runner from scoring.

Left: Matt Gebhardt (left) and Ashley Kehoe (right) present Roosevelt University President Chuck Middleton with his own Roosevelt baseball jersey during the annual Roosevelt Day at Alexian Field in July.



TECHNOLOGY

emphasized THROUGHOUT
ROOSEVELT



BY LAURA JANOTA

Advertising major Christina Gonzalez believes she will need to know how to use cutting-edge technology if she is to have a successful career, and one of the skills she hopes to understand better is electronic manipulation of images.

That's why she signed up for Roosevelt University Associate Professor Michael Ens Dorf's Digital Photography class. Ens Dorf's students use Photoshop and other digital imaging technologies in the classroom.

And that's not unusual because the University has been focused on integrating pertinent technology, including wireless computers, into classrooms at both the Chicago and Schaumburg campuses.

"If you look at the University's strategic plan, every goal has an explicit or implicit technological goal attached to it," said Brad Reese, the University's vice president for technology and chief information officer.

His team of technology experts will be busy during the 2006-2007 year expanding technology in classrooms, offices and on network systems. In fact, technology is so much of a priority this academic year that nearly \$2 million in new money is being earmarked for a number of major improvements.

Already this fall, students have received "myMail" email accounts, which link them closely with faculty, staff and other students in the Roosevelt community.

"Students are being told to check email regularly because it is now the way that official communication about University business is taking place," said Reese.

Starting in January, students will have instant access to key learning and teaching resources, student services, the Internet and many other campus resources 24 hours daily seven days a week through a new "myRoosevelt" intranet portal.

Made possible by a \$1.2 million grant through the CampusEAI Consortium, the new portal will allow the University to enhance online services and to integrate online learning, administrative computing and student services.

"The CampusEAI Oracle portal is a campus-wide technology solution, which over time will reduce costs, expand educational resources and make it easier for all members of the University community to access online services," said Reese.

The portal will be available in early 2007 for current students first. Eventually, all others in the Roosevelt community, including faculty, staff, prospective students and alumni, will have access through the portal system.

In addition, there is much work underway to improve technology in classrooms, said Reese.



Advertising major Christina Gonzalez is learning to manipulate images during a digital photography class. At left, psychology major Carol Schelling uses a wireless laptop at Roosevelt's Schaumburg Campus.

"...every goal has an explicit or implicit technological goal attached to it."

Brad Reese, vice president for technology and chief information officer

Indeed, permanent equipment such as data projectors, speakers, laptops for faculty and DVD/CD combination units are becoming regular additions to many classrooms.

And, in fact, because of the fast pace of changing technology, computers now are being replaced at the University every three years, said Reese.

"Our goal is to have most classrooms at the University equipped with technology—and in many cases equipped with

technology that is needed for specific purposes—during the next three years," said Reese.

To provide the help that the Roosevelt community

will need in managing technology, the University also is in the process of expanding its help desk to offer 24-hour service by early next year.

"We have made a commitment to integrating technology into almost everything we do at the University," said Reese. "And we're taking a number of steps this academic year to meet that commitment."

And in a day and age when most workplaces are not only relying on technology but also on workers who know how to use technology, students expect that technology will be part of the learning process.

"The programs we're using in the classroom are the same ones that would be used in the professional world," said Gonzalez, who is learning about manipulating images and digital editing in the classroom.

"Knowing how to use programs like Photoshop puts me ahead of those who don't know how to use them," she said. "In addition, these are great skills to have for a creative job in the advertising field."

THE AUDITORIUM HOTEL, CHICAGO

A glimpse of early Chicago

FACULTY AUTHORS' BOOK REMEMBERS CHICAGO'S LANDMARK HOTELS



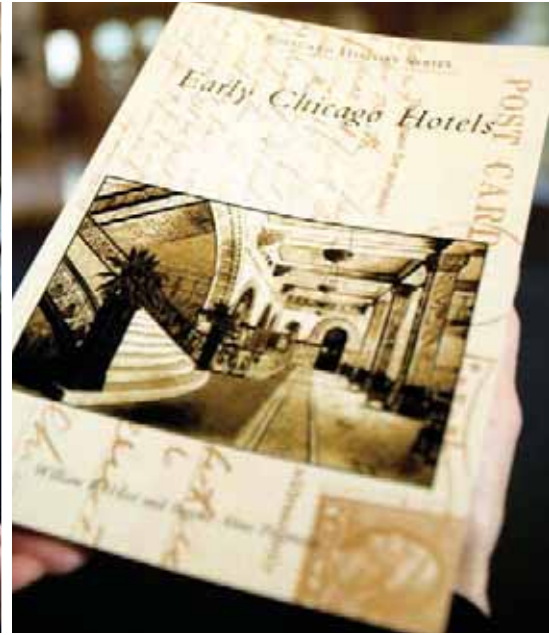
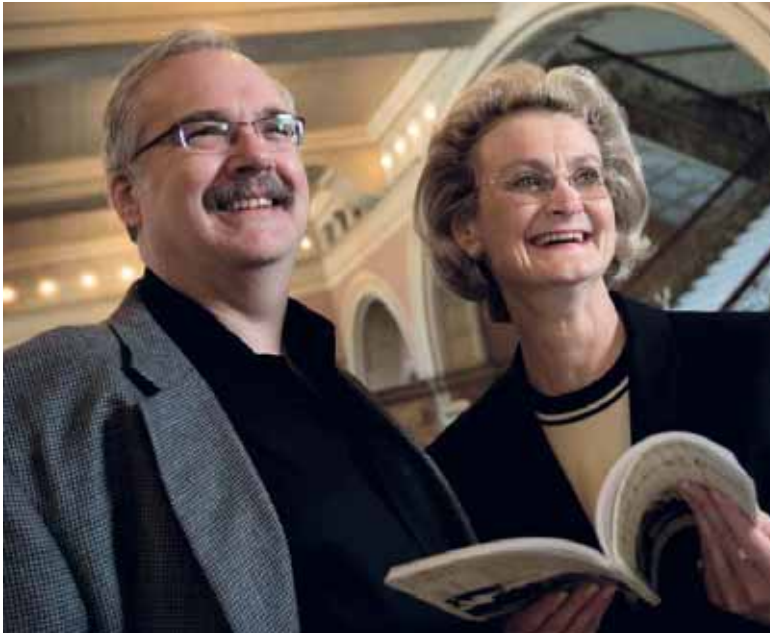
BY LAURA JANOTA

There was a time in Chicago's history when a couple could be kicked out of a hotel room if staff believed the two weren't married.

In fact, such a situation occurred in 1901 at the New Hotel Brevoort, which is now the 120 West Madison Street building, when a bellboy spied a man and woman entering a hotel room that was registered to only one.

"Morals were more important to people at hotels in those days," remarked Brooke Portmann, assistant professor of humanities, who has co-authored the book, *Early Chicago Hotels*, with William Host, assistant professor of hospitality management.

While insisting to New Hotel Brevoort staff that they were married, the couple was asked to leave, paid their bill and vacated the room at 1 a.m. However, they sued and a jury sided with the couple, awarding each \$500 in damages.



William Host, assistant professor of hospitality management, and Brooke Portmann, assistant professor of humanities, spent more than two years researching and writing the book *Early Chicago Hotels* (above right).

That story, and others like it, are included in the Roosevelt professors' new book on Chicago hotels operating between the Great Chicago Fire of 1871 and World War I.

"This was the coming-of-age period for hotels in Chicago's history," said Host, who has collected nearly 1,000 Chicago hotel postcards depicting exterior architectures, palatial lobbies, gracious dining rooms, resort-like atmospheres set on Lake Michigan and much more.

Featuring postcards and captions on more than 90 hotels, including only three from the period—the Palmer House, the Congress Hotel (originally the Auditorium Annex) and the Bismarck (now the Allegro)—that remain in operation today, the book contains rich social history about Chicago's early hotels and hospitality industry. For instance:

- ▶ Chicago's very first "Peacock Alley," a long hotel corridor where the famous and well-to-do used to strut to be seen, was an underground tunnel running from the Congress Hotel north to the Auditorium Hotel, which is now Roosevelt University's Auditorium Building.
- ▶ The Palmer House, which originally opened only months before the Chicago fire, was rebuilt shortly after the catastrophe and is considered today to be Chicago's longest-operating hotel. It earned that distinction in part when its owners knocked down half of the property while the other half still operated, and then built a new structure, which in turn operated while the second half of the original hotel was ripped down.
- ▶ In 1923, a member of the Ku Klux Klan was accused of running The Sisson Hotel, formerly at 5300 South Shore Drive. The hotel was boycotted by Jews and Catholics, and ended up being a place where Klansmen supposedly were invited to stay. The environment changed drastically in the Big Band era, though, when Hotel Sisson became Hotel Sherry. In fact, Duke Ellington performed there and Jewish weddings were conducted in Sherry's ballroom.

"The book is a very accessible kind of publication, and we hope it will be used both inside and outside of Chicago's hospitality industry to get the public interested in local art, architecture and hospitality," said Host.

The paperback book, published by Arcadia Publishing, is a recent arrival at bookstores all over the city. It came about after Host and Portmann met at a 2003 University faculty development and training workshop where the two discovered they were well suited to work together.

To be sure, the two are from different disciplines: Host spent 25 years in the meeting management industry in Chicago before becoming a full-time faculty member with the University's Manfred Steinfeld School of Hospitality and Tourism Management, which offers undergraduate and graduate-degree programs in hospitality and tourism management. An undergraduate certificate program also is offered in meeting, convention and exhibition management.

Portmann was an arts consultant and artistic director for more than 25 years in Minneapolis and St. Paul before joining the University as a full-time assistant professor with the Evelyn T. Stone University College Bachelor of General Studies and Professional Studies Program.

At the time the book project began, Host says he was "obsessed" with buying historical Chicago postcards—he has about 2,000 of the cards in all—that are valued at anywhere from 99 cents to \$75 each. At that time, Portmann expressed a desire to find out more about the stories behind the hotels featured in the cards.

"We originally thought about the 1893 World's Fair and wondered where people lodged when they attended the fair," said Portmann, explaining that the book includes a section on hotels south of the city center that were used by fair lodgers.

From that point, the co-authors hearkened back to the period when Chicago was rebuilt along new lines after the Great Chicago Fire of 1871.

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Postcards of about 90 early Chicago hotels include (clockwise from upper left): a view of the Auditorium Hotel and its open-air, second-floor summer restaurant; the underground Peacock Alley connecting the Auditorium Hotel and Congress Hotel; the lobby of the New Brevort Hotel; the Sisson Hotel in Chicago's Hyde Park.

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“It led us to think a lot about the University’s own Auditorium Building,” added Portmann of the landmark structure, which was completed in 1890.

The Auditorium, located at 430 S. Michigan Ave., was the first multi-use complex of its kind including the Auditorium Theatre, Auditorium Hotel, offices and retail stores.

Here are a few of the interesting things the two learned about the building, which is one of the centerpieces of the book:

- ▶ Businessman Ferdinand Peck hoped to smooth tensions between owners and workers after the Haymarket Riot of 1886 by building a structure that would include a music hall, reflecting Peck’s strong belief in the power of art to heal. Peck persuaded investors and city leaders to back the enterprise just after the riot. The community-based financial package for the building was a factor that led Congress to award Chicago the honor to host the 1893 World’s Columbian Exposition.
- ▶ Internationally acclaimed actress Sarah Bernhardt, who was in Chicago raising money for San Francisco earthquake victims in 1906, stood in the Auditorium Hotel’s second-floor, open-air balcony and restaurant looking out over Michigan Avenue, smokestacks, pedestrians and traffic. “This is the pulse of America,” she declared, emphasizing Chicago’s place as a crossroads and cross-section of the nation.

“The place where Sarah Bernhardt stood was in the middle of a summer restaurant,” said Host, who believes Roosevelt students who now study in the since-enclosed space probably don’t know about that and other aspects of Auditorium history.

Those who have grown up in previous decades, however, often remember their experiences inside hotels as being significant, he said.

“There’s a certain amount of nostalgia associated with hotels,” added Portmann, who points out that hotels of the period were places that more than just out-of-town guests visited. “It was where you went to experience the latest in technological conveniences like telephones, lights and air conditioning,” she said.

In addition, “hotels were a public place where women, who had their own entrances, could gather socially, and where men, who also had their own spaces, could do business,” Portmann said.

“Hotel lobbies didn’t used to be spaces to move through,” she added. “These lobbies were at one time spaces full of both vibrancy and city life.”

The two theorize that the function of hotels changed to become places catering almost solely to the needs of out-of-town, on-the-go travelers, when corporate America began building office towers where locals could work, socialize and do much of their business.

It was the development of these hotels together with convention facilities and locally published industry books and magazines that led Chicago to become a leader in the growing hospitality industry. The authors believe professionals in the hospitality industry and those studying the field today can learn by looking back at the Chicago hotels of yesteryear.

“Professionals and students in hospitality management programs are being taught about bottom line issues, but there’s not a lot of time spent talking about the rich history of the industry,” said Host. “We hope this book will go a long way toward filling that gap.”

TWO SCHOOLS, TWO PROFESSORS

Roosevelt and City Colleges of Chicago join forces to promote leadership in education

ONE SUCCESSFUL PARTNERSHIP

BY LAURA JANOTA

At first glance, it might seem that George Olson, Albert A. Robin professor of education at Roosevelt University, and John Hader, assistant professor of English at Harold Washington College, are a bit of an odd couple.

Dressed in a suit jacket, tie and dress trousers, Olson, 63, looks the part of the thoughtful, graying college professor as he gives a Power Point presentation on the history of community colleges in America.

Wearing an open-collar leisure shirt over khaki pants, Hader, who is about 10 years younger, couldn't be more different in style as he smiles and paces, already addressing students by first name on this first day of class.

"John Hader hopes to inspire you to do things you've never done before," says Olson to the class of 28 Chicago City College professionals as he introduces Hader.

"George Olson wants each of you to go out and impact hundreds of students and to spread a lot of good in the community," adds Hader as he introduces Olson.

Joined together in purpose—that is, to help Chicago City Colleges teachers and administrators become better teachers and leaders—the two are part of a unique partnership that has the potential for significant impact on higher education today.

"What we're trying to do is give faculty and administrators at the community college level an opportunity to become leaders," said Karen Gersten, associate provost for academic programs and faculty development at Roosevelt and one of the organizers of the effort.

The graduate-level program includes three nine-hour courses—New Issues in Community College Teaching, Curriculum and Course Design, and Assessing Courses, Programs and Institutions— that must be taken to receive a basic certificate. Two additional courses,

Leadership and Governance in Community Colleges and New Pedagogies: Creativity in Community College Teaching, also are offered for those seeking an advanced certificate.

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George Olson (left), Albert A. Robin professor of education at Roosevelt University, and John Hader, assistant professor of English at Harold Washington College.

HAROLD WASHINGTON COLLEGE



“We don’t want to just train faculty. We want to prepare them to move up the ladder to become administrators.”

*John Metoyer, associate dean of instruction,
Harold Washington College*

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“We are focusing in this program on the issues of best college teaching,” said Gersten. “And I think it will become a model for what can be done when universities and community colleges work on the issues together.”

Signed in June by Roosevelt University President Chuck Middleton and City Colleges of Chicago Chancellor Wayne D. Watson, the partnership agreement represents only one of many ways that the University and community colleges are working together.

For example, Roosevelt and the City Colleges of Chicago have a dual-admissions agreement in which qualified students from the City Colleges of Chicago are admitted to Roosevelt while taking their first two years of courses at the community-college level.

Roosevelt has similar dual-admissions agreements with 18 different community colleges in Chicago’s metropolitan region; it has specific degree-completion agreements with more than 10 community colleges; the University also is involved in numerous community and corporate partnerships that reach beyond those in higher-education circles.

Unlike many of these agreements, however, the new faculty development partnership between Roosevelt and the City Colleges of Chicago is a major breakthrough.

In part, that’s because it jumps boundaries and tears at stereotypes that have long separated universities from community colleges.

“A lot of times when you get into programs doing this kind of education training, they are usually run entirely by someone from a University,” said John Metoyer, associate dean of instruction at Harold Washington College.

“This one is different because a community college faculty member is an equal partner in the training, and I think it makes sense judging by the interest we are seeing.”

Indeed, the first 12-week course of the program being presented at Harold Washington College has attracted students from all seven schools in the city colleges system.

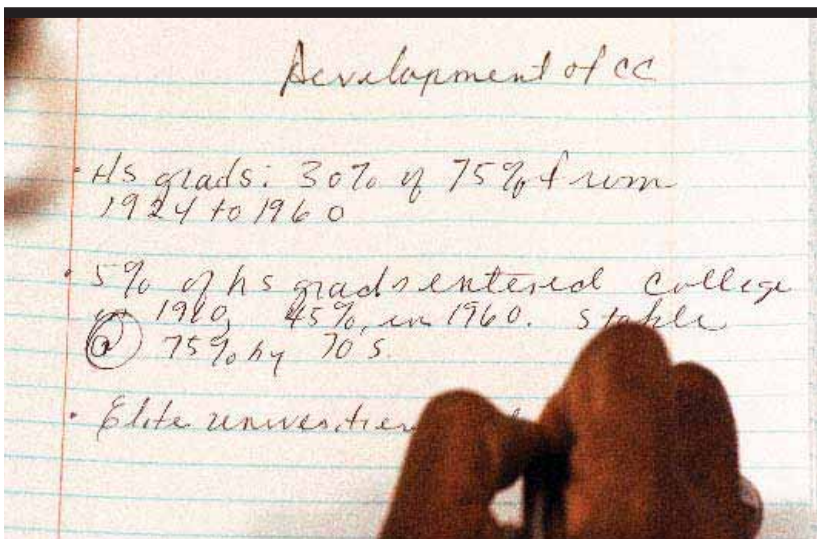
“I knew there would be interest, but I didn’t know we’d fill the class to capacity,” said Metoyer, who already has a waiting list for a second group.

While the City Colleges of Chicago ran a similar program several years ago with Loyola University, it was much more narrowly focused and didn’t attract nearly as many participants right out of the box. One reason why the program with Roosevelt is so attractive may be its new leadership component, said Metoyer.

Another reason why so many faculty and administrators have signed up is that they resonate with both Roosevelt’s history and its social justice mission, he added.

The program is being offered at a time when the City Colleges of Chicago system is experiencing considerable change in its workforce. Of the system’s estimated 600 full-time faculty members, about half have started in the last eight years. Another 150 new faculty members may be hired in coming years, mainly to replace retiring faculty members.

And with interest in the program growing, plans are being made to have a second group of City Colleges teachers and administrators start their coursework with a Roosevelt and City Colleges of



Above upper left: Joining hands in unity for a partnership between Roosevelt University and the City Colleges of Chicago are (from left) Deidre Lewis, executive vice chancellor at the City Colleges, Roosevelt University President Chuck Middleton, City Colleges of Chicago Chancellor Wayne Watson, former Roosevelt College of Education Dean George Lowery, Harold Washington College President John Wozniak and Executive Vice President and Provost Pamela Trotman Reid.

Right: City Colleges of Chicago faculty and administrators listen to a classroom lecture taught jointly by professors from Roosevelt University and the City Colleges of Chicago.

Above: Notes being taken during a recent class session focus on how community colleges across America have developed over time.

Chicago teaching team in the spring of 2007 instead of having them start, as originally planned, in the fall of 2007, said Gersten.

Also, the next step for the program is to put it in an online format so that teachers and administrators at institutions around the country may have the opportunity to participate, she said.

“We don’t want to just train faculty,” added Metoyer. “We want to prepare them to move up the ladder to become administrators.”

Thus, participants in the program are from all areas in the City Colleges, including new teachers without much experience, veterans who have been teaching for years, and assistant deans and other administrators.

“I’m not sure in the future whether I want to teach at the community college level or whether I want to be a dean evaluating teachers,” said Richard Valencia, an academic adviser at Truman College.

“But I feel this program will give me a good background in both areas,” said Valencia, who is a student in the first course being taught by Olson and Hader which is entitled New Issues in Community College Teaching.

Additionally, there are incentives for both faculty and administrators to enroll: For one thing, the program is a component of the City Colleges of Chicago tenure process. For another, it paves the way for faculty and administrators to receive rank and pay-raise promotions.

One of its main draws, however, may be its innovative team-teaching approach in which a veteran university professor and a long-time community college colleague are tackling the issues that today’s community colleges face.

“Community colleges are where Roosevelt gets many of its students,” said Olson, who has never taught on a team with a community college professor before. “And it strikes me that the more we can do to put ourselves in a collaborative role, the better off we’ll be in not only attracting students but also in serving their needs better.”

Currently, about one of every six transfer students at Roosevelt’s Chicago Campus hails from City Colleges and one of the program’s indirect goals is to encourage even more City Colleges’ students to transfer to Roosevelt in the future.

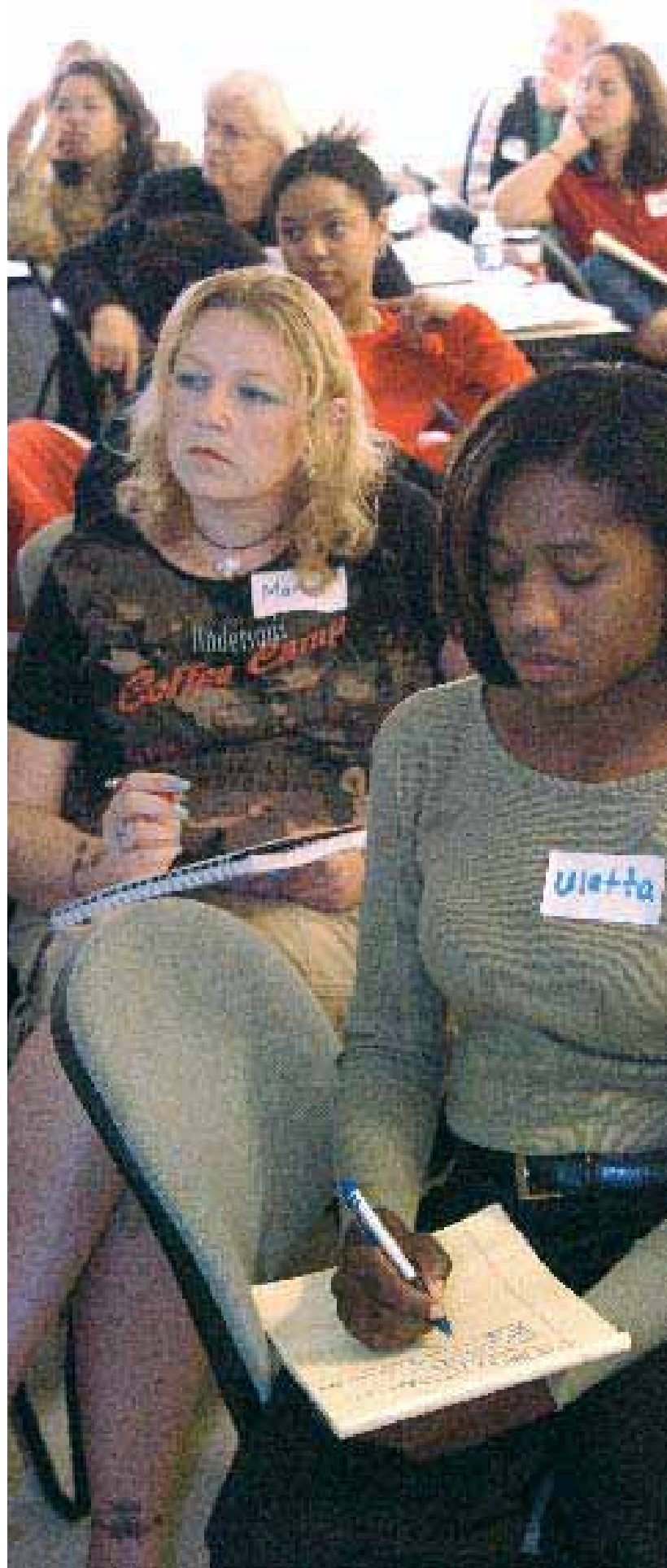
“This course is not merely about techniques or tricks,” added Hader. “It’s about a deep-seeded interest in learning, and I think it’s unprecedented that both the community college system and a university are involved in this effort together.”

It shouldn’t come as a surprise to the two that on the first day of class participants like Jenny Armendarez, a speech teacher at Harold Washington College, were marveling at how well the two clicked.

“There was chemistry, there was interaction, they had admiration for each other, and respect,” she said.

After all, Olson and Hader had worked together for weeks putting together a curriculum that reveals both a university and college perspective.

“We’re in a symbiotic relationship here,” said Olson. “And what we’re finding out is that whether we are professors from a university or a community college environment, we do have a great deal in common.”



MAKING THE MISSION REAL

RU JOINS CHICAGO AS HOST AND SPONSOR OF GAY GAMES 2006



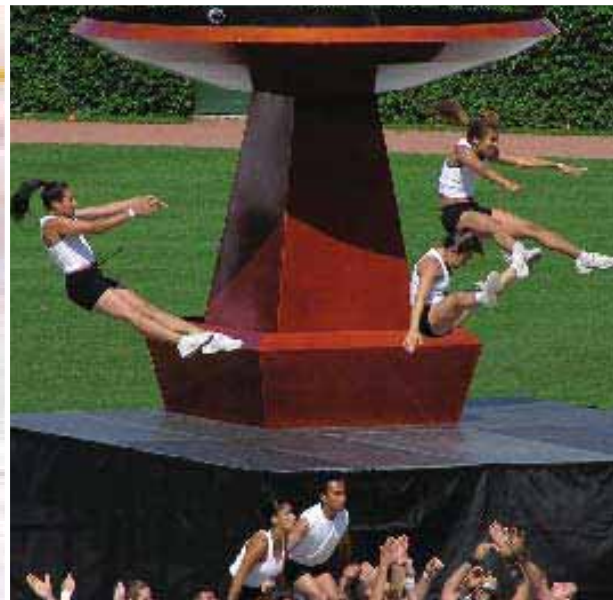
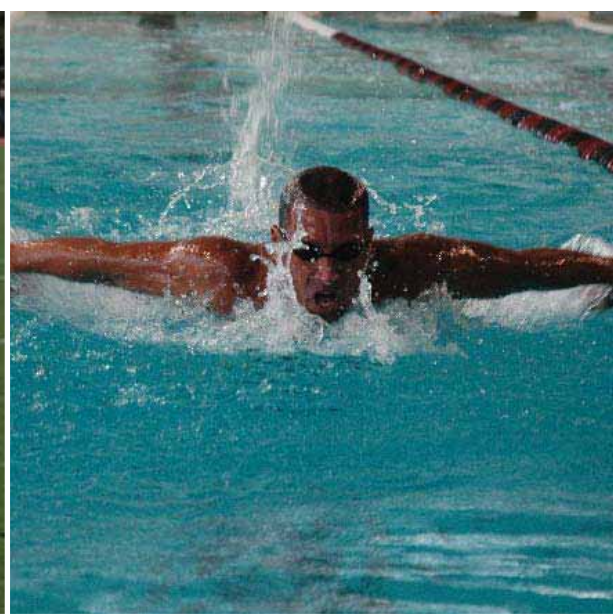
BY LISA ENCARNACION

AS A CITY THAT DOES THINGS IN A BIG WAY, CHICAGO DID NOT DISAPPOINT WHEN IT HOSTED THE 2006 GAY GAMES LAST SUMMER, ENTERTAINING 11,000 ATHLETES AND MORE THAN 100,000 SPECTATORS IN THE 17-DAY CELEBRATION.

When it was announced two years ago that Chicago would be the 2006 host of the Gay Games, Roosevelt University officials knew it was important to become involved with the event. However, like the host city of Chicago, Roosevelt wanted to be more than a sponsor—it wanted to open its doors to the world.

Initially, Roosevelt's participation in the Gay Games consisted of room rentals and the involvement of various offices. When J. Michael Durnil was named vice president for governmental affairs and university outreach, he focused on strengthening Roosevelt's relationships with the Gay Games organizers and increasing the profile of the University.

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“People internationally now know Roosevelt University as an institution that welcomes a diverse set of students and visitors. This makes our mission real. Groups who have never known Roosevelt University before now know us.”

J. Michael Durnil, vice president for governmental affairs and university outreach



The international spotlight was on Chicago and Roosevelt University in July during the 2006 Gay Games. At far left: Fireworks light up the night sky and Soldier Field for Gay Games ceremonies. Top: Athletes compete in a wide variety of events. Above: Color and pageantry were features of the Gay Games, which is a precursor for Chicago’s 2016 Olympics bid.



Former football star Esera Tuaolo (above left) was a presenter at Gay Games' Sports Equality Day held at Roosevelt University. Above right: Gay Games Team Chicago Co-Chair Peg Grey (center) meets Chicago Mayor Richard M. Daley (second from right) during a press conference at Roosevelt University that also was attended by Chicago Games Inc./Gay Games VII board members (from left) Dennis Sneyers, David Woody, Sam Coady, Kurt Dahl, Eric McCool, Christopher Pries and Suzi Arnold.

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"I spoke with Tracy Baim, the vice co-chair of Chicago Games Inc., the event's organizer, and told her we'd be happy to donate space for check-in and meetings, but wanted to incorporate our level of involvement into a sponsorship," he said.

During the weeks before and during July 17, Roosevelt's downtown campus was a flurry of activity surrounding the Gay Games. Both the Herman Crown Center and University Center Chicago hosted athletes from around the world. The second floor was the site for local accreditation, with 5,000 to 6,000 athletes coming through Roosevelt's doors in a three-day period.

On Friday, July 14, the University was the site for Sports Equality Day, a series of educational workshops and keynote presentations designed to bring attention to lesbian, gay, bisexual and transgender (LGBT) issues in sports. Former professional football player Esera Tuaolo and South African Olympian Leigh-Ann Naidoo spoke to the luncheon crowd about their challenges and triumphs as athletes.

In total, Roosevelt University hosted more than 100 activities for the 2006 Gay Games, including the National Holocaust Museum's Sticks + Stones exhibit on the Nazi persecution of homosexuals. The Herman Crown Center was home to scholarship athletes from South Africa.

According to Durnil, the University's involvement in the Gay Games was important on three levels.

First and foremost, the success of Chicago's hosting of the Gay Games has strengthened the city's bid to host the 2016

Olympics. "It's no secret that the Office of the Mayor will draw on the success of the Gay Games to demonstrate how Chicago can do the same with the Olympic Games," commented Durnil.

Second, the theme of the Gay Games, participation, inclusion and personal best, very closely resembles Roosevelt's mission of social justice.

Third, the Gay Games was an international event, the magnitude of which the city of Chicago has not seen since the World Cup.

The Office of the Mayor recognized Roosevelt's strong support of the Gay Games by selecting the second floor Fainman Lounge as the backdrop for Mayor Richard M. Daley's kick-off press conference prior to the Games' opening ceremonies.

"To me, this was proof that Roosevelt University had truly arrived," smiled Durnil. "The Office of the Mayor choosing Roosevelt to host the press conference showed that we were now taken seriously as an institution and were valued as a civic organization."

Roosevelt also gained worldwide recognition as a sponsor of the Gay Games, being mentioned by Reuters and cited by media around the globe.

"People internationally now know Roosevelt University as an institution that welcomes a diverse set of students and visitors," explained Durnil. "This makes our mission real. Groups who have never known Roosevelt University before now know us."



A Message

FROM THE ALUMNI ASSOCIATION PRESIDENT



MICHI PENA (MBA, '78)
*President of the Roosevelt
 University Alumni Association*

Dear Fellow Alumni:

Where does Roosevelt University fit into your life? Around the world, there are 55,000 alumni of Roosevelt, and each of us has a unique set of experiences from our days on campus. These memories may be framed by our academic major, athletic team affiliations, club membership, or any of the activities and relationships that we shared through the University community. Our involvement as alums is likely framed by our strongest connections from our years as students.

The Roosevelt University Alumni Council unites the men and women who have taken classes on our campuses, while recognizing and celebrating the diversity of our experiences. We offer opportunities to celebrate our past, while maintaining strong ties to the dynamic institution of higher learning that Roosevelt is today and will continue to be in the future.

Let me tell you about a few of the programs and services of the Alumni Association:

- Chapters, clubs and affinity groups bring together alumni of a school or common experience. Many of these groups offer opportunities for professional development and networking.
- Special events, such as Alumni Weekend, Day at the Races and Spirit Cruise of Chicago offer opportunities for alumni to gather in a social setting to renew old acquaintances and meet new friends.

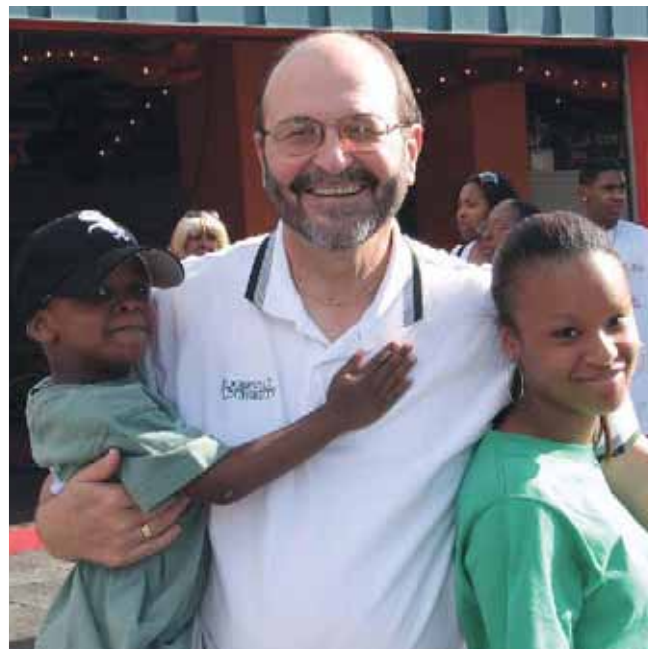
The volunteers who serve on the Alumni Council work with the University staff to make sure your Roosevelt University Alumni Association is relevant to the lives you lead today. To be successful, however, we need you to be involved. Come to a networking event, go out and play a round of golf in our tournament, talk to a current student who could benefit from your wisdom. And please, consider working with your fellow grads that make up the Alumni Council to develop programs and services that will engage other grads.

The University has also brought on board a new director of alumni relations, Damaris Tapia, who will help lead the office of alumni relations in new and exciting directions. I ask that you join me in giving her a warm RU welcome!

If you want to get involved, let me know, or contact the staff in the Alumni Relations Office at (312) 341-3624. They are our on-campus connection in keeping the spirit of Roosevelt University alive for you. I hope to see you at one of our Alumni Association events soon.

Michi Pena (MBA, '78)
 President, Roosevelt University Alumni Association

2006 ALUMNI EVENTS *Day at the Races & Spirit Cruise*



SAVE THE DATES! SEE BACK COVER FOR THE 2007 ALUMNI EVENT SCHEDULE



Top left: Alumni pictured at the 2006 Roosevelt University Alumni Day at the Races in September.

Bottom left: Roosevelt University Provost and Executive Vice President Pamela Trotman Reid pictured with visiting Chinese scholars Hong Sun (left) and Jinzhao Wang (right) at the 2006 Roosevelt University Alumni Day at the Races.

Top right: Roosevelt University President Chuck Middleton pictured with student phonathon caller Cassandra Todd and her son at the Annual Spirit of Chicago 2006 Roosevelt University Alumni Event in August.

Bottom right: Alumni enjoying the magnificent view on the Spirit of Chicago.



BY BEATRICE A. FRANCIS

1940s

Rochelle Miller Goldman (BM, '48) received a master's degree in June 2006 from San Francisco State University and celebrated her 81st birthday. After graduating from Roosevelt in 1948, Goldman began a teaching career that spanned 17 years. In 1953, she married and took a 16-year break from education to raise her children, returning to the field and then retiring. While working, she still found time to earn her first master's degree from Columbia University. It was her dream, however, to be a singer—and she did spend 20 seasons with the Lyric Opera in Chicago before moving to California. Never one to remain inactive, she soon enrolled in a women's studies course at San Francisco State. Her interest in the topic of ageism against older women in movies led to a second master's degree.

1950s



BARBARA COHN FOX

Mystery on the Menu, Inc., an interactive murder mystery theater company, is celebrating its 20th anniversary this year. The company, founded by **Barbara Cohn Fox** (BA, '58) in 1986, presents plays for private and corporate events at venues that include hotels, dinner theaters and private homes. Productions have even been staged aboard trains and cruise ships. Fox, who writes all the plays and acts in a number of them, is also producer and director. The company was originally located in Washington,

DC but is now in Miami where Fox resides. Fox is the author of two books, *Murder In the Inn* and the sequel *Another Murder In the Inn* that feature characters originally created for her plays.

1970s

Arnold (Army) Reichler (MA, '74; MPH, '75) is the author of *Souldade: Poems For and About Brazil*. The book was inspired by his wife, Debora Maria Piovan Longo, who was born in Brazil and who was the original reason for his travel to that country. Reichler is director of the External Studies Program at Roosevelt. Longo ('02), who is also a Roosevelt graduate, holds a certificate in Training and Development. She currently works as secretary to President Emeritus Theodore Gross and President Emeritus Rolf Weil.

We received an email from **David Mensink** (MA, '75) which reads in part: "I think of my days at Roosevelt with warmth and gratitude...I was impressed by the academic stimulation, the caring, and

the focus on justice and equality. My awareness of humanity was sharpened and brought to greater heights and depths as a result of my experiences at RU with professors, other students, and my own musings gazing on Lake Michigan from the library." Mensink is currently a psychologist working in the Student Counseling Centre at Dalhousie University in Halifax, Nova Scotia, Canada.

Jose A. Alvarez (BSBA, '76) and his wife, **Cheryl Frances Booze Alvarez** (BA, '73; MA, '75; MA, 76), met while attending Roosevelt. After completing his studies, Jose went to work for Clark Equipment Credit Corp. in northern Michigan and then joined KeyBank in South Bend, Ind., where he was vice president of community lending. He later joined Horizon Bank as vice president and commercial loan officer. Earlier this year, Jose decided to make a career change, accepting a position as diversity manager with Saint Joseph Regional Medical Center, a 3,000-employee hospital in South Bend. In addition to his degree from Roosevelt, Alvarez holds an MBA from Indiana University. Cheryl Alvarez is a middle school Spanish teacher with the South Bend Community School Corporation.

Paul Pitt (MPA, '77) is a real estate broker specializing in commercial property with Best Real Estate & Mortgage in California.

Joseph Botana, II (BSBA, '79; MI, '82), vice president of Lakeland College, spoke to high school seniors at a conference titled "Your Life Is About to Change." The conference was one of the events sponsored by the Hispanic Information Center in Sheboygan, Wis.

Members of the Wisconsin Council of Safety presented **Jack H. Dobson, Jr.** (BSBA, '79) with a special lifetime achievement award for his "ongoing dedication to protecting people, property and the environment." Dobson is the manager of occupational safety and health for Simplicity Manufacturing, Inc. During his career he has held civilian safety management positions in the Departments of the Air Force, Navy and Treasury. He has also served as a training instructor at the OSHA Training Institute.



JACK H. DOBSON, JR.

1980s

Deborah Griffin (MA, '80) was named director of financial aid at Ohlone Community College in Fremont, Calif.

Loyola University School of Education awarded a Ph.D. degree to **Renee M. Stein** (BGS, '86; MA '87) in May. Her area of study was cultural and educational policy studies.

1990s

The Illinois Mathematics and Science Academy named **Jacklyn Naughton** (MG, '93) to the Board of Trustees. Naughton is a biology teacher at Niles North High School in Skokie, Ill.

Norine E. Ashley (BGS, '94; MA, '99) is director of Apache Behavioral Health Services in White River, Ariz. Ashley, a licensed psychologist in the State of Arizona, provides clinical services for members of the White Mountain Apache Tribe. She holds a doctorate in clinical psychology from the Illinois School of Professional Psychology.

Sara Oussar Tovar (MI, '96) recently changed jobs, accepting the position of assistant director, gift planning, at Rice University. In her new position, she will be handling marketing for the development department and managing a portfolio of accounts. Tovar

previously was marketing coordinator and advertising account executive for *Cite* magazine, the quarterly journal published by the Rice Design Alliance. RDA is a non-profit unit that was formed by the dean of Rice University School of Architecture in 1972 to provide a forum for the discussion of the built environment within the city of Houston.

Illinois School District 65 appointed **Valorie Moore** (DE, '98) assistant superintendent of school operations. Before assuming this position, Moore was director of professional development and research in Proviso High School District 209. She served as principal at Northwood Junior High School in Highland Park from 1998 to 2001 and taught radio, television and oral communication at Evanston Township High School prior to that. Moore, an adjunct professor at Concordia University, teaches in a program that prepares educators working to obtain superintendent credentials.

Last year **Gail Dixon-Willden** (MA, '99) changed jobs. Instead of teaching theater she became the artistic director for Sandstone Productions. This past summer, Dixon-Willden directed *Joseph and the Amazing Technicolor Dreamcoat* and *Much Ado About Nothing* at Lion's Wilderness Park Amphitheater in Farmington, N.M. Sandstone Productions is a member of Farmington's Parks, Recreation and Cultural Affairs Department.

Lisa Walaitis Hellman (MA, '99) is director of planned giving and major gifts for Special Olympics Illinois. She previously held positions as associate director of foundation relations and associate director of planned gifts with the national office of Alzheimer's Association. Special Olympics is a not-for-profit organization which provides year-round training and competition in Olympic-type sports for athletes eight years and older with intellectual disabilities.

In the last issue of *Roosevelt Review*, we did not have the correct title for a book by **Debi Kennedy** (MA, '96). Her book is titled *The Angry Monster Book*.

2000s

The Board of Education of School District 62 appointed **Bradley J. Stein** (MA, '00) as assistant principal at Algonquin Middle School in Des Plaines, Ill. Stein, who has been teaching since 2000, was awarded a National Education Innovation Grant in 2003 for a technology-immersion program based on a yearlong research project conducted while he was at Thomas Edison Elementary School.

Alejandra Valera de Barrett (BA, '02) has started an online publication, "No Little Emperors," written by, about and for single child families.

"Pastry Diva" is the name of the new pastry shop owned and operated by **Andrea Kirkpatrick Breisch** (BSHTM, '04) in Greentown, Ind.

Andrea says she has always had a love for baking and after graduating from high school took classes at Kendall College School of Culinary Arts in Chicago. She then enrolled in Roosevelt to pursue a degree in hospitality management, and she interned with a number of pastry masters to perfect her craft. When she returned to Greentown, she decided to open her own pastry shop. Last year that dream became a reality. "Pastry Diva" provides pastries for all occasions, including weddings and special events.



Illinois Supreme Court Justice Ann Burke named **Nicola Egoroff Nelson** (BGS, '04) to serve as a judicial intern. Nelson is currently pursuing a degree at John Marshall Law School.

The Up and Coming Theatre Company chose **Allison Orobia** (BM, '06) to appear in the company's production of *Miss Saigon* which premiered at Forest View Educational Center Theater earlier this year. Orobia is also a member of the Grant Park Symphony Chorus.

Lisa Marie Weitz (MBA, '03), who is in the credit operations division for J. P. Morgan Chase, wrote to tell us how much she loves her job.

Marguerite Williams (MM, '03) has been appointed to the faculty of the University of Miami. She also was appointed principal harpist of the Colorado Music Festival in Boulder and of International Chamber Artists in Chicago, and she will be joining the New World Symphony in Miami as principal harpist.

WE WANT TO KEEP IN TOUCH!

Send your news and photos to:

Where RU? Attn: Beatrice Francis

Alumni Relations Office, Roosevelt University
430 S. Michigan Avenue, Chicago, IL 60605-1394

or email: bfrancis@roosevelt.edu



IN MEMORIAM *The RU community is sad to report the deaths of the following alumni*

1930s

Morris J. Schy (BA, '39) of Skokie, Ill., on Dec. 7, 2005

1940s

Edward Israel (BA '42) of Chicago on Feb. 23, 2006

Louis L. Lerner (BS, '42) of Chicago on Aug. 16, 2006

Bernard Beller (BA, '43) of Chicago on Oct. 11, 2005

Frances R. Racusen (BA, '43) of Chicago on July 10, 2005

Herman E. Clayton (BA, '45) of Chicago on July 21, 2006

Charles C. Giragosian (BA, '46) of Boca Raton, Fla., on March 12, 2005

Charles H. Raff (BSC, '47) of West Sunbury, Pa.

Edward M. Bush (BS, '48; MA, '56) of Rancho Mirage, Calif., on June 7, 2005

Daniel Karzen (BSC, '49) of Boca Raton, Fla., on March 21, 2005

1950s

Marvin Bogdanoff (BS, '50) of Evanston, Ill. on Mar. 9, 2006

Hymen M. Goldberg (BSC, '50) of Chicago on May 18, 2005

Gerald B. Saltzberg (BS, '50) of Chicago on Jan. 5, 2006

Louretta Bobay (MM, '51) of San Anselmo, Calif., on Dec. 21, 2005

Doris Dahlgren Dobin (BA, '51; MA, '55) of Chicago on April 28, 2006

Sheldon J. Fox (BSC, '51; MA, '52) of Miami Beach, Fla., on May 7, 2006

Dr. Jag D. Serabjit Singh (BS, '51) of New York, N.Y., on March 20, 2006

Riley C. Hampton (BM, '52) of Little Rock, Ark., on Jan. 6, 2006

Irv M. Harvey (BSC, '52) of Highland Park, Ill., on June 25, 2006

Hsing-Kuo Kuo (BS, '52) of Arlington Heights, Ill., on Nov. 5, 2005

James Mack (BM, '52; MM, '54) of Oak Park, Ill., on Aug. 6, 2006

Anna Balaskas (BA, '53) of Tarpon Springs, Fla., on Jan. 31, 2005

Lorraine J. Barron (BS, '53) of Chicago on Jan. 2, 2005

Gladys Berman (BA, '53) of Mission Viego, Calif., on Feb. 13, 2005

Frank P. Dawson, Jr. (BS, '53) of Westminster, Md., on July 26, 2005

Raymond Sergo, Sr. (BM, '53) of Lyons, Ill., on Nov. 18, 2004

Maurice M. Larry (BA, '54) of Chicago on April 1, 2006

Norman H. Schless (BSC, '55) of Highland Park, Ill., on Dec. 9, 2005

Jeanette Mier (MS, '57) of South Charleston, W. Va.

Tobi Mittleman (BA, '59; MA, '81) of Northbrook, Ill., on Oct. 13, 2005

William R. Noll (BSBA, '59) of Potomac, Md., on July 31, 2005

Joseph L. Siegel (BSBA, '59) of Tamarac, Fla., on Dec. 17, 2005

Annabelle Thompson Kilgore (BA, '59; MA, '65; MA, '73) of Riverdale, Ga., on July 8, 2006

1960s

Harriet Anshel Yashon (BA, '60) of Skokie and Lincolnwood, Ill., on July 6, 2005

Cmdr. Albert W. Draves (MA, '62) of San Antonio, Texas, on June 11, 2005

Gerald C. Maciaszek (BSBA, '64) of Saint Simons Island, Ga., on Nov. 16, 2005

Edward F. Pinc (BSBA, '64) of Fort Atkinson, Wis., on Aug. 15, 2005

Richard C. Bringmann (BS, '65) of Chicago and Hawaii on Feb. 24, 2006

John E. Cronkhite (BSBA, '66) of Littleton, Colo., on Oct. 11, 2005

1970s

Dolores Burns Chefus (BA, '71) of Chicago on Sept. 19, 2005

Emma L. Cody (BA, '73) of Chicago on Oct. 21, 2005

Jerry Rembert (BSBA, '73) of Dolton, Ill., on Oct. 11, 2005

Robert Bradford (BGS, '75) of Jacksonville, Fla., on Feb. 24, 2005

Charles A. Hall (MA, '75) of Forest Park, Ill., on Jan. 6, 2005

Anita L. Claytor Brooks (MA, '76) of Lansing, Ill., on May 15, 2006

Robert T. Dorgan (BGS, '76) of Darien, Ill., on June 30, 2005

Mohammed S. Khan (BS, '76) of Elgin, Ill., on Jan. 10, 2004

William E. Austin (BSBA, '77) of Fla. and Mich., in November 2005

Edith Weiss Millman (BA, '77) of Chicago on Oct. 21, 2005

Arne E. Abrahamson (BGS, '78) of New Port Richey, Fla., on Oct. 8, 2005

Shawn R. Jackson (MPA, '79) of Chicago on July 15, 2005

1980s

Robbie May Lightfoot (MA, '82) of Zion, Ill., on July 3, 2006

Gary L. Fetgatter (MPA, '83) of Columbus, Ohio, on March 29, 2006

Anita Harris (BS, '84) of Calumet City, Ill., on March 6, 2006

David L. Johnson (BSBA, '89) of Calumet City, Ill., on June 16, 2005

Janice L. Nathan (BGS, '89) of Chicago on July 2, 2005

1990s

Jennifer B. Hay (MA, '90) of Barrington, Ill., on March 7, 2005

Jane Sullivan (MM, '98) of Chicago on Sept. 3, 2006

Gerald Gidwitz, one of the longest serving members of Roosevelt University's Board of Trustees, died on July 11. Mr. Gidwitz, a trustee from 1957 until 2002, was just six days short of 100. A highly successful entrepreneur, Mr. Gidwitz was a founder and former chairman of Helene Curtis Industries. He also started Continental Materials Corporation and founded or acquired other companies in such diverse fields as real estate, building materials, oil wells and uranium, zinc and copper mines. Mr. Gidwitz was committed to education and founded literacy programs in conjunction with Roosevelt. He also was a member and supporter of the Auditorium Theatre Council. His son, Ronald, was an Illinois gubernatorial candidate in the 2006 Republican primary and past chairman of the State Board of Education.



FORE!

GOLFERS RAISE DOLLARS FOR SCHOLARS

More than 100 golfers joined Roosevelt University staff and faculty at the 13th Annual Community Advisory Board Scholarship Benefit Outing on Monday, June 12, at Rolling Green Country Club in Arlington Heights.

The proceeds from the outing directly benefit the Future Community Leaders Scholarship Fund, which offers financial assistance to RU students who live and/or work in the northwest suburbs, exhibit leadership potential and academic excellence and demonstrate financial need.

The success of the outing will allow the University to offer seven new scholarships as well as continue the funding of the two returning FCL scholarship recipients.

Corporate and Foundation Funding

COMED GIFT ENABLES MATH AND SCIENCE RESOURCE CENTER AT ROBIN CAMPUS

Today's students expect state-of-the-art facilities, particularly in the fields of mathematics and the sciences. A \$90,000 gift from ComEd will enable the University to establish the ComEd Math and Science Resource Center at the Albert A. Robin Campus. The center will house 6 personal computers equipped with scientific and mathematic modeling and other related software, in addition to the University standard PC software package.

Designed for use as a student and faculty resource center, the center will also have projector capabilities. The center will be available as a tutoring space for math and science students, as well as students in the math and science education programs of the College of Education. In addition to these capabilities, the center could also be used to conduct research projects in the related fields.

With this gift, ComEd continues its many years of support for high quality programs and facilities at Roosevelt University by providing access to such technology and resources.

THE CHICAGO WOMAN'S CLUB FUND

Among the many long-time institutional supporters of the University, the Chicago Woman's Club Fund has focused its attention on the beautifully appointed Sullivan Room in the Auditorium Building. For many years it has assisted with necessary annual maintenance of the room. Beginning in 2005, the Chicago Woman's Club Fund added a scholarship for the College of Education to its usual gift for the Sullivan Room. This summer, a second scholarship was added for the Walter E. Heller College of Business Administration. Complex gifts like this provide the University with much needed funding for both physical upkeep and monetary assistance to deserving students.

PRESIDENT MIDDLETON HOSTS FUNDING INSTITUTIONS

As an expression of gratitude to long-term institutional funders, President Chuck Middleton hosted a breakfast in May for representatives of the W.P. & H.B. White Foundation, the Elizabeth Cheney Foundation, the Charles and M.R. Shapiro Foundation, and the Max Goldenberg Foundation. Each of these institutions has deep roots in Chicago industry and philanthropy that directly benefit the University's scholarships, science and music programs.

For more information about any of these programs or to inquire about institutional giving at Roosevelt University, please contact Chris J. Chulos at (312) 341-3621 or at cchulos@roosevelt.edu.



Top: President Chuck Middleton, Kimberly Gosell, associate vice president for institutional advancement; and Pat Henriksen, chair, Community Advisory Board, welcomed golfers and guests to the University's 13th annual scholarship benefit golf outing.

Above left: Two of the University's newest Future Community Leaders scholarship recipients, Jasmin Valdovinos (left) and Ashley Cullerton talk with Chuck Middleton about their career plans.

Above right: The winning foursome from Navistar (from left) Mark Bures, Kevin McLaughlin, Tom Mariani and James Rusch.



Advisory Council to Assist College

WALTER E. HELLER COLLEGE OF BUSINESS ESTABLISHES ADVISORY COUNCIL

In our ongoing efforts to increase the visibility of the Walter E. Heller College of Business Administration and help our students and faculty connect to the business community, we have assembled a talented and diverse group of advisory members to assist the dean and college in establishing mutually beneficial partnerships with individuals, corporations and foundations; advise the dean on issues pertaining to the college by determining the needs of the community and Chicago area; and provide an ongoing assessment of the current and future environment of academic needs to better prepare our graduates for their career goals and the needs of their future employers.

We are pleased to have these individuals involved and look forward to their participation as council members. For more information contact Brian Walker, director of development, (312) 341-6797 or bwalker@roosevelt.edu.

Never forget!



Nearly 30 people who have provided for Roosevelt in their wills and estate plans gathered for a celebratory luncheon featuring Leon Stein, professor emeritus of history, in the Sullivan Room of the Auditorium Building on June 19.

President Chuck Middleton and Thomas Minar, vice president for institutional advancement, welcomed members of the Fireside Circle (the University's planned giving society) and emphasized the importance of their commitments to the growth of Roosevelt University, noting that most of its endowed scholarships are funded by estate gifts and other forms of planned giving. Roosevelt trustees Robert Mednick (BSBA, '62) and Ken Tucker (BSC, '54) were in attendance along with President Emeritus Ted Gross.

Retired history Professor Leon Stein, a student favorite at Roosevelt, spoke on "Learning the Lessons of the Holocaust." He described the lead-up to the Nazi extermination of Jews, gypsies and homosexuals which occurred in Europe from 1942 to 1945, comparing and contrasting the Holocaust to contemporary genocides in Bosnia, Rwanda, and the Darfur region of Sudan which, Stein noted, "little is being done to prevent." It was a powerful reminder of the horrifying consequences of international complacency.

The annual Fireside Circle luncheon recognizes approximately 200 alumni and friends who have provided for Roosevelt University, either in their wills or through other planned giving vehicles (annuities, trusts, life insurance policies). To find out more about how you can qualify for membership, contact David Pattee, director of planned giving, (312) 341-6455.

THE INSTITUTIONAL ADVANCEMENT'S TEAM GREEN!

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Many thanks for your support!

Thank you! The support of many generous alumni, parents and friends helped us to raise more than \$920,000 for Roosevelt's Annual Fund during fiscal year 2005-2006. Gifts to the Annual Fund provide for the University's greatest needs and truly have an impact!

Your participation is more important than ever to help support student success and academic excellence. Roosevelt's fiscal year runs Sept. 1 – Aug. 31. Your yearly gift to the Annual Fund supports student scholarships, technology upgrades, faculty development, current operating costs, library resources and much more for our students!



**GIVE TO A PLACE WHERE YOU HAVE A LIFELONG CONNECTION:
ROOSEVELT UNIVERSITY! GIVE TODAY!**

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C. Paul Johnson
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Dempsey J. Travis (BA, '49)

John J. Viera
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David Wooldridge (BS, '61)



Dear Alumni and Friends,

On behalf of President Chuck Middleton and the Board of Trustees, students, faculty and staff of Roosevelt University, thank you for your generous support during our fiscal year 2005-2006.

Support from our alumni, friends, corporations and foundations totaled more than \$7.2 million in cash and pledges for our unrestricted and restricted funds from Sept. 1, 2005 to Aug. 31, 2006. Your contributions made a resounding vote of confidence in Roosevelt University. We were especially impressed by the many donors who made gifts to our various scholarship funds—this support has a direct and significant impact on our students. Scholarship support helps reduce the number of hours our students must work outside to pay for their studies, and increases the valuable time they can spend studying or working with faculty or other students in the Roosevelt community.

The loyalty of our annual supporters forms a great foundation for Roosevelt. Nearly 500 alumni and friends supported the University for the first time this year. We hope those of you who are new donors will become regular, yearly contributors like so many who support the University.

The administration and faculty have set the stage for Roosevelt marked by academic excellence and student success. As we execute new plans and make exciting programmatic adjustments to the University, we are making great strides forward.

All the steps taken by the University lead to an increased number of graduates ready to tackle the job market with confidence and to be thankful for their Roosevelt education. We know that will, in turn, lead to their names appearing on the Honor Roll in the future.

If you made a gift to the University during the fiscal year, Sept. 1, 2005—Aug. 31, 2006, please take the time to find your name on the Honor Roll. As you will see, you are in great company.

Sincerely,

Kenneth L. Tucker (BSC '54)
Chair, Development Committee
Board of Trustees



Dear Alumni and Friends,

This edition of the *Roosevelt Review* is a special one. As we reflect on the previous fiscal year, I want to offer my sincere gratitude as we honor our many donors in the pages that follow. Your generosity has a significant impact on Roosevelt student success, both today and in the future. Thank you!

For the past several years, you have responded to our fundraising efforts with vigor. We have enjoyed an increase in the number of donors giving to Roosevelt as well as an increase in the overall dollars raised—all good news for your University.

Your participation in all that we do is important. The support you provide helps us meet the challenges and needs of our students in order to achieve success and improve upon the high-quality education we provide at Roosevelt University.

As we look to the future, our Annual Fund theme is quite simple. Whether you are renewing a gift, increasing your gift or giving for the first time—we simply encourage you to give. Give to a place where you have a lifelong connection—Roosevelt University!

We always love to hear from you. Whether you attend an event, contact a faculty or staff member, talk to one of our students or complete a submission for the "Where RU?" in a future issue of this magazine, we enjoy knowing what is going on in your lives.

Sincerely,

Thomas J. Minar, Ph.D.
Vice President for Institutional Advancement

Thank you!

Gifts to the Annual Fund make a positive impact on student success! Thank you to our donors for your yearly support of the Roosevelt University Annual Fund. Your generosity is vital for sustaining and enhancing the high quality education Roosevelt offers our students.

What is the Roosevelt University Annual Fund?

The Annual Fund is the heart of Roosevelt's fundraising program. Annual Fund gifts have a direct impact on Roosevelt students. The Annual Fund supports areas of greatest need at the University including student scholarships, technology upgrades, academic and faculty development, current operating costs, library resources, and facility renovation and restoration.

Will I be contacted during the fiscal year?

Yes, alumni and friends are contacted by mail and phone each year. Roosevelt's fiscal year begins on Sept. 1 and concludes on Aug. 31. Roosevelt students will call during our phonathon sessions, which last eight weeks each fall and spring semester. You will enjoy talking first-hand with one of our talented student callers!

Never given before?

Now is a perfect time to start giving to a place where you have a lifelong connection. Your participation—at any amount—makes a difference!

Renew or increase your gift!

Renew or increase your support to Roosevelt's Annual Fund and continue to help support student success and academic excellence.

Give today online at www.roosevelt.edu/giving or send a check or use the enclosed envelope to send a check or charge a gift to your credit card.

Questions? Please contact:

Stacy Rungaitis, Director of Annual Giving

Office of Institutional Advancement
Roosevelt University
430 South Michigan Avenue
Chicago, IL 60605
srungaitis@roosevelt.edu

(312) 341-3623 (direct)

(312) 341-6490 (fax)



Please note:

The following Honor Roll recognizes individuals, companies and foundations that gave or provided for gifts during the 2005-2006 fiscal year, from Sept. 1, 2005, through Aug. 31, 2006. Those gifts made after Sept. 1, 2006, will be recognized in next year's Annual Report. Asterisks denote deceased.

While we make every effort to ensure the accuracy of this report, we regret any errors or omissions. Contact the Office of Institutional Advancement at (312) 341-3623 if you have any questions, or would like your name to be listed differently.



FIRESIDE CIRCLE 2006

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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Mrs. Elaine Randolph
Mr. & Mrs. Sheldon Reitman
Mrs. Grace E. Reller
Mr. Albert A. Robin
Dr. Harold Rosenberg

Mr. Sherman Rosenberg
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Thursday, Jan. 4, 2007
6 p.m.
Atlanta, Georgia

NEW YORK ALUMNI EVENT CCPA PRESENTS JORGE FEDERICO OSORIO

Monday, Jan. 22, 2007
6 p.m. reception
8 p.m. concert
New York, New York

SOUTH SUBURBAN ALUMNI EVENT: CCPA CONCERT AT GOVERNORS STATE UNIVERSITY

Wednesday, March 28, 2007
6 p.m. reception
7:30 p.m. concert
University Park, Illinois

CHICAGO ALUMNI EVENT LEGACY III: A CELEBRATION OF BLACK MUSIC

Friday, March 2, 2007
6 p.m. reception
7:30 p.m. concert
Chicago, Illinois

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