



# ROOSEVELT

A MAGAZINE FOR ALUMNI AND FRIENDS OF ROOSEVELT UNIVERSITY

REVIEW FALL 2009



## Mike Quigley

Roosevelt Alumnus  
is Illinois' Newest  
Congressman



# JOSEPH L. PISCIOTTA (1921-2008)

## FROM GI JOE TO RU BENEFACTOR



Soon after Joe Pisciotta (BS, '49) died on Nov. 18, 2008, Roosevelt University learned it was one of the beneficiaries of his estate. When the estate is settled, the University could receive nearly \$500,000.

Pisciotta was the last of five children born to Italian immigrants who had settled in Chicago. His father was a shoemaker and his mother was a housewife. After serving in World War II, Pisciotta, like many other returning servicemen, took advantage of the GI Bill

to obtain a college education, the route to upward mobility for many first-generation Americans.

He chose to attend Roosevelt University, which was created in 1945 and was bustling with students of different races and ethnicities, including many GIs. Pisciotta graduated in 1949, a banner year in Roosevelt's history. He was part of an illustrious group of graduates who would make a major impact on the social justice movement in their communities. His classmates included Harold Washington, the first African-American mayor of Chicago; Dempsey J. Travis, a Chicago historian and pioneering realtor; and Timuel Black, a noted activist, historian and educator.

After graduation, Pisciotta moved to Southern California where he had a 37-year career with the agency that preceded the California Department of Public Social Services. He rose up the ladder to become division chief and had as many as 1,500 employees under his charge. His friend and colleague, Mel Kuznets, who oversaw one of the districts in Los Angeles with a high percentage of refugees, said, "Joe always encouraged me to reach out to the waves of ethnic groups when they arrived in Los Angeles and alert them to programs that would help them assimilate into their new homeland. This included refugees from Cuba, Ethiopia, Southeast Asia and Russia."

Pisciotta's positive impact on California government is evident to this day. Under his leadership the Appeals and State Hearings Section (ASH) gave recipients an opportunity to challenge case decisions, a true hallmark of social justice in action. Throughout the years, ASH has received awards for innovation and quality service. "Joe was appreciated and highly respected by all levels of staff," Kuznets said.

Pisciotta, who never married, was a beloved family member who could tell a great story, had a robust sense of humor and is described by family and friends as a kind and self-effacing man who was dedicated to his colleagues and to improving government.

His kindness continues to this day as his estate plan includes Roosevelt University, which had helped to shape his own tolerant world view.



**To find out more about including Roosevelt University in your will or other information about estate planning, contact:**

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# Academic Quality and Roosevelt's Future

BY PRESIDENT CHUCK MIDDLETON

**W**e were lining up for the University Convocation and New Student Matriculation ceremony this past August when it suddenly hit me how many new faculty members there were this fall.

This annual event mirrors graduation ceremonies held in the Auditorium Theatre. The faculty process in caps and gowns and the new students are issued Roosevelt T-shirts and sit together in their colleges. At the end the deans introduce their new students who stand while I formally matriculate them into the University and confer upon them all the rights and responsibilities of membership in this community. Then we have burgers and hot dogs together in the lobby.

**Their individual distinctions will assure the critical collective success that is necessary to bring Roosevelt continuing quality enhancement for the next generation.**

New faculty members are also introduced. They process with the presidential party, sit on the stage, and stand one at a time while their dean reads a brief biography and talks of their teaching and scholarly or creative interests.

Normally we recruit about a dozen to 18 new full-time faculty every fall. This year as we were robing, the full impact of how the growth in our student

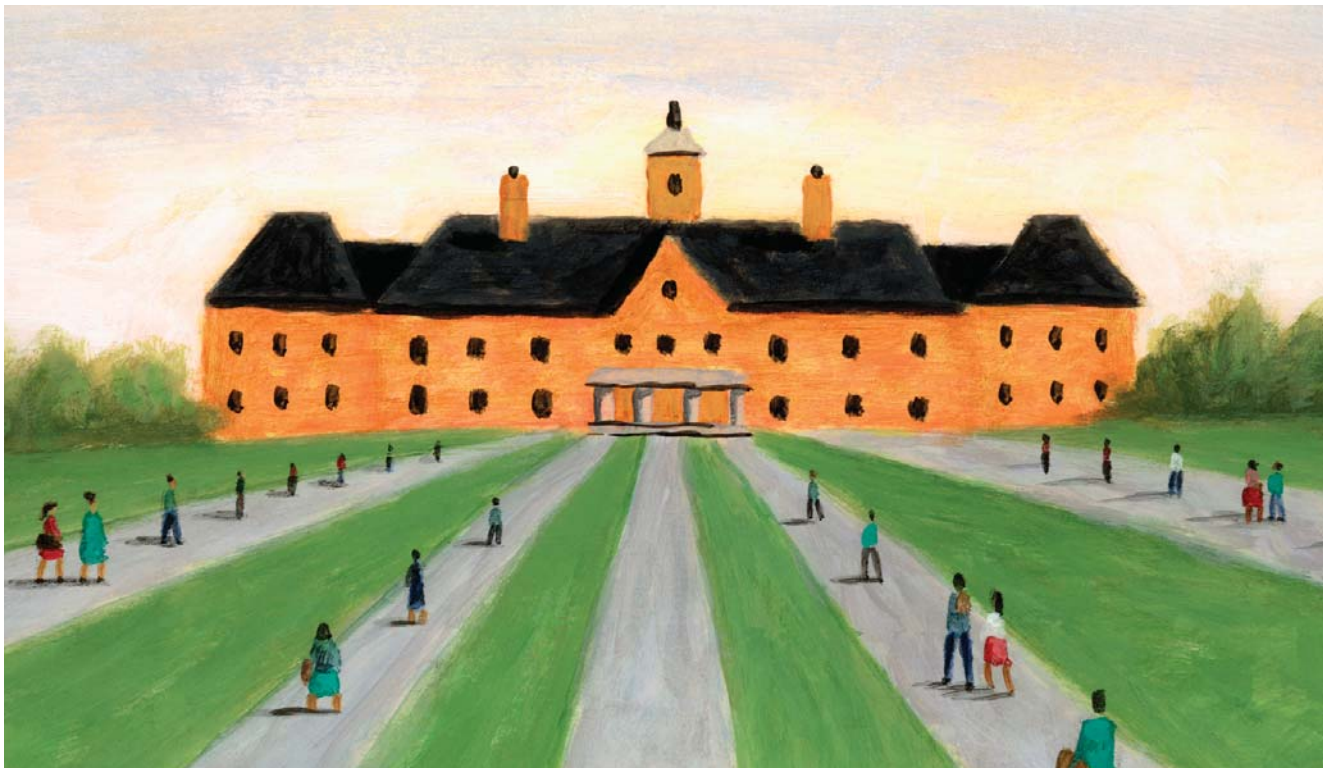
body was now driving additional faculty lines hit me. The provost and deans had told me that there were 34 new hires, but until we started lining up, the sheer magnitude of their collective presence had not sunk in.

Whatever else they may have in common, all first-rate colleges and universities are blessed with a highly talented faculty. High academic quality cannot be created, much less sustained, absent the leadership of the faculty.

They set the curriculum, determine the standards of performance at both the course and degree levels, and provide that critical continuity of quality assurance that defines enduring academic excellence.

As I was surveying this new group, which represented approximately a 15 percent increase in the full-time faculty, I saw them as the surety of our future quality. We have been experiencing a significant turnover and expansion in the faculty since 2002. It is essential that we replace an excellent faculty with an even more accomplished one. This fall over half of the faculty has been hired since I arrived that year, and nearly two-thirds have been at Roosevelt for 10 years or less.

It's not just numbers. We have been aggressively recruiting on a national level in all disciplines, and in some internationally. Faculty







members in the strongest departments everywhere come from multiple institutions, not just a handful. Quality in part is attained by bringing together people with different preparation. Besides, no one institution, no matter how excellent its doctoral programs, has a corner on the talent.

Also critical is to hire from programs across the country, and we have been purposely recruiting new faculty from institutions outside Chicago upon which in the past we relied heavily. It is common now to hire every year from among all of the leading state universities in the country, leading private institutions in the Ivy League and elsewhere, and smaller universities with only a few doctoral programs, but those among the best of their types.

These impressive new colleagues can be seen narrowly as new members of the professoriate. I, however, tend to think of them differently. To me, they are the senior faculty of 2020 and beyond. They are the academic leaders whose career successes will be important statements of individual accomplishment. Most significant to me, however, is that their individual distinctions will assure the critical collective success that is necessary to bring Roosevelt continuing quality enhancement for the next generation.

This is a role that they will have to grow into, of course. They must become accomplished teachers and they must also grow in their scholarly or creative lives. They do the first by teaching our students at all levels of the curriculum. They do the latter by maintaining their enthusiasm for and their active engagement in their disciplines.

Roosevelt University's strategic goal is to be of such high academic stature that it will never be threatened by changes in the demographic characteristics of college student populations. In short, we want to be certain that our overall academic quality, aspects of which we cover in every issue of the *Roosevelt Review*, is unambiguously clear.

This alone can assure long-term success. Given this strategic imperative and the vital role of the faculty in its coming to pass, small wonder that standing among the newest faculty as we donned our caps and gowns, I was musing about that future.

If you had been there, you, too, would have taken pleasure in listening to them talk excitedly about being here and anticipating their first classes. Their enthusiasm was infectious as was their energy and their desire to get started. If we have hired as well as I think we have, putting the future of the University into their hands bodes well for Roosevelt and all who will come here for at least the next three decades.

I guarantee it.

 I welcome your comments at [cmiddleton@roosevelt.edu](mailto:cmiddleton@roosevelt.edu).

## LETTERS

On the back cover of the summer issue of *Roosevelt Review*, we ran pictures of several Roosevelt alumni who were student athletes in the 1960s and '70s. Three alumni wrote to tell us they recognized themselves or others in the pictures. We're pleased to share their notes.

One of the tennis players on the back cover of your alumni magazine is Mohamad R. Ghaffari (me). I graduated in 1980 with an MBA. I married Barbara Kowalski, who used to work in the MBA program with Dean LaMont. We are still happily married and live in Bellevue, Wash. We have a 23-year-old son. I do remember we had a pretty good year in 1980. Coach Robert Griggas would arrange matches and he truly was devoted to the team.

Best wishes,  
Moe Ghaffari

The picture on the upper left of the golfers, back row, second from left, is Dave Katz. I'll let you know if I recognize others.

Regards,  
Alice Rifkind Gutenkauf (BA, '52)

Number 11 in the basketball picture is Kenny Slater, who played between 1980 and 1984. I was a basketball player and golfer during the same time period and played basketball with Kenny.

Sincerely,  
Ronald S. Slager (BSBA, '84)

Charles Anderson, class of 1966, wrote a nice letter saying that he is gratified to learn that intercollegiate athletics are returning to Roosevelt. He included an essay describing how he was making plans to play in a basketball game for the Roosevelt Lakers on Nov. 22, 1963 when he learned that President John F. Kennedy died. "When I returned to campus on Monday, I sensed that things had changed. Or was it me? ... It was a time for me to grow up," he wrote.

As always, we welcome your comments. Please send them to me at:

Tom Karow  
Editor, *Roosevelt Review*  
[tkarow@roosevelt.edu](mailto:tkarow@roosevelt.edu)



**BY TOM KAROW**

A little over a year ago, Roosevelt University alumnus Dushan “Duke” Petrovich was appointed president of one of Chicago’s oldest and most successful companies, the Wm. Wrigley Jr. Company. During his 34-year career at Wrigley, he rose from an entry-level accountant to become only the second non-Wrigley family member to head the company.





Dushan “Duke” Petrovich has had 18 job titles during his 34 years at Chicago’s Wm. Wrigley Jr. Company. But there is one title that applies to every phase of his career: “role model.”

Officially, role model might not be a title, but it certainly describes what Petrovich means to first-generation Americans looking to succeed in business.

The Roosevelt University graduate, who currently is president of the \$6 billion gum and confections company, grew up in the Pilsen neighborhood of Chicago. His father was from Serbia and his mother from Bosnia, and neither knew English when they immigrated to the United States in 1951, two years before Petrovich was born.

“They abandoned their homeland, Yugoslavia, because it had been taken over by a Communist leader,” he recalls during an interview in a Wrigley conference room. “They came here basically with the clothes on their backs.”

Petrovich is eager to share his experiences with young people, especially immigrant students who are struggling to grow up in a culture different from the one their parents knew. “I don’t give advice,” he says. “I tell my story and encourage people not to underestimate themselves. The opportunities are here for them in the United States.”

Petrovich certainly took advantage of his opportunities, and his talent. After earning bachelor’s and master’s degrees, he worked his way up from a staff accountant to become only the second non-Wrigley family member to head the 118-year-old firm, whose brands include Orbit, Eclipse, Extra, Doublemint, Juicy Fruit, Altoids, Lifesavers, Skittles, Starburst and many others.

“Duke embodies the soul of the Wrigley Company,” says Tim Griffin, the company’s vice president of People, Learning and Development. “No one else knows our business and our associates (the term Wrigley uses for its 16,000 employees), as well as he does. He’s like an extension of the Wrigley family.”

Despite his humble childhood, Petrovich says he and his brother and sister were brought up believing that they would do well and go to college. “Our parents gave us confidence. We never felt like we couldn’t compete in life,” he says.

After graduating from Harrison High School in Chicago at the age of 16, Petrovich majored in economics at Knox College, a small liberal arts school in Galesburg, Ill., where he now serves on the board of trustees. During his freshman year, he acquired the nickname “Duke,” which many of his friends still call him. “The guys on my dorm floor refused to call me Dushan and started calling me Duke,” he says. “I’m proud of my name, which comes from Tsar Dusan of Serbia, but I’m okay with people calling me either Duke or Dushan.”

Petrovich’s career at Wrigley began in 1975 when he was hired as an entry-level accountant. “From day one, I felt comfortable here,” he says. “I’ve worked for three of the four members of the Wrigley family who ran the company. They appreciated talent and never classified you based on who you knew or where you came from. I am fortunate because the confidence my parents instilled in me allowed me to deal with senior people from all backgrounds and not be intimidated.”



While working full time at Wrigley, Petrovich enrolled in Roosevelt’s master’s in accounting program. He graduated in 1979, after taking evening classes at the Chicago Campus for two years. His Roosevelt degree not only helped him progress at Wrigley, but it gave him credentials necessary to teach economics and business administration, which he did part-time at Rosary College in River Forest, Ill., for six years.

With his busy schedule, Petrovich found it difficult to stay in touch with his contacts from Roosevelt after graduation, but he’s now ready to become reconnected. “I recently met (President) Chuck Middleton and was really impressed with his vision and where Roosevelt is going,” he says. “I think he’s a very special person and I will always support education.”

A turning point in Petrovich’s career came when he was just 24 years old. He was asked to fly to Europe and establish an intra-company transfer pricing policy, after another employee struggled with the assignment. “I had never been outside of the country, my parents didn’t even have a car until I was 11,” he says, still amazed at the experience. “That opened my mind to the world; it was the first big moment for me.”

Petrovich has now been to more than 70 countries for Wrigley, which derives two-thirds of its income from international sales. Pictures and mementoes from his trips to China, the Philippines, Morocco, India, Russia, Israel and other countries are lined up on bookshelves in his office. “This has been like a gift given to me to see the world,” he says. “I’m a big history buff and love studying about cultures in different parts of the world. I love to get to know people, learn about the culture and eat the local foods.”

Over the years, Petrovich, who met his wife, Nancy, at Wrigley, has managed nearly every aspect of the company’s operations, including finance, technology, communications, People, Learning and Development (the company’s human resources organization), real estate, commercial operations in Mexico and South America and Supply Chain and Procurement. “I have a good record of recruiting, hiring and growing people globally,” he says.

Wrigley’s chairman, Bill Wrigley, Jr., certainly concurs. “Duke has played an important role in the transformation and ongoing growth of Wrigley throughout the years,” he says. “He has proven himself to be a strong and visionary leader.”





**I look forward to returning to Roosevelt and talking to students. One thing I will tell them is to set their sights high.”**

– DUSHAN “DUKE” PETROVICH (MSA, '79)

The Wrigley Company, like Roosevelt University, is a value-driven organization that believes in diversity, community involvement, social responsibility and sustainability. In fact, Petrovich appointed a full-time managing director of Global Sustainability, Julia Tuthill-Mulligan, because he believes companies have an obligation to preserve and protect the global environment.

“Duke is a savvy businessman, but he also has a big heart,” says Tuthill-Mulligan. “He has a personal passion for sustainability.” She points out that Wrigley has strategic goals to conserve energy, water and waste in its manufacturing plants and to increase the use of recycled materials in its packaging. At the firm’s Global Innovation Center on Goose Island in Chicago, for example, water use has been reduced by 40 percent annually and energy use has decreased by 10 percent compared to last year.

The Innovation Center is where Wrigley creates new products, packaging and processes. By continuously developing new types of gum and confections, Wrigley has been able to maintain its position as a leading confectionery company. “My job is to ensure that we have the resources necessary to develop new products,” he says. “One of the keys to our business is to provide enough variety and choice to appeal to the needs of different consumers.”

As the company’s principal spokesperson, Petrovich enjoys touting the advantages of chewing gum, which he says improves oral health and reduces cavities in addition to freshening breath. Wrigley’s

research also has shown that chewing gum may help improve one’s focus, concentration and alertness; reduce stress; and help those trying to reduce their caloric intake.

A new era in Wrigley’s history started in October 2008, when the company was acquired for \$23 billion by Mars, Inc., a family-owned company headquartered in Virginia. Wrigley now operates as a subsidiary of the confectionery, food and pet care products firm.

Unlike Macy’s Inc., which changed the name of Marshall Field’s to Macy’s when it purchased the Chicago department store company, Mars is leaving the Wrigley name intact. “Mars has the same philosophy toward people as we do and its willingness to keep and retain talent has been great,” Petrovich explains. “We call it a world of opportunity where our associates are now part of a larger organization and they can apply for jobs in all segments of Mars.”

So far it’s been an excellent combination, he adds. “A merger with any other company may have led to the company losing a little bit of its identity, losing some of its people and perhaps losing its presence in Chicago.”

Looking ahead, Petrovich says he’s very optimistic about the nation’s future, despite the current economic downturn. “I believe we’re in good hands because the students of today are extremely talented,” he says. “During this semester, I look forward to returning to Roosevelt and talking to students. One thing I will tell them is to set their sights high.” **R**

Dushan “Duke” Petrovich (MSA ’79) enjoys spreading the word about Wrigley’s products. Above left, as part of the company’s “Man in the Van” program, he made sales calls to small stores in Queens, N.Y. Above right, he addresses associates at a town hall meeting in Beijing.

# ROLE CALL

BY LAURA JANOTA

34 new, full-time faculty members – the largest group ever – join Roosevelt University this fall.





**1** Ji-Hyae Park, Lecturer in English Composition, PhD, University of Michigan **2** Matt Pavesich, Lecturer in English Composition, PhD, University of Illinois at Chicago  
**3** Daniel Stetzel, Lecturer in Musical Theatre, University of Chicago **4** Blake Hackler, Assistant Professor of Theatre, MFA, Yale University **5** Joanne Howard, Lecturer in Public Administration, PhD, University of Illinois at Chicago **6** Eliza Wicher, Assistant Professor of Psychology, PhD, Wayne State University **7** Robyn Oliver, Assistant Professor of Psychology, PhD, University of Pennsylvania **8** Stephanie Farmer, Assistant Professor of Sociology, PhD, State University of New York at Binghamton **9** Fabricio Prado, Assistant Professor of History, PhD, Emory University **10** Mary Williams, Lecturer in Mathematics, MA, Florida Atlantic University  
**11** John McDonald, Gerald W. Fogelson Distinguished Chair in Real Estate, PhD, Yale University





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**12 Henry Fogel**, Distinguished Professor of the Arts and Dean of Chicago College of Performing Arts, Syracuse University **13 Nadine Gomes**, Lecturer in Musical Theatre, MM, Roosevelt University **14 Husam Khadra**, David Kleinerman Assistant Professor of Accounting, PhD, Arab Academy for Banking and Financial Services **15 Jiu Yu**, Assistant Professor of Mathematics, PhD, University of Georgia **16 Cathy Evins**, Lecturer in Mathematics, MA, DePaul University **17 George E. MacKinnon III**, Professor of Pharmacy and Founding Dean of the College of Pharmacy, PhD, Loyola University **18 Amanda Wornhoff**, Lecturer in English Composition, MA, Roosevelt University **19 Mairin Barney**, Lecturer in English Composition, MA, Northern Arizona University **20 Scott Mason**, Lecturer in Music Core Studies, MM, DePaul University **21 Leslie Bloom**, Assistant Professor of Educational Leadership, PhD, Indiana University **22 Nicole Anderson-Cobb**, Assistant Professor of History, PhD, University of Illinois at Urbana-Champaign **23 Rebecca Schorsch**, Lecturer in Musical Theatre, BM, Roosevelt University



**R**oosevelt University this fall welcomed 34 new, full-time faculty members – the largest group ever to join the University at the start of an academic year.

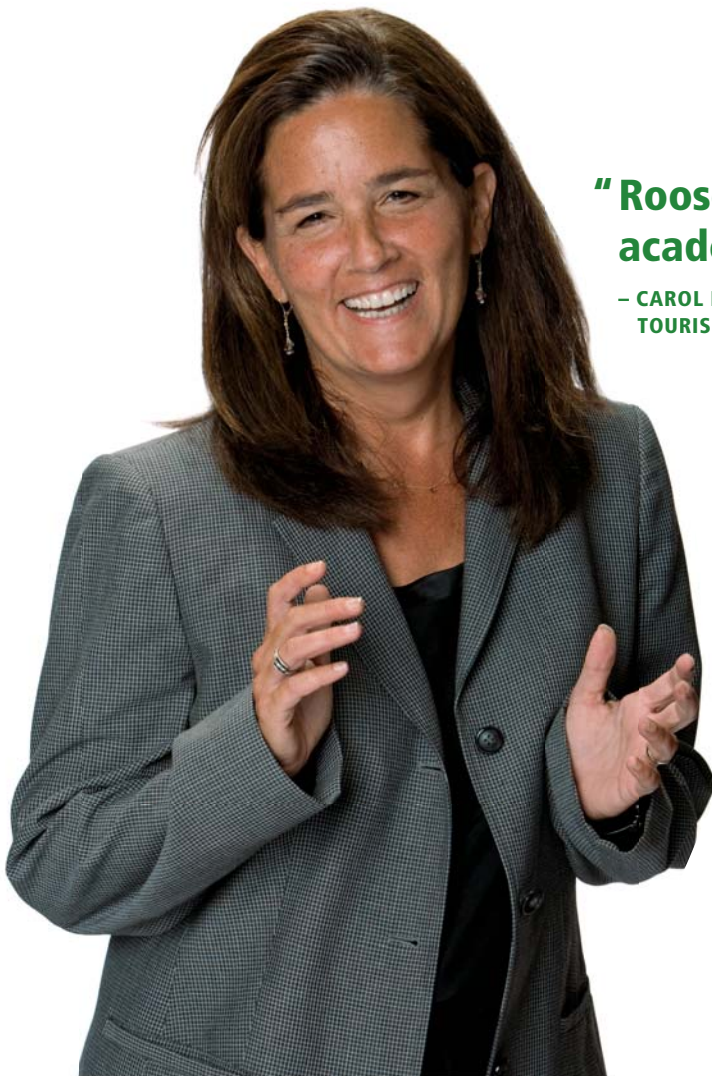
The hiring of such a large group isn't surprising given the continuing unprecedented growth of the University. This fall, the University ushered in the largest freshman class ever, while credit hours taken by Roosevelt students reached an all-time high for the second year in a row.

However, much like today's Roosevelt students, who come from more than 35 states and 55 countries, this year's class of new full-time faculty members also is rich in geographic diversity, bringing credentials and terminal degrees earned all over the country, from the University of California at Los Angeles (UCLA) to Yale University and all over the globe, from the National Academy of Sciences in the Ukraine to the Arab Academy for Banking and Financial Services in the Middle East.

"With this incredible group of new hires, our full-time faculty has become even more diverse and impressive," said James Gandre, provost and executive vice president of Roosevelt University. This year's new full-time faculty class is about 50 percent larger than any on record in the history of the University, according to Doug Knerr, Roosevelt's vice provost for faculty and academic administration. More than half of the group is comprised of women, and more than a fifth of the group are people of color, he said.

This year's group includes professors from a variety of disciplines, including some who are nationally and even internationally known, and a number who are doing cutting-edge research. Among them:

- Henry Fogel, distinguished professor of the arts, dean of Chicago College of Performing Arts (CCPA) and the former president of the Chicago Symphony Orchestra.
- John McDonald, the Gerald Fogelson Distinguished Chair in Real Estate, professor emeritus of economics and finance at the University of Illinois at Chicago and the author of seven books on the economy and metropolitan growth. McDonald is internationally known for his research on urban economics, real estate, transportation and zoning.
- Robyn Oliver, assistant professor of psychology, and a 2007 PhD graduate of the University of Pennsylvania. A cognitive psychologist, Oliver is interested in how humans perceive the world around them. She is currently doing research on perceptions related to color, and is using computer graphics and behavioral measurements to investigate memory for color information.
- Leslie Bloom, assistant professor of educational leadership and a feminist scholar and researcher who previously was an associate professor of education and women's studies at Iowa State University. A former Fulbright scholar and author of a book on feminist methodology and narrative interpretation, Bloom recently completed a long-term study on the grass-roots organization, Beyond Welfare, which will be the basis for a book that critiques U.S. policies that have allowed poverty to flourish in America.
- George MacKinnon, professor of pharmacy and the founding dean of Roosevelt's new College of Pharmacy. A pharmacy administrator and educator with more than 20 years of experience in the field, MacKinnon has started pharmacy programs at Midwestern University in Arizona and the Chicago College of Pharmacy. In addition, he was vice president of academic affairs for the American Association of Colleges of Pharmacy, giving him a national perspective in the field of pharmacy and pharmacy education.



**"Roosevelt is a place where I have complete academic and personal freedom."**

**– CAROL BROWN, ASSISTANT PROFESSOR OF HOSPITALITY AND TOURISM MANAGEMENT**

"The growth of the University over the past decade has been extraordinary, particularly in terms of academic quality," Fogel remarked. "I believe that bringing in all of this new blood is just a sign of our commitment to continue improving on the quality we are offering our students," he added.

Nineteen of the new full-time faculty members are teaching in the College of Arts and Sciences. "Roosevelt University has a momentum that is making the institution attractive to teaching candidates from near and far-away places," said Lynn Weiner, dean of the College of Arts and Sciences.

Four of the college's new full-time faculty members have joined the Department of Psychology, which posted the most enrollment gains of any program at Roosevelt this fall.

"The University's commitment to social justice and academic quality has made the position here a perfect fit for me," said Jill Coleman, a new assistant professor of psychology, who has a PhD from the University of Illinois at Urbana-Champaign and is an expert in gen-

der stereotypes and discrimination. She is teaching courses in Social Psychology and the Psychology of Women this fall.

The College of Arts and Sciences also welcomed four new full-time faculty members in English composition, four in mathematics, two in history and one incoming full-time faculty member each in chemistry, sociology, public administration, journalism and computer science.

"I believe the University's mission distinguishes it from all other institutions and I'm excited that the University is giving me and all of my other new colleagues an opportunity to really live the mission," said Stephanie Farmer, a new assistant professor of sociology who has a PhD from the State University of New York at Binghamton.

Farmer, whose research focuses on the local grounding of global economic and political processes and how this shapes the urban environment, is faculty advisor for the RU Sociological Society, a student organization that has been busy this semester organizing a social justice conference, a series of 'salons' where current events are discussed and a film festival on globalization and Latin America.

The College of Arts and Sciences isn't the only college to get multiple, new full-time faculty members. Seven of the incoming full-time faculty members have joined Roosevelt's CCPA, where enrollments and credit hours taken by undergraduates are up this fall.

"It's so exciting to be a part of such a diverse and interesting faculty, and a great honor to work with students who are anything but homogenous," said Blake Hackler (BA, '00), a new assistant professor of theatre, an alumnus of CCPA's Theatre Conservatory and a recent graduate of Yale University's School of Drama.

- Two new full-time faculty members in the College of Education
- One new full-time faculty member in hospitality management in the Evelyn T. Stone College of Professional Studies

"I like the openness and welcoming atmosphere of the Roosevelt University community, and coming to Chicago was a big draw for me," said Sara Linton, the Samuel Specthrie assistant professor of accounting who has a PhD from the University of Houston.

"It's important to me to instill in the minds of young people that hospitality managers have an obligation to the community in addition to providing good service to their guests," said Carol Brown, new assistant professor of hospitality and tourism management. "Roosevelt has been so supportive of this effort, and I believe it's a place where I have complete academic and personal freedom," added Brown, who previously was an adjunct and visiting professor at Roosevelt.

"I came to Roosevelt after 16 years at another university, so leaving a tenured position was a major career decision," said Bloom, the new assistant professor of educational leadership. "At my interview, I asked the faculty in the College of Education if the social justice mission was real, and I was assured that it shapes the way people teach, learn, conduct research and work in schools and the community," she said. "That's exciting to me because social justice frames my teaching, research and community service."

The new hires bring the total number of full-time faculty to 252 members, and that number is expected to climb higher next academic year, as the University moves forward to hire another 22 full-time professors. [R](#)

**"It's so exciting to be part of such a diverse and interesting faculty, and a great honor to work with students who are anything but homogenous."**

**– BLAKE HACKLER (BA, '00), ASSISTANT PROFESSOR OF THEATRE**

Hackler is a working actor and an award-winning writer of musical theatre, which is among the University's fastest-growing majors this academic year.

"I truly feel that Roosevelt University has the best interest of its students at heart," said Mark Crayton, a new lecturer in voice who was an adjunct professor in CCPA and recently received a performance certificate from the Akademie voor Oude Muziek (Academy of Ancient Music) in Amsterdam where he studied Baroque music. "I've been impressed by the level of faculty commitment that is providing our students with every tool they need to be ready for the complexities of life, and I'm glad to be a part of it." Crayton is the first winner of the Classical Singer International Vocal Competition and has performed on concert stages and in opera houses all over the world.

New full-time faculty members also were added this fall in each of the University's other four colleges including:

- Three new professors in the Walter E. Heller College of Business Administration







**24 Billy Montgomery**, Lecturer in Journalism and *Torch* Advisor, MS, Roosevelt University **25 Wesley Brewer**, Assistant Professor of Instrumental Music Education, DMA, Arizona State University **26 Mark Crayton**, Lecturer in Voice, Academy of Ancient Music, Amsterdam **27 Melanie Pivarski**, Assistant Professor of Mathematics, PhD, Cornell University **28 Michael Ruth**, Assistant Professor of Computer Science, PhD, University of New Orleans **29 Carol Brown**, Assistant Professor of Hospitality and Tourism Management, PhD, Benedictine University **30 Sergiy Rosokha**, Assistant Professor of Chemistry, PhD, National Academy of Sciences, Ukraine **31 Kimberley Dienes**, Assistant Professor of Psychology, PhD, University of California at Los Angeles **32 Jin-Ah Kim**, Assistant Professor of Early Childhood Education, EdD, Illinois State University **33 Jill Coleman**, Assistant Professor of Psychology, PhD, University of Illinois at Urbana-Champaign **34 Sara Linton**, Samuel Specthrie Assistant Professor of Accounting, PhD, University of Houston









# The Freshman

BY LAURA JANOTA

## U.S. Representative Mike Quigley is Making the Grade in Washington

**I**llinois Congressman Mike Quigley felt a bit like Mr. Smith when he first arrived in Washington, D.C., last April.

“There’s this temptation to say ‘This is fun and spectacular,’” said Quigley (BA, ’81), who, like Mr. Smith in Frank Capra’s *Mr. Smith Goes to Washington*, couldn’t help but be fascinated by his surroundings and the new job before him.

“It’s exciting to recognize that you’re the one who decides things like who gets health care and who gets education,” said Quigley. The Roosevelt political science and environmental policy alumnus won a 12-candidate Democratic primary and a special election earlier this year for the 5th Congressional District seat held by Rahm Emmanuel, who resigned to become White House chief of staff to President Barack Obama.

“Then you realize that this is serious business and that there’s this extraordinary learning curve you face without much orientation or training. It’s extraordinary pressure,” said Quigley, who, nonetheless, has hit the ground running, learning as he goes.

Unlike the naïve Mr. Smith, Quigley is a seasoned politician who spent more than a decade as an elected Cook County commissioner, and before that, as a top aide in the office of former Chicago Alderman Bernie Hansen, where he learned how to get things done.

Much like Mr. Smith, though, Quigley is earnest, even idealistic, about what can be accomplished for constituents in his district and for the nation as a whole.

“It only takes one voice to stand above the crowd and touch people’s lives,” said Quigley, who gave his first address on the House floor about the need to strengthen federal hate crimes legislation to include enhanced penalties for crimes that are committed because of one’s sexual orientation.

Since then, Quigley has been to the White House Rose Garden to witness President Barack Obama’s signing of the Civil Rights Oral History Project bill that the congressman co-sponsored. He has spoken in favor of replacing the U.S. military’s “don’t ask, don’t tell” policy toward gays and lesbians with a non-discrimination policy. He’s also taken early public stands in favor of women’s choice and human rights in Cuba.

“As a congressman, I plan to stand up whenever I can for the ideals that our country is all about,” he said.

Politician, trial lawyer, environmentalist, grassroots organizer and a good-government policy expert with a bachelor’s degree from Roosevelt, a master’s degree in public policy from the University of Chicago and a law degree from Loyola University, Quigley believes fairness, equality and justice best define America. Furthermore, he credits his Roosevelt University education with being the first to emphasize and instill him with those values, giving Quigley the foundation that has spawned a career dedicated to fairness and equality for all.

"I wouldn't be where I am today without the University," he said.

At Roosevelt, Quigley took an interest in the environment and environmental policy, and did an internship with the U.S. Environmental Protection Agency in Chicago. One of his professors at the time was former adjunct faculty member Mary Gade, one of the Midwest's most respected environmentalists and a former head of the U.S. Environmental Protection Agency in Chicago.

Another one of Quigley's favorite Roosevelt professors was the late political science professor Frank Untermeyer. "I was in a tough situation trying to get through school and it was extraordinary that someone could be so benevolent and willing to help," said Quigley.

Struggling financially, Quigley remembers being hungry and taking some leftover food once from a table outside Untermeyer's office, where a University event had just ended. As he ate, a phone call to complain was made to Untermeyer.

"I could hear him (Untermeyer) telling the person, 'He (Quigley) was hungry. Do you know what it's like to be hungry?'" recalled Quigley, who also took a loan from Untermeyer to get through college. After graduation, Quigley paid Untermeyer back in monthly installments.

In all, Quigley spent 11 years of learning at higher education institutions. While law school taught him much about the constitutional concepts of equality, fairness and justice, Roosevelt's Untermeyer lived those values, effectively making the point for Quigley that it is those principles that really matter in the end. In recent years, Quigley also has stressed those principles in the classroom, giving back to his alma mater as an adjunct instructor of political science and environmental management at Roosevelt University.

"Of all the educational institutions I attended, Roosevelt was, by far, the kindest and gentlest to me. It was the place that really humanized me," he said.

Roosevelt University Political Science Professor Paul Green, who has watched Quigley's political career take off in recent years, believes his success is tied in part to his image as a reformer fighting for social causes.

"Mike Quigley understands that politics and social justice are compatible," said Green.



Congressman Mike Quigley (far left) joins President Barack Obama and other officials for the signing of a bill that Quigley co-sponsored creating the Civil Rights Oral History Project.

"He's learned that you can be a good politician by showing that you can get things done for the people in the tradition of Franklin Delano Roosevelt," he said.

While Quigley believes strongly in the ideals of the University's namesakes, Franklin and Eleanor Roosevelt, he won't necessarily be hearkening back to the New Deal for his agenda. Instead, Quigley wants to be a voice for progressive change.

"My reach in the end, as President Obama said, will be to reinvent government, make it smaller, consolidate things and make it more efficient," said Quigley. "Government matters but it has to adapt to the time that it serves."

As a county commissioner, Quigley wrote a widely acclaimed 70-page report, "Reinventing County Government," which calls for major reforms aimed at making Cook County government more efficient. One of the recommendations that Quigley made in the report was to get rid of township government – a proposal he believes would eliminate duplication of services by townships and counties, thereby saving taxpayers money.

It is a concept that David Hamilton, professor emeritus of public administration at Roosevelt, writes about extensively and embraces as a good-government, taxpayer-friendly idea. "I used Mike Quigley's report as a source in my research, and I also had him present in one of my classes," recalled Hamilton. "He was vigorous and dynamic, and you could see that he was passionate


about government service and improving the delivery of services."

As an instructor at Roosevelt, Quigley has shared many of his experiences on what it is like to work in government.

"One of the great things about his class was his stories," said Lynora Dobry (MPA, '07), who took Quigley's government management course where she heard a lot about Cook County government and Quigley's reform efforts. "He opened our eyes to the fact that it takes one person to be the voice of reason and to change things for the better," she said.

Quigley also has reached out to Roosevelt students, giving them advice on future careers, and in the case of Dobry, hiring her after her graduation first as his Cook County legislative affairs director, and most recently as the community outreach director in his congressional office in Chicago.

Currently focused on learning and getting things done at the federal level, Quigley regrets that he no longer has the time to teach and share his practical experience with students in the classroom. However, he is bringing that expertise – and idealism – to Washington, D.C., where he believes he can make a difference and change things for the better.

"Don't let anyone tell you you can't make a difference," said Quigley, who is known for giving that advice to his students. "Don't let anyone say you can't change the world," he added. "You can, and you have a moral responsibility to try." 





# **A Prescription for Excellence**

**Roosevelt inaugurates  
a College of Pharmacy**

BY LAURA JANOTA

## A new college is beginning to take shape at Roosevelt University. Brimming with promise and excitement, the College of Pharmacy will have its first class of 66 students at the Schaumburg Campus in 2011.

“The College of Pharmacy is going to be transformative for the Schaumburg Campus,” predicted Antonia Potenza, vice president and dean of the Schaumburg Campus and a member of a new University task force studying ways to grow the campus and enhance its unique identity and vibrancy for its continuing, future success.

The College of Pharmacy, which will be among four pharmacy schools in the Chicago area and the sixth in Illinois, is expected to be one of the smallest in the region in terms of enrollment and class size, thus attracting applicants who desire a student-centered educational approach.

Now in the design stages, the college also will be committed to the University’s social-justice mission, providing educational opportunities to under-represented populations, including Latinos, and preparing candidates to work in underserved communities, including rural areas. Because of the continuing need for more pharmacists in Illinois, the state already has provided approximately \$500,000 in seed money to help get Roosevelt’s new College of Pharmacy started.

“We believe the Roosevelt program will help increase patient access to pharmacists, thereby improving patient care,” said Philip Burgess, chair of the Illinois Board of Pharmacy.

“We’re also excited that the program is going to be targeting and reaching out to the Latino community. We believe it will fill a special niche in the region,” he said.

Offering the Doctor of Pharmacy (PharmD) degree in a unique, three-year, year-round format, Roosevelt’s College of Pharmacy also will be the only one in the Midwest, and one of the few in the nation, to offer a three-year accelerated degree program.

“This is huge for Roosevelt University and for the people who want to go to pharmacy school as quickly and reasonably as possible,” said Paul Rattana, a member of Roosevelt’s pharmacy professional council and a district pharmacy supervisor for Walgreens Co.’s Chicago and Northwest territories.

“I’m excited and I look forward to being involved from the ground up as the University develops a program that is going to be different

from the rest,” he added.

The college is being led by founding dean George MacKinnon III, a veteran pharmacy education leader who, among many accomplishments, started one of the nation’s first fast-track, three-year pharmacy education programs at Midwestern University in Phoenix beginning in 1996.

“The program at Midwestern was George’s brainchild. He knew where he wanted to take the program and he made it a success,” said Crystal Bryner, a pharmacist program manager for WellPoint Rx in Pennsylvania and a former adjunct faculty member who was hired by MacKinnon at Midwestern because of her pharmacy experience and expertise in diabetes care.

Bryner believes one of MacKinnon’s strengths is his ability to link pharmacy education and its students with pharmacy experiences in neighborhood communities.

“He’s innovative, he thinks strategically and he’s always taking the next step forward. He’ll make the perfect founding dean for Roosevelt University’s new College of Pharmacy,” she said.

Under MacKinnon’s leadership, the Midwestern program doubled its enrollment, and became so popular that there were nearly 10 times as many candidates as could be accepted.

“We were well ahead of the curve when we started the three-year program,” said MacKinnon, whose model has been replicated at several universities around the country. “As we roll out specific plans for Roosevelt’s College of Pharmacy, we intend to be ahead of the curve again.”

MacKinnon’s experience in the pharmacy education field spans more than two decades and runs the gamut. He founded a field-experience internship program — one of the most critical components of pharmacy study — at Chicago College of Pharmacy in 1993. MacKinnon also was vice president of academic affairs with the American Association of Colleges of Pharmacy, giving him a national perspective on the field of pharmacy and the future of pharmacy education in the United States.



Four northwest suburban legislators were honored for their support of Roosevelt University’s College of Pharmacy at a Sept. 16 reception at the Schaumburg Campus. From left are State Rep. Fred Crespo, State Sen. Dan Kotowski and State Rep. Mark Walker (not pictured, State Rep. Paul Froehlich) who provided funding totaling \$500,000 for Roosevelt’s College of Pharmacy. Joining the legislators is George E. MacKinnon III, founding dean of the College of Pharmacy.



## The College of Pharmacy begins under the guiding principles of commitment, competence and compassion. Starting the college will involve a number of steps:

- Department chairs in the clinical and administrative sciences as well as the biopharmaceutical sciences will be brought on board in early 2010. One of the first jobs for the new chairs will be recruitment of faculty members. A director of professional practice development, who will oversee partnerships with practitioners and place students in clinical settings, and two associate/assistant deans for enrollment management and accreditation also will be hired.
- A curriculum is being developed that will focus on quality care for patients, the pharmacist's expanding role in delivering public health services such as immunizations and screenings and the latest in pharmacy technology and complex system management. The goal will be to train and turn out pharmacists who are, above all, compassionate, competent and committed, according to MacKinnon.
- Construction of space for the college has begun on the second floor of the Schaumburg Campus. This space includes offices, laboratories, patient assessment rooms and hospital-type emergency rooms where practice simulations can be done.
- Accreditation will be sought from the Accreditation Council for Pharmacy Education (ACPE). The initial application is expected to be filed in January 2010.

"He definitely has an enthusiasm about pharmacy practice and he definitely has been involved in advancing the profession of pharmacy," said Scott Meyers, executive vice president of the Illinois Council of Health-Systems Pharmacists, an organization that MacKinnon has been involved with over the years.

"He's a great choice, and he's got a great network of contacts in the field as well," added Meyers.

In fact, the University and MacKinnon already have begun to build a number of promising partnerships. For instance, at Alexian Brothers Medical Center in Elk Grove Village, where Roosevelt's pre-med students recently began shadowing health care professionals as part of their course work, there may be similar opportunities ahead for Roosevelt's pharmacy students.

"We'd be open to any kind of partnership with the new school," said Kelley Clancy, corporate vice president of external affairs at Alexian, where Roosevelt's pre-med students currently are doing rotations in the emergency room, pediatrics, pharmacy, behavioral health sciences, various departments at the medical center and at the rehabilitation hospital.

Opportunities also are available for the College of Pharmacy to partner with some of the region's retail pharmacies.

"Being a community pharmacy, we're always looking for opportunities for our pharmacists," said Sonali Kshatriya, community residency program director at a Dominick's Pharmacy in Oak Brook and a member of the College of Pharmacy Professional Council.

"We're excited about having a local, suburban pharmacy program where we can share our experiences on what it's like to be working in the field today," added Kshatriya, who hopes pharmacists from Dominick's will serve as instructors in the College of Pharmacy.

At the same time, retail pharmacies throughout the region could become locations where Roosevelt students gain practical experience, do internships and begin careers in pharmacy.

"I will be looking for Roosevelt's program to have students with excellent communication skills, a strong commitment to providing quality patient care and an interest in being active in their commu-

nities," said Janeen Winnike, a College of Pharmacy Professional Council member and recruitment director for SuperValu Pharmacies, a pharmacy retailer that could make internships available as the College of Pharmacy evolves.

It is also expected that the college will partner with area high schools and community colleges as it moves forward to attract and recruit students into the program.


"We will need to foster relationships that allow for a real appreciation of the sciences," said MacKinnon. "From there, we will get students who are interested in pharmacy and in our program."

In fact, the University already has begun raising the level of interest in and enthusiasm for science at the Schaumburg Campus by partnering with Elgin Community College to offer the National Institute for Health (NIH) Bridges to Baccalaureate program over the summer.

In its first year, 16 ECC students came to the Schaumburg Campus to learn about the health sciences during June and July. Student presentations, field trips, lab experiments and discussions about career opportunities in the health sciences were part of the program that will continue at ECC and at Roosevelt's Schaumburg Campus through 2013.

"We've already had a few inquiries from the ECC students about our new pharmacy program and about the possibility of majoring in chemistry or biology at Roosevelt," said Robert Seiser, assistant professor of biology and director of the NIH scholars program.

"We expect interest in our science programs, including the College of Pharmacy, to continue growing as we move forward," added Seiser, who will see both new and returning ECC students when the NIH program continues at Roosevelt next summer.

In addition, it's expected that enrollments in existing University programs, particularly in the College of Arts and Sciences, will grow as students who are interested in pursuing the PharmD degree at Roosevelt work to complete the prerequisites needed to gain admission to the College of Pharmacy. 

 Contact Dean MacKinnon at [gmackinnon@roosevelt.edu](mailto:gmackinnon@roosevelt.edu).

**"We believe the Roosevelt [pharmacy] program will help increase patient access to pharmacists, thereby improving patient care."**

— PHILIP BURGESS, CHAIR OF THE ILLINOIS BOARD OF PHARMACY





# Watch & Learn

BY COURTNEY FLYNN

**A**mbereen Husain had seen the popular 2002 movie *Bend It Like Beckham* several times before she ever set foot in a classroom headed by Roosevelt University History Department Chair Chris Chulos (left).

But it wasn't until she enrolled in Chulos' Spring 2009 course called the History of Nationalism, which used cinema to supplement reading and other class work, that she saw the movie in a new light.

"I think it really opened my eyes to what I was learning," said Husain, 25, a senior majoring in International Studies. "It made the text come to life. To see it visually, I really think it made a difference in how I learned the materials in the course."

And that's exactly the result Chulos hopes his students take away from his classes.

Chulos is one of at least six professors at Roosevelt who use films — ranging from historical documentaries to modern Hollywood movies — to bring another dimension to students' understanding of history.

"The reason I like to use film is because it brings history alive," Chulos said. "It brings the past alive in exciting ways that offer new possibilities for discussion, debate and understanding."

On a national level, it has become a growing trend for college educators to use films in the classroom, experts say. Even highly regarded organizations, such as the American Historical Association, have given a nod to the importance of cinema by at times publishing movie reviews in their journals.

"There are professors at almost every university across the country or world using film to teach in one way or another," said Robert Rosenstone, a history professor at the California Institute of Technology who is an authority on film and history. "There are not many universities where somebody isn't doing it these days."

Educators point out that the use of film in the classroom is serious business — not an opportunity for students to take the so-called easy way out or daydream while a movie is shown in class.

In many cases, movie viewing – like reading – is essentially assigned as homework. Students watch films or film clips on their own time and come to class prepared to discuss what they’ve seen, making the most efficient use of classroom time. Clips may then be shown in class to underscore a point of discussion.

Chulos said he has been using films in his classes for the last four to five years to help connect students with the past in ways different from traditional historical sources, such as diaries, newspapers and plays.

In his History of Nationalism class, Chulos juxtaposed clips from *Bend it Like Beckham* with snippets from the 1996 film *My Son the Fanatic*, to highlight identity struggles faced by Indian and Pakistani families living in the United Kingdom as well as to show the continuing effects of post-World War II decolonization on modern British society.

While *Bend it Like Beckham* is generally more upbeat, portraying the life of an Indian

**“The reason I like to use film is because it brings history alive in exciting ways that offer new possibilities for discussion, debate and understanding.”**

— HISTORY DEPARTMENT  
CHAIR CHRIS CHULOS

girl to analyze important contemporary issues against an historical backdrop.

“The figures or events from the past can seem almost mythical when reading them from a textbook,” Meyer said. “But the use of film makes an historical figure or event seem real.”

Nicole Anderson-Cobb, a newly hired assistant professor of history at Roosevelt,

West Africa during the 1950s, allowed students to consider the way institutional racism can operate on a broad basis and prompted vibrant classroom discussions, Anderson-Cobb said.

While some professors at Roosevelt use film to supplement the content of their course work, for others film is the content of their course work. In both cases, though, educators point out that history always plays a role in their students’ understanding of a film.

For example, Lawrence Howe, an associate professor of English who teaches a course called the History of Film, said cinema engages students in very active ways with large, cultural topics that also have historical roots.

Alfred Hitchcock’s 1954 suspense classic *Rear Window* plays with the theme of “watching” – what it means to be a viewer of the world while also highlighting the era when people were being asked to watch their neighbors to determine if they were communists.

“We ask students to think about the social and political contexts,” Howe said. “Things don’t happen in a void – history and film are always active.”

Indeed, experts and Roosevelt educators who use films in class caution their students to consider context and use critical evaluation skills as they would with any other historical source.

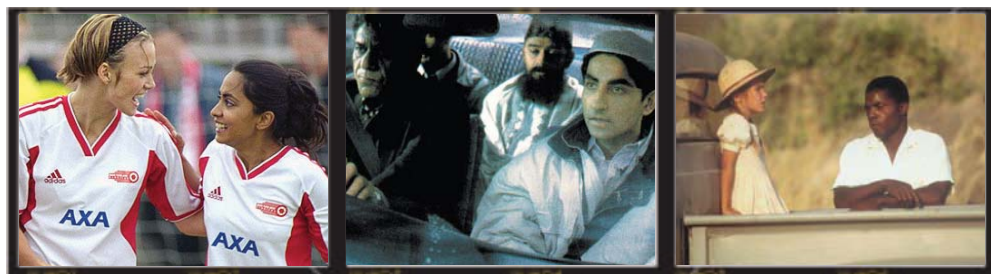
Loren Baybrook, editor-in-chief of the journal, *Film & History*, said viewers should be aware that movies generally work as a form of art and not simply as a form of illustration of historical “facts.”

“The instructor should see – and teach – that most films use historical facts in order to convey their own ‘experience’ of the events,” said Baybrook, who also is director of the Center for the Study of Film and History at the University of Wisconsin at Oshkosh. “History is clay to be molded by the artist, even by the documentary filmmaker.”

Still, Baybrook and other experts point out that just because a film might push a particular viewpoint, it doesn’t make it any less valid as a teaching tool.

“None of our sources come to us untainted and pure – they all have to be interpreted,” Rosenstone said. “No one thing is going to give you all of the facts of the past. No single work of history – whether it’s on film or in a book – is the whole story.” **R**

 You can contact Chris Chulos at [cchulos@roosevelt.edu](mailto:cchulos@roosevelt.edu).



Among the films discussed in history classes are (from left) *Bend it Like Beckham*, *My Son the Fanatic* and *Chocolat*.

girl longing to play soccer against her family’s wishes, *My Son the Fanatic* takes a darker approach, focusing on a Pakistani boy in search of his cultural roots who ends up becoming a Muslim extremist.

“Both deal with immigrants to the U.K. with different outcomes,” Chulos said. “I want students to know how history impacts individuals and societies.”

Overall, the course explored the origins of nationalism, how the concept has changed over time and what aspects of nationalism are universal versus those that are culturally, regionally and historically specific.

Jason Meyer, who graduated from Roosevelt this spring with a master’s degree in history, took one of Chulos’ courses and said he realized film is simply one source with its own limitations. Students should consider that films may contribute to the romanticizing of a person or event, said Meyer, 25, a native of Wisconsin Rapids, Wis.

But overall, Meyer said film breathed life into history for him, providing students an abil-

ity also believes in the importance of cinema to help make lasting impressions on her students.

Anderson-Cobb, a former assistant professor of history and international studies at Jacksonville University in Florida, said she has been using film for about five years in teaching courses in African studies, global history and film studies.

“By exposing students to varied film cultures, students have an opportunity to learn about new cultural practices, beliefs and experiences specific to communities,” Anderson-Cobb said. “In the same instance, these films offer opportunities to consider universal human desires for freedom, security, justice ... allowing [students] to observe the commonalities in the human experience.”

In one of her courses, Anderson-Cobb used the film *Chocolat* to illuminate the parallels experienced by West Africans under colonial rule and African Americans living under Jim Crow segregation in the American South.

The film, which depicts the memories of a young girl growing up in French Colonial





# A Bright Future

Veronica Gonzalez received a four-year scholarship thanks to an innovative partnership between Roosevelt and Social Justice High School.



A unique partnership between Roosevelt University and Social Justice High School (SJHS) has made the dream of a college education available to talented and deserving students from Chicago's Little Village/Lawndale neighborhood. Eight SJHS students took advantage of the opportunity and are now attending Roosevelt with full four-year scholarships. All are first members of their families to attend college, all come from low-income households and all prepared for college by working with counselors and tutors from the two schools during the past three years.

SJHS, like Roosevelt University, was founded on the principles of social justice and equality, a fact which so impressed Roosevelt President Chuck Middleton that he promised every SJHS graduate of the classes of 2009 and 2010 complete scholarships to Roosevelt if they received at least a 3.0 grade point average and a 20 or better on the ACT.

Veronica Gonzalez is one of the students who achieved those requirements and was awarded a scholarship for tuition, room and board. The following essay written by Veronica before she started classes describes why she considers her Roosevelt University scholarship to be a life-changing opportunity.

### *My Neighborhood*

I was born and raised in Little Village, a neighborhood that is predominately Mexican. This is a community that is rich in culture and pride, but it has a dark side that comes from oppression, making the streets scary to walk down. Sadly, Little Village is divided by two rival gangs, the Latin Kings and the Two-Sixers. These gangs have been at war since I was born. It's hard to be a teen these days and not walk by a drug dealer or know someone in jail or worse, dead.

I live near the border between the gangs. My high school, Social Justice High School, was on one side of that border, but I lived on the other side. I was scared and I knew that the best way to stay out of trouble, and keep my mind busy, was to join some type of sport or organization, so I did.

But not everything is bad, like the media makes it seem. My neighborhood tries to help community members. Schools, in particular, give English classes to parents and provide daycare so that parents can concentrate. We have organizations that help youth who are on the wrong track to better themselves. I guarantee that if one of these

*"When people really want something, if they work hard and do not give up, the outcome will be rewarding...like in my case." – VERONICA GONZALEZ*



Veronica Gonzalez, fourth from left, and other incoming freshmen took courses this summer at Roosevelt to help prepare them for University life.



days you pass by Little Village, you will see groups of kids running around, playing soccer or basketball. I love my neighborhood, and, because of this, I am going to college so that one day I can come back and help develop a better future for the residents in my community.

### *Family*

I love my family. They are the reason why I want to continue my education. I have two sisters and three brothers, all younger than me. As the oldest, I feel that I must be the role model for my younger siblings. My brothers are overprotective, but that only shows the love they have for me, and I know that they are there for me no matter what. My sisters are my sunshine. My father is in his 50s and he is still working as hard as ever to keep a roof on our house. He is my king and I love him very much. My mother...this lady is the best anyone can have. She has walked me by the hand as I transformed from a baby to an adult. She is my role model, the reason why my determination is sky-rocketing. I thank my family for being my backbone and for holding me as I transition from high school to college.

### *Meaning of the Scholarship*

The partnership between Social Justice High School and Roosevelt University is an incredible opportunity. I had goals in mind as I entered high school. I wanted to go to college, but I knew that my parents would not be able to afford tuition with six kids to dress and feed and bills to pay. This is why I am so thankful for this opportunity.

My parents were both born in Mexico. Like most immigrants who cross the border for a better future, they were poor. Both only finished sixth grade. My grandparents could not afford to send them to school, so my parents dropped out of school. It pleases me to say that I will be the first to go to college, let alone be the first to graduate from high school.

### *Preparation for College*

Teachers at Social Justice High School are not only great teachers, but they are friends when you need them. They are willing to give advice on both education and personal life. When our sophomore year came and we were informed about the scholarship and the requirements that we needed to meet, our teachers became more determined than any other beings to let us all reach for the goal of a full ride to a wonderful private institution. Our teachers began to come in early and stay after school, two, three, sometimes even four hours just to help students do their work.

A program that rose from this was homework hall. This was for those who were having trouble with the material and for those who needed the time and space to sit down and work with others. I took advantage of this. I would stay after school to review and do homework, something that helped me do well academically since I was working and doing sports at the same time.

Teachers also took it upon themselves to give us extra help with our ACT exam. Teachers not only developed units on ACT preparation, but they gave us an opportunity to come in on Saturday mornings as well as after school to "crack" the ACT, three to four hours straight. This was extremely helpful because not only were we getting tips and short cuts, we were also able to ask questions that we might not feel comfortable asking in class. Still, till this day, I have teachers

who email me once in a while to check up on me, and see if there is anything they can help with. Thanks to all my wonderful teachers!

### *Determination and Hard Work Pay Off*

Everyone was glad to know that I received the scholarship. I am really not that good at testing, so when I heard that a requirement was to score a 20 on the ACT, I was worried. The first time I got my scores, a knot built in my stomach and tears ran down my cheeks. I received a 19. I felt dumb, as other friends scored in the 20s. I decided I was not going to give up, so I re-took the test a second time and received an 18. One of my friends said, "I'm not taking this again," since her score also decreased. For a moment I felt the same way. But I needed my 20. I knew I had an opportunity that many aspire to have, so we took the test a third time. As I checked my score on the web, tears rolled down again, but this time, they were tears of joy. I was determined to get a 20 on that test, and I did!

When people really want something, if they work hard and do not give up, the outcome will be rewarding, like in my case. Thank you so much Social Justice and thank you so much Roosevelt University. I will make you proud, and this is a promise!

### *Help from Roosevelt*


Roosevelt is a great school with many resources for students. Between my sophomore and junior years and between my junior and senior years, Roosevelt instructors helped my classmates and me improve our writing and math skills. And this summer, I was contacted by Andrea Egle, the associate director of Project Prime, the Student Support Services program that not only helps students feel comfortable entering the school year but with their academics throughout the year. She informed me about the summer bridge program that was going to be taking place for six weeks at Roosevelt.

I do not regret one minute of it. We took three classes: math, science and English. They ran from 9:15 a.m. to 2:30 p.m. Monday through Wednesday. On Thursdays, we had outings, which were fun. We did everything from visiting museums to cooking to attending the Blue Man Group. It was a way to know the resources in our city better and have a little taste of what will be coming in the semester. Right after the program, I had to go directly to work, from 3:30 p.m. to 7 p.m. It got a little hectic at times, but hey, this was only a taste of what is to come.

### *Plans After College*

I haven't decided yet what I want to do when I graduate. All I know is that I want to work with people.

I love being a resource who can help others so I have thought about teaching. I know that the only way to succeed in life is through education and I would like to be there for kids who need extra help. The streets where I grew up can be difficult to the point where many lose confidence and determination. I want to be a strong tool that others can grasp and rely on in any way possible.

I would also like to open some sort of a non-profit organization that would help the homeless. Nowadays, poverty is hitting "the land of the free" harder and faster. I cannot stand watching human beings searching for food in the alleys or sitting in the cold and rain. We are all equal, so why must some suffer? I see it as my mission to use my knowledge to help others better themselves. 









# HAIKUNOMICS

Unlikely partners  
Haiku and Economics  
Disciplining minds

BY LAURA JANOTA

Roosevelt University Economics Professor  
Stephen Ziliak uses haiku to connect  
with himself, his values and with others.



Haiku poetry and economics might seem an unlikely pairing, but Roosevelt University Economics Professor Stephen Ziliak believes there's benefit to the match.

"Art and science seem to me to be deeply interconnected," said Ziliak, who studies the relationship between haiku and economics and regularly encourages his students to write haiku – three lines of verse in 5-7-5 syllabic order – for extra credit on final exams.

Linking the two disciplines in an academic setting might sound plausible, but it's nothing less than stunning that Ziliak and his haiku economics have been featured in the *Wall Street Journal*, the *New York Times* blog "Freakonomics," *The Chronicle of Higher Education* and on *National Public Radio*.

"I started telling people back in 2002 that I thought the *New Yorker* magazine would pick the idea up and I predicted haiku economics would become something the elite do," said Ziliak, who has been a professor of economics at Roosevelt since 2003.

"I never, ever imagined it would catch on the way it has with the general public," he said.

In 2008, the *Wall Street Journal* ran a front-page story reporting that traders were using the poetry form to express their thoughts about the collapse of the financial markets.

"Even economists and financial analysts have a need for making meaning out of what they're experiencing and sharing it," Ziliak told the *Wall Street Journal* at the time.

Then in May 2009, after Ziliak did an unusual haiku interview about economics, pedagogy and the current economic recession with *The Chronicle of Higher Education*, NPR's "Planet Money" blog ran a "recession haiku" contest in which listeners from all over the country submitted haiku about the nation's recession and its impact on everyday lives.

"What's so interesting about haiku is that it is accessible to average people," said Randall Brooks, a board member of the Haiku Society of America and a professor of English at Milliken University in Decatur, Ill.

"A lot of people from all walks of life are getting interested in it," said Brooks, who believes practice of the poetry form has surged during the last 15 to 20 years. "It invites people into the act of creation and it's a beautiful fit with economics because both deal with limitation of resources."

Ziliak first became interested in the Japanese art form in 1987 when he met and became friends with African-American poet Etheridge Knight (1931-1991), who published several books of poetry, including the acclaimed *Poems from Prison* in 1968 and the American Book Award-winning *The Essential Etheridge Knight* in 1986, which was Ziliak's introduction to haiku.

"He (Knight) told me at one of his workshops, 'Steve, you've got to put haiku and economics together,'" said Ziliak, who had just received a BA in economics from Indiana University and was working at the time for the Marion County Welfare Department in Indianapolis.

Ziliak, who went on to get a PhD in economics from the University of Iowa in 1996, disregarded that advice until 2001 when he was looking for ways to connect with his 220-plus students in Economics 101 at the Georgia Institute of Technology (GIT).

"I needed a way to engage majors taking their first college economics class, and haiku allowed my students to get involved and express their opinions," said Ziliak, who was chosen faculty member

*Economic drain:  
The semester is complete  
Suffered not defeat*

Justin Howell (BA, '09)  
Published in the *Wall Street Journal*,  
Dec. 31, 2008

*Invisible Hand:  
Mother of inflated hope,  
Mistress of Despair*

Economics Professor Stephen Ziliak  
On Father of Economics Adam Smith  
and self-regulating nature of the marketplace  
Published in *International Journal of Pluralism*  
and *Economics Education*, July 2009

*Far from the Mainstream  
Cold kids play nude and hungry  
Beside the sweatshop*

Angelina Manhart (BA, '09)

*Hummingbirds search for  
Sweet nectar of habitat-  
Foreclosure notice*

Roosevelt student Melissa Conn

*Self-interested,  
homo economicus  
selfishly lives on*

Roosevelt student Kirill (Kyle) Kiperman

*How much are apples?  
Don't recall caring before.  
Little things add up*

Aaron Rosenthal  
A recession haiku posted on  
NPR's "Planet Money" blog

*Capitalism.  
Prosperity has a price.  
Your turn to pay up.*

Erik Martin  
A recession haiku posted on  
NPR's "Planet Money" blog



"Haiku economics is like spontaneous, analytical sprinting across the economic plane. It cuts to the logical and spiritual chase of the circular flow, and at a low and constant marginal cost of just 17 syllables."

- STEPHEN ZILIAK, PROFESSOR OF ECONOMICS AT ROOSEVELT UNIVERSITY

of the year in 2002 at GIT in part because of the popularity of the teaching method.

Since then, haiku has become a way for Ziliak to connect with himself, with his facts, with his values and with others.

"(He (Ziliak) would cite different haiku and use them to describe different economic concepts," said Justin Howell (BA, '09), who considers Ziliak to be one of the best economics professors he's ever had in large part because of Ziliak's unorthodox approach to the discipline.

"Writing haiku in an economics course is not something everyone experiences, but the fact that you're limited in terms of what you can say in a haiku encourages you to say something meaningful," added Howell, who plans to do graduate studies in economics in London or Paris.

Haiku economics – a field of study that Ziliak pioneered in 2001 – pairs disciplines sharing the same principles, most notably "efficiency and counting," according to the Roosevelt economics professor.

"As economists, we've got to know how to communicate," said Ziliak. "I believe haiku enhances precise thinking and improves writing."

In July, Ziliak published a major scholarly work on haiku as a teaching aid in the *International Journal of Pluralism and Economics Education*.

"Haiku is a bigger phenomenon than you might realize. Certainly there is a commercial market for haiku, great or not," writes Ziliak, who then goes on to cite Amazon.com best-selling book titles of haiku including *Haiku for Jews*, *Haiku Baby*, *Gay Haiku*, *Hipster Haiku*, *Baseball Haiku* and *Zombie Haiku*.

"Haiku economics is like spontaneous, analytical sprinting across the economic plane," he writes. "It cuts to the logical and spiritual chase of the circular flow, and at a low and constant marginal cost of just 17 syllables."

Art Carden, an economics professor at Rhodes College in Memphis, Tenn., believes "economics is all about making decisions subject to constraints." That's why he contacted Ziliak recently about using haiku in his Economics 101 class.

"It's a great idea because oftentimes in economics you find that you're constrained by a budget, and you have to make the most of a fixed set of opportunities," said Carden. "Haiku follows that same pattern, and I think it can be useful in teaching my students about constraint."

In fact, haiku economics has begun to catch on outside of American classrooms.




Roosevelt University Economics Professor Stephen Ziliak believes that haiku enhances precise thinking and improves writing. He pioneered the field of haiku economics in 2001.


"In three lines, an entire world can be captured, and there is something magical about it," said Giulia Meloni, a PhD student at the Center for Institutions and Economic Performance at the Katholieke Universiteit in Leuven, Belgium. After contacting Ziliak on the web, Meloni began writing haiku about the world financial crisis.

"If someday I have the chance to teach, I plan to include it as an option as I'm sure there will be at least one student as charmed by it as I have been," she said.

Haiku has been a hit with Roosevelt economics major Angelina Manhart (BA, '09), who first began using the poetry form in Ziliak's Economics 355/455 Rhetoric and Writing in Economics and Other Sciences class.

"It helped draw a creative person like me into economics," said Manhart, who enjoyed writing haiku so much that she began composing the poems while waiting for her mathematical equations to run on her computer at work.

"It might not help you design economic policy," she added, "but it's absolutely effective in getting people to think and talk about economics and our economy." 

 You can contact Stephen Ziliak at [sziliak@roosevelt.edu](mailto:sziliak@roosevelt.edu).

*Professor Stephen T. Ziliak joined Roosevelt's Department of Economics in 2003. He has co-authored two books, The Cult of Statistical Significance: How the Standard Error Costs Us Jobs, Justice, and Lives (2008) and The Economic Conversation (2009), and he's edited a third, Measurement in Meaning in Economics: The Essential Deirdre McCloskey (2001). He has been interviewed by The Wall Street Journal, BBC, NPR, Nature, The Economist and other major media outlets, and has published extensively on welfare and poverty, economic history, rhetoric and philosophy, and the history and philosophy of science and statistics, as well as haiku and economics.*









# MISSION: POSSIBLE

BY EILEEN O. DADAY

Drawing upon his own experience with struggle and redemption, Roosevelt grad Israel Vargas devotes his life to helping others.

**H**eads turn as Israel Vargas walks through the San Jose Obrero Mission, a transitional housing program in Chicago's Pilsen neighborhood.

On this day, he is dressed professionally, wearing a dark suit, with a maroon shirt and striped tie.

He greets members of his staff: those working the front desk, the cooks in the kitchen, a case manager and a resource development specialist in the mission's career training center.

Vargas makes his way into his office, where one of the first things that you see are his framed diplomas from Roosevelt University. He earned his undergraduate degree from the Evelyn T. Stone College of Professional Studies in 2005 in General Studies with an emphasis in psychology, before attaining a master's degree in training and development from the same college last year.

"Roosevelt means everything to me," Vargas says proudly.

In July, he celebrated his first anniversary as executive director of the shelter. However, not so long ago, he walked in the very shoes of some of his clients.

His story is one of transformation, of going from a life behind bars at the Pontiac Correctional Facility in downstate Illinois, to the respected head of a social service agency, who regularly calls on business leaders and local community organizers to rally support for his organization.

San Jose Obrero Mission dates back to 1981 when it was founded by a Catholic priest as an emergency shelter. Since then, the mission has survived a devastating fire that destroyed its first site and has evolved into an interim housing program.

On any given day, it accommodates up to 32 men, offering them everything from emergency shelter, to a residential program for up to four months with individualized case management, career coaching, life skills training, referral and follow-up services.

Its goal is to reverse the cycle of homelessness with its clients and help them transform into self-sufficient, contributing members of society. While its services are offered on a non-discriminatory basis



Jim Mabie (right), an executive at William Blair & Company, meets regularly with Israel Vargas to mentor and help develop his professional and leadership skills.

to all men over the age of 18, it particularly focuses on Latino men.

Vargas is driven to help young men from falling through the cracks, to mentor them so that they make the right decisions. “I need to be there for people,” he says, “so they don’t go through what I did.”

One of his successes is Eric Aroca, who spent a little over one month at San Jose Obrero last year before eventually finding an apartment and a job at a local restaurant.

Aroca, 19, still returns occasionally to visit with staff members at the mission and some of the clients. “They really helped me out,” he says. “I knew how to use a computer, but they helped me find different websites to find a job.”

Increasingly, Vargas has been sharing his experiences with community groups, where he speaks candidly about how as a teen, he was homeless for a few months, before doing time in prison for a gang-related killing.

It is a story that one of his own mentors, Jim Mabie, a principal with William Blair & Company, encourages him to tell.

“In my mind, it is an extraordinary success story,” says Mabie, who meets with Vargas about every six weeks to help him shore up his professional skill sets, especially in dealing with his board and staff members.

“When I first met him, I was struck by how extremely articulate and motivated this young man was,” Mabie says. “I was quite taken by his personality and commitment.”

So much so, that Mabie agreed to help finance Vargas’ Roosevelt education, which he knew would help Vargas achieve his career goals. “He’s very ambitious,” Mabie says. “He wants to jumpstart his career. I tell him it will happen, but he needs to proceed slowly.”

Vargas cherishes their lunches together, he says, for the friendship as much as the advice.

“Jim is a firm believer in second chances,” Vargas says. “He believes in me and my role as the director of San Jose Obrero Mission, and he challenges my thoughts and logic to ensure that I have taken everything into consideration when making decisions.”

Vargas wasn’t always so cautious. He came to this country from Puerto Rico in 1983 after his parents’ divorce, arriving with his mother and two brothers in the very neighborhood he serves now, Pilsen.

He was a good student in high school, but like many of his peers, he joined a gang.

Vargas’ crime occurred in January 1990, when he was heading to the store to buy cigarettes. He hooked up with two of his gang buddies who were determined to avenge a drive-by shooting committed by a rival gang.

“It happened in the blink of an eye,” Vargas says of the murder. “While I was in the store it happened. When I came out, they were running, so I took off too.”

The next day, he turned himself in, and within one year he was sentenced to 35 years.

“Each of the three maximum security prisons in the state has a reputation,” Vargas says. “Pontiac was gang-ridden. As soon as I came, they were already in lock down. The gangs were waiting for me. “It was all surreal,” he adds. “I was 19.”

After six years, his conviction was overturned after it was determined his civil rights were violated at trial. However, rather than go through a second trial, he pled guilty and plea bargained his way to a lesser sentence. Vargas served another six years, and was released on parole in October 2002, after serving a total of 12 years.

“I knew I wasn’t prepared to come out,” Vargas says. “I needed to transform myself, to cleanse myself and gain all the knowledge I needed to succeed.”

Of all of his accomplishments, including rising above the gang culture and ultimately turning his life around, Vargas says his Roosevelt degrees mean the most to him.

“Going to campus reinforced the fact that I belonged,” Vargas says. “I felt like I was doing something right.”

His quest to earn a Roosevelt degree started in prison, when Roosevelt was one of three colleges offering classes to incarcerated inmates. Vargas knew it was out of his reach, since he did not have enough prerequisites for admission.

Consequently, that became his goal.

“It took me so long, because we were always on lock down,” Vargas says. “I’d be going to class, and then we’d be shut down for a month on lock down.”

Once he was released, he applied to Roosevelt almost immediately. Within months, he was accepted and began his studies at night, after finding a job in administration with Parents United for Responsible Education in Chicago, where his older brother was the assistant executive director.

That job led to his role as a housing counselor and later a program coordinator for the Proviso-Leyden Council for Community Action in Maywood, where he met his wife, Linda, whom he recently persuaded to go back and finish her psychology degree at Roosevelt, naturally.

“It was great, I was using all the concepts at work that I was learning in school,” Vargas says.

Most recently, Vargas worked for the Inspiration Corporation, and as a community organizer for The Resurrection Project, both in Chicago.

The Rev. Charles Dahm of St. Pius V Parish in Chicago interviewed him to lead San Jose Obrero Mission.



## "I need to be there for people so they don't go through what I did."

— ISRAEL VARGAS (BGS, '05; MATD, '08)

He had seen Vargas at work in the community as an organizer and he also knew that Vargas wanted to make a career in the social service industry, serving the disadvantaged in the Hispanic community. But mostly he saw his strengths.

"He has a passion about homelessness and understands people in that situation," Dahm says. "But he also is a good relationship-builder with other organizations and foundations."

Vargas concedes that much of his day is spent doing just that, including concentrating on marketing and fundraising, as well as recruiting sponsors, talking to clients and looking at resource development.

He constantly seeks more funding as a way to finance his dream of moving the shelter to a bigger building. Vargas envisions the day when he can accommodate 50 men per night in permanent supportive housing, with another 50 in interim housing.

"The need is definitely there," Vargas says. "At any given time, we always have at least 20 on the waiting list."

Lazaro Torrado lived at the shelter for nearly six months before he moved into his own apartment. He now works at the front desk as part of the mission's program staff. Vargas points to Torrado and Aroca as positive outcomes of the shelter's mission.

"The clients know him and look up to him," says Lorena Duran, who works with the men in the career training center. "He visits the classroom setting every day."

She sits in a room surrounded by nine new Dell computers, where she can help clients pursue job leads or better their computer literacy. "It's more like one-to-one preparation," Duran adds. "We



Israel Vargas works in his office where his Roosevelt diplomas are proudly on display.

have class every morning and then in the afternoon they can use the computers as resources."

"Here, participants know who I am and where I've come from," Vargas says. "They are comfortable around me. Growing up, I didn't have anyone I looked up to, to pull me away and help me to make better decisions."

He wants to be that person to his clients, he says, to be the family member that pulls them aside and asks them about their day, and generally takes an interest in them.

"We're like family," Vargas says. "We talk to each other, and hopefully, they look to us as mentors." 

## ABOUT THE MISSION



The San Jose Obrero Mission, located at 1856 S. Loomis St. in Chicago, provides interim housing and support services to homeless adult men in the Pilsen community, enabling them to become stable and contributing members of society.

Each participant receives a secured locker to store his belongings, a bed and clean bedding for the duration of his stay in the program, which may last up to 120 days. Three warm and well-balanced meals prepared by the mission's cook are served daily.

Within 24 hours of entering the program, participants meet with the mission's support services staff to develop an individ-

ualized plan that includes career training, stress management, conflict resolution and budget management.

During the fiscal year 2009, San Jose Obrero Mission:

- Held **2,282** case-management meetings
- Provided **184** referrals for employment assistance
- Helped **55** residents gain employment
- Prepared **93** residents for jobs
- Held **306** life-skills sessions
- Served **32,475** meals
- Held **16** financial-literacy sessions

Visit the San Jose Obrero Mission website: [www.sjom.org](http://www.sjom.org)



# DRUM LESSONS

FACULTY ESSAY  
by Paul Wertico

Assistant Professor and Head  
of Jazz and Contemporary  
Music Studies



**Of all the musical instruments, drums are probably the most misunderstood.**

the drummer invokes images of physical coordination, grace, energy and rhythm. Others look at a drummer and fantasize about what extra-musical opportunities and escapades he or she must have experienced. To the more enlightened, the drummer represents the heart and soul of any band, its driving force and thus its musical conductor in many ways. Actually, all of the above scenarios are valid in some respects, depending on the music and the circumstances.

During my professional career, I've been both a performer and an instructor. I've played the drums around the world as a member of the Pat Metheny Group from 1983 until 2001 and have been fortunate to receive seven Grammy Awards and several gold records. Currently, I'm head of Jazz and Contemporary Music Studies in Roosevelt's

To some people, a drummer spends his or her life just hitting things and making a lot of noise. To others,

Chicago College of Performing Arts (CCPA) and actively perform and record with many different artists around the globe. With over 40 years of private teaching experience, I've taught a wide variety of students, ranging from high school and college level players, to highly successful professionals (Glenn Kotche from the band Wilco, Jeff Quay from Blue Man Group and even players from the Chicago Symphony Orchestra). In addition, some of my students have been surgeons, anesthesiologists, psychiatrists, lawyers and even a champion race car driver.

During all those years, I've always made it my policy to never tell students that they "don't have it" or that they'll "never amount to anything" because if they want to play drums, then they should play drums. A beautiful thing about music is that it's very accepting of different concepts and abilities. Just because you can't play jazz doesn't necessarily mean that you can't play rock or blues.

It's my job to find "the key that opens the door" for each individual based on his or her talent, practice habits and musical interests. Rather than just going through a preset routine or following some rigid curriculum procedures, I always try to evaluate and "diagnose" students on an individual basis and then "prescribe" what I think they need on a lesson-by-lesson basis.

For instance, my CCPA students consistently practice for many hours every day and as a result they improve by leaps and bounds. They come back for their next lesson prepared and hungry for more. As a teacher, it's gratifying and inspiring to see such huge improvements on a consistent basis.

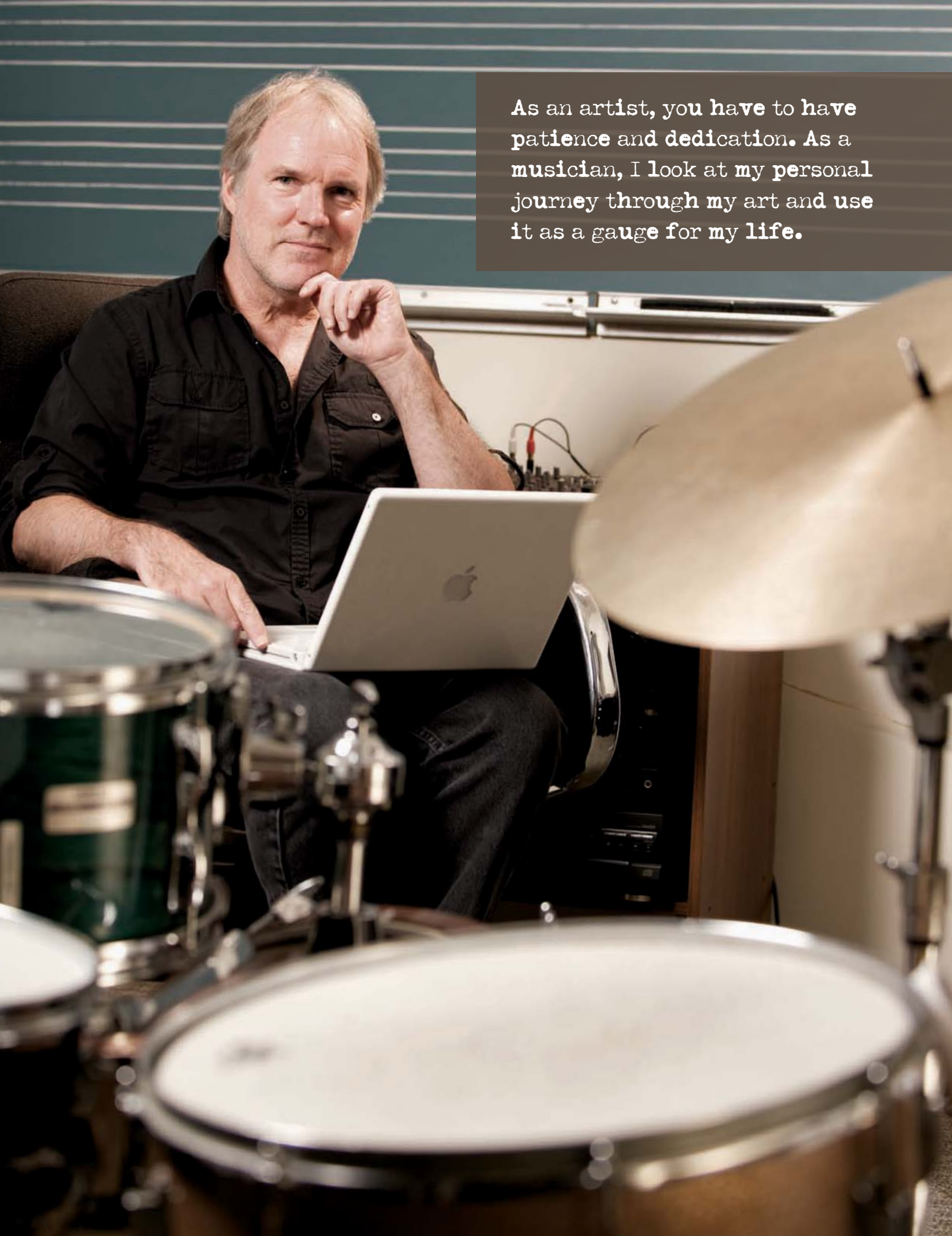
Other students (those who are professionals in other areas) sometimes don't have time to practice, so it's my job to give them what they need during each lesson, while realizing that the next time I see them, a few of them may have improved only by what they learned at their last lesson. One student, a surgeon who possesses a good amount of natural musical talent, but has absolutely no time to practice, refers to his weekly lessons as the "pearl of the day." He dreams of retirement when he'll be able to spend all the time he wants with the hobby he loves so much.

A drummer's primary responsibility is to "keep time" and to give "life" to a tempo. Each type of beat gives a song a certain style and identity and makes people want to move and dance. Next time you're at a wedding and want to dance a cha-cha, if the drummer plays the cha-cha beat correctly, you'll have fun dancing, but if the drummer doesn't know how to play a cha-cha beat and plays an overly complicated swing groove instead, then good luck trying to dance a cha-cha to that!

In fact, one of the things that makes a cha-cha, a cha-cha... a rock beat, a rock beat... and a song, a song... is what the drummer plays. Each of these rhythms has a certain feel and requires the drummer to have coordination and independence of his or her limbs in order to play the beat correctly.



Paul Wertico performs at an outdoor concert in Chicago in 1982.

A man with light hair, wearing a black button-down shirt, is sitting in a music studio. He is holding a silver laptop on his lap and has his chin resting on his hand. In the foreground, there are several drums and a large cymbal, which are out of focus. The background shows a drum kit and some studio equipment. A quote is overlaid on the right side of the image.

As an artist, you have to have patience and dedication. As a musician, I look at my personal journey through my art and use it as a gauge for my life.



To become successful in almost any area of music, the drummer must first learn how to “feel” and maintain a steady tempo. This essential skill can be learned through repeated practice with a metronome or a sequencer or by playing along with various recordings that have solid time and then “hearing” and memorizing exactly that tempo. This is accomplished both by mental concentration and through muscle memory.

Some students are gifted with a better sense of tempo than others, much like some people have a natural sense of pitch. Possessing these abilities from birth gives students an advantage, but these skills can also be taught. One other great way to hone one’s sense of tempo is by playing with fellow musicians who have a good feel and sense of time.

Although I am certainly biased, I believe there are many reasons young people should consider choosing a career as a professional drummer or, at the very least, take up playing the drums as a hobby. Here are my top reasons:

**A healthy lifestyle** • U2 band drummer Larry Mullen is more fit than European soccer star Cristiano Ronaldo, according to an article in the *Irish Independent Herald* newspaper. Research has shown that every time the U2 drummer rocks his way through a 90-minute performance on stage, he burns more calories than most top athletes. Scientists connected musicians, including Blondie’s drummer Clem Burke, to equipment measuring their heart rate, oxygen up-take and the levels of lactic acid in their blood as they played a set. The stress on their bodies as they played was then compared to that of top athletes. It was found that the drummers’ heart rates were raised to as high as 190 beats per minute and they could burn off 600 calories in a performance. Many drummers typically burn 400 to 600 calories per hour. The British government hopes this research will help develop programs for overweight children who are not interested in sports.

**Playing creative music helps develop problem-solving abilities** • In life, we’re always going to find ourselves in new and unfamiliar circumstances. I’ve discovered that musicians often adapt better to different situations than people who are used to a certain type of “stability” in their lives. By taking an improvisational “jazz attitude” to life in general, a person can learn how to embrace the unknown and make something out of nothing. And even though change can be frightening to a lot of people, musicians are able to deal with things as they come.

**A chance to continually improve and never be bored** • Musicians learn how to truly express themselves by striving for artistic growth and then by sharing their discoveries with others. Part of the beauty of doing this is the journey itself. Many people in this day and age seem to want to arrive “there” immediately, without fully understanding and appreciating the process of actually getting “there.” A lot of things nowadays are about instant gratification and quick fixes. That is not

what being a creative musician is about. As an artist, you have to have patience and dedication. As a musician, I look at my personal journey through my art and use it as a gauge for my life.

**Many people can't even walk and chew gum at the same time, but drummers can handle multi-tasking easily** • Drummers not only have to use all four limbs at once, but they also have to keep time, make the composition and performance flow, create an appropriate and supportive drum part, remember the song’s form and structure and anticipate the future. In addition, they must be open to anything unexpected and be able to back up and inspire soloists. Some even sing while playing the drums.

**Self-expression** • Playing the drums allows people to express themselves through sound and motion. It’s an amazing way to tell the world what you know and feel. When there’s a connection between the drummer, the other musicians and the audience, it’s a truly magical feeling that can’t be adequately described in words.

**A chance to make people happy** • By performing at weddings, bar mitzvahs, private parties and other events, musicians perform a critical role in people’s most important and memorable events. That’s a big responsibility and it can be very gratifying to know that you helped make someone’s special day into a day with beautiful and lasting memories.

**The ability to work with others** • To be a successful musician, you must learn how to work with others on stage and off. One of the best compliments drummers can get is when other musicians tell them that it was “so easy to play with them” and that the other musicians felt like “they could play things they’ve never played before.”

**You never know when the “plane will go down”** Since there’s no real security in life and you never know when a particular day might be your last, why not live your life to its fullest and follow your life’s passion doing something you truly love to do?

Finally, I’ve found that whether playing a live gig or recording in the studio, you have no real idea whom you’re affecting, or whom you’ll affect in the future.

An extraordinary thing happened when I was playing with the Pat Metheny Group in Italy. At the time, the country was racked by several kidnappings. A young man came to one of our shows and told us that for two years he was held for ransom in a cave and didn’t know if he was going to survive. He said what got him through that unimaginable ordeal was thinking about our music. It’s amazing to think that the music we make can have such a powerful effect on people’s lives. **R**

*Paul Wertico is assistant professor and head of Jazz and Contemporary Music Studies at the Chicago College of Performing Arts at Roosevelt. He gained an international reputation as a member of the Pat Metheny Group where he performed on 10 recordings and four videos and won seven Grammy Awards. In reviews, his playing has been compared to that of an “impressionist painter,” “an inspired madman,” a “restless innovator,” and “a true legend of jazz drums.” He also was one of the Chicago Tribune’s “Chicagoans of the Year” in 2004. His latest DVD, Paul Wertico: Drum Philosophy, was released by Alfred Music Publishing and his latest CD, Impressions of a City, featuring his new band Paul Wertico’s Mid-East/Mid-West Alliance, is on the Chicago Sessions label. Before becoming a full-time faculty member at Roosevelt in 2008, Wertico served on the faculty of the percussion and jazz studies programs at Northwestern University for nearly two decades. He has written educational articles for magazines such as Modern Drummer, DRUM!, Drums & Drumming, Drum Tracks and Downbeat.*



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James Gandre, newly appointed provost and executive vice president.

## James Gandre appointed Roosevelt's provost

James Gandre has been appointed to a five-year term as provost and executive vice president of Roosevelt University, a position he had been occupying on an interim basis.

"Jim Gandre has served Roosevelt University with distinction as a dean and interim provost since 2000," said Roosevelt President Chuck Middleton. "Through his numerous accomplishments and consensus-building leadership style, he has earned the respect and admiration of trustees, faculty and staff. His appointment means we will be able to move forward without pause on the many initiatives that have given Roosevelt so much momentum and visibility."

"I can't imagine a better time to be working at Roosevelt University or a better time to be provost, as this is a time of extraordinary change and true transformation at Roosevelt," Gandre said. "I look forward to continuing the collaboration we have begun together. It is only in working in partnership with the faculty, students and staff that the greatness at hand can be achieved. We have so much to look forward to and I'm honored and thrilled to have been given such a vote of confidence by the larger Roosevelt community and look forward to the opportunity to continue to serve this great institution."

During Gandre's tenure as interim provost and executive vice president, Roosevelt has made significant progress toward its goal of increasing academic quality through the expansion of full-time faculty coverage. In his position, he has participated in nearly every activity affecting life at the University, including serving as lead administrator on Roosevelt's plans to build a new multi-purpose, high-rise building. Among many accomplishments, he hired four of the University's six deans, including the founding dean of the University's new College of Pharmacy.

Before serving as interim provost and executive vice president, Gandre was dean of Roosevelt's Chicago College of Performing Arts from 2000 to 2007 and interim dean of the College of Education in 2006 and 2007. As dean of CCPA, he dramatically increased the quality of the students and faculty and helped to make the college better known nationally and internationally.

Gandre earned a Bachelor of Music degree with honors from Lawrence University in Wisconsin, a Master of Music degree from the San Francisco Conservatory of Music and a Doctor of Education degree from the University of Nebraska at Lincoln. He has also attended the Harvard University Institute for Management and Leadership in Education, and has pursued postgraduate music study at the Blossom Festival School of Music and Manhattan School of Music.

## Communication professor joins 9 other Fulbright award winners

Mary Ellen Schiller, associate professor of communication, has been awarded a scholarship from the U.S. Department of State's Fulbright Program to teach mass communications from an American perspective at the University of Lodz in Poland in 2010.

Schiller, who has taught in Roosevelt's Department of Communication for more than two decades, is the fifth Roosevelt professor to be selected for a Fulbright award in the last two years and the tenth to be chosen from Roosevelt since 2000.

As a Fulbright winner, she will join the University of Lodz's Department of Transatlantic and Media Studies where she will teach Mass Media and Society: An American Perspective, A Global Context.

"Mass communication is increasingly becoming globalized and there are implications for countries large and small, certainly including the United States and Poland," said Schiller, who believes it is an exciting time to share insights on global communication in an Eastern European country that is contributing to the transformation of the European Union's economic landscape.

Schiller, who will draw from a number of courses taught at Roosevelt including Communication in the Information Age, Public Opinion and Propaganda, Media Criticism, Ethics and Cross-cultural Communication, is also among a growing number of professors at the University to receive coveted recognition for their work.





## New librarian joins Roosevelt University



Richard M. Uttich, a college librarian and library instructor with 20 years of experience, has been appointed as Roosevelt University librarian.

He is responsible for Roosevelt's Murray-Green Library and the Performing Arts Library on the Chicago Campus and the McCormick Tribune Library on the Schaumburg Campus. Collections at these libraries now include nearly

185,000 volumes, more than 29,000 online and print journal titles, 27,000 sound recordings and nearly 35,000 pieces of sheet music.

"The library is a physical as well as a virtual space, which must be attractive, comfortable, welcoming and active for both students and faculty members," said Uttich, who previously was associate librarian, assistant director for reference and access services and reference and instruction librarian at the State University of New York College at Oneonta.

As librarian, Uttich is planning to establish a Learning Commons – a hub for creative thinking, intellectual pursuit and social networking – that will include books, journals, electronic materials and digital and analog multimedia and will be staffed by professional librarians, faculty who specialize in instructional development, writing tutors, new-technology experts and computer labs with a wide array of applications.

"The library should be an intellectual and academic hub of activity, and a place where our students and faculty members can meet and discuss all sorts of topics," said Uttich, who also served as chief of access services, public service and library lecturer at the City College of New York.

Uttich, who has a BA in sociology from St. Norbert College in Wisconsin and a master's in library science and information from Pratt Institute in New York, also plans to further develop the University's archives and to upgrade library facilities, making them more comfortable and user friendly.

## Roosevelt hires new athletics coaches

Roosevelt began developing its new intercollegiate athletics program by hiring three experienced coaches. In August, Athletic Director Mike Cassidy announced the appointment of Joe Griffin as men's basketball coach, Robyn Scherr-Wells as women's basketball coach and Steve Marchi (BA, '08) as baseball coach. "Each of these coaches not only has the knowledge and desire to create successful teams, but they know what it takes to develop an unmatched experience for student athletes," Cassidy said.

The Roosevelt Lakers basketball and baseball programs will begin intercollegiate competition during the 2010-11 academic year at the NAIA level. To prepare for the season, Griffin and Scherr-Wells have begun recruiting players for the teams.

Griffin learned his trade under the tutelage of Michigan State head basketball coach Tom Izzo, serving for two seasons (2006-08) as a graduate assistant for the Spartans. A Michigan State graduate, he was involved in numerous facets of the university's program, helping the team to a pair of NCAA Tournament appearances. Last year he was an assistant at Eastern New Mexico University.

Scherr-Wells, a 2001 graduate of the University of Michigan, was a walk-on and later an administrative assistant for the women's basketball team. Previously a member of Roosevelt's admissions staff, she gained valuable coaching experience as an assistant coach at Portland State University during the 2006-07 season.

An economics graduate of Roosevelt, Marchi returns to the University to coach the baseball team. He spent the last season as head coach at William Rainey Harper College in Palatine, Ill.,



Roosevelt's new head coaches are, from left, Steve Marchi (BA, '08), baseball; Robyn Scherr-Wells, women's basketball; and Joe Griffin, men's basketball.

where he took over a program with only five returning players and quickly rebuilt the team. He produced three All-North Central Community College Conference performers and one All-Region Four honoree.

In May, Roosevelt announced that it would bring intercollegiate athletics back to the University after a 20-year absence. In addition to basketball and baseball, the University will offer men's and women's volleyball, soccer, cross country, golf and tennis.



*Violent Realities* features photos by Jon Lowenstein and Carlos Javier Ortiz, who capture violent scenes in Guatemala City and its aftermath on streets in Chicago and Philadelphia.

### Photo exhibit on gun violence at Gage Gallery

A first-run exhibit on gun violence featuring the provocative work of award-winning photographers Jon Lowenstein and Carlos Javier Ortiz is on display through Jan. 15, 2010 in Roosevelt University's Gage Gallery, 18 S. Michigan Ave., Chicago.

*Violent Realities* contrasts the work of Lowenstein, who has documented graphic, real-life violence in Guatemala, and Ortiz, who has captured the aftermath of gun violence in urban areas of America, most notably on the streets of Chicago.

The two photographers, who met 10 years ago while working together on the Chicago in the Year 2000 Project (CITY 2000), are exhibiting together for the first time with *Violent Realities*.

"What we're trying to do is raise awareness about the issue of gun violence, and how it is affecting our children, our neighborhoods and our society," said Ortiz, who is the 2009 winner of the domestic photography award from the Robert F. Kennedy Center for Justice and Human Rights for his *Too Young to Die* project and also was the Illinois Press Photographer Association's 2008 photographer of the year.

Lowenstein, who specializes in long-term, in-depth documentary photography that questions the status quo and who views himself primarily as a visual witness and historian, also has won many awards, including being named a 2008 Alicia Patterson Fellow, the 2007 Getty Award for Editorial Images and a 2007 World Press Photo Award. In addition, both photographers were finalists for the W. Eugene Smith Grant in Humanistic Photography award.

"What I hope the work shows is how crazy violence gets and the reality of what it's like to experience crime scenes up close," said Lowenstein, whose photographs capture the horrific violence and street crime affecting normal, everyday people living in Guatemala City. The images will be part of a larger book project that Lowenstein is currently working on about immigration in America.

Sponsored by Roosevelt's College of Arts and Sciences, the Department of Communication, the Mansfield Institute for Social Justice and Transformation and the Joseph Loundy Human Rights Project, *Violent Realities* is free and open to the public. Gage Gallery hours are 9 a.m. to 5 p.m. Mondays through Fridays. For more information, visit [www.roosevelt.edu/gagegallery](http://www.roosevelt.edu/gagegallery).

### MFA student receives \$25,000 for winning national writing contest

Adam Morgan, a second-year student in Roosevelt University's Master of Fine Arts (MFA) in Creative Writing Program, has won \$25,000 and the opportunity to have his award-winning comedy script, *Liberal Arts*, produced as a national network TV pilot by Fox Broadcasting Co. His winning script was selected from more than 600 entries. Morgan, whose TV script follows a college freshman's first experiences at a small liberal arts college, took highest honor in the Fox-Procter and Gamble Comedy Script Contest during

the 2009 New York Television Festival Awards held this fall in New York City.

**"The Creative Writing Program at Roosevelt has made me a much better storyteller."**

– ADAM MORGAN

"I'm thrilled that my script was selected, but it still hasn't sunk in yet – not only that I won, but that a broadcast network like Fox is looking to cast my script as a television show," said Morgan.

"This is a huge, life-changing event for Adam," added Scott Blackwood, director of the Creative Writing Program at Roosevelt University. "It will allow him to pursue the kind of writing he loves most."

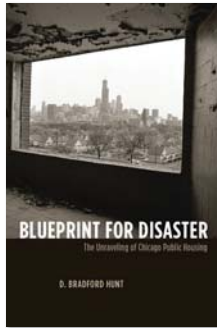
Morgan is a graduate assistant in the Creative Writing Program and the editor in chief of the University's literary journal, *Oyez Review*. He credits his Roosevelt experience and the Creative Writing Program with teaching him how to do effective storytelling through well-developed characters. "I'm a much better writer after a year at Roosevelt than when I came up with the idea (for the winning script)," said Morgan. "I don't think I would have won this contest if I'd pursued the idea when I first came up with it. The Creative Writing Program at Roosevelt has made me a much better storyteller."



# On the Shelves

Professors are the authors of three recently published books.

BY LAURA JANOTA

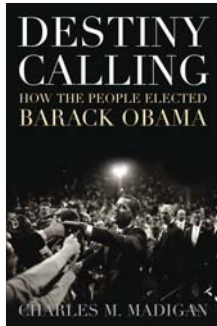


**D. Bradford Hunt**, associate professor of social science and associate dean of the Evelyn T. Stone College of Professional Studies, won the Lewis Mumford Prize in October for his groundbreaking book, *Blueprint for Disaster: The Unraveling of Chicago Public Housing*, which traces public housing in Chicago from its New Deal roots through Chicago Mayor Richard M. Daley's Plan for Transformation.

The book was selected out of 40 other entries as the best book about the history of American planning by the Society of American City and Regional Planning Historians.

Hunt, who spent eight years on the project, argues in the book that misguided policy decision-making in both Chicago and Washington, D.C., is in large part responsible for the failure of a public housing program that initially held promise and hope for Chicago and its residents.

"This book is a necessary contribution to the consideration of public housing in Chicago," the *Chicago Tribune* wrote in a recent review of Hunt's work. "It adds a new dimension to the debate by pointing to missed opportunities for the Chicago Housing Authority to heed warning signs and change course and that policy choices at the local and federal level led to the demise of public housing."

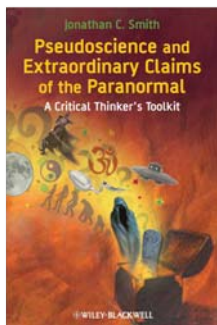


In his book, **Charles Madigan**, presidential writer in residence at the University, takes a look at the election of President Barack Obama in an unconventional way by focusing on what American voters – and not political insiders – have to say about this historic milestone.

*Destiny Calling: How the People Elected Barack Obama* features the views of voters from all over the nation who weigh in on everything from Hurricane Katrina to the Iraq War and the nation's economic crisis, in explaining their decision to vote for Obama.

"This is not at all a traditional political book that presents an insider's look at the campaign," said Madigan, a former *Chicago Tribune* editor and writer who spent more than two years on the project. "The idea of the book was to look at the campaign and talk about it the way that voters and their neighbors do," he said.

The project shows, above all, that race was not an issue for most people in the election, according to Madigan, who has covered presidential politics and campaigns since 1972.



In his new book on the paranormal, Psychology Professor **Jonathan Smith** writes about faith healers, ghosts, superstitions, flying saucers and much more.

Smith's book, *Pseudoscience and Extraordinary Claims of the Paranormal: A Critical Thinker's Toolkit*, is a guide that can help make sense of extraordinary claims of the paranormal that permeate society and the media.

"About 70 percent of all Americans believe in at least one or two paranormal claims. I believe that people in our society need to learn how to think critically when these claims are made so they can best evaluate what they are hearing," said Smith, the founder and director of the University's Stress Institute and the author of 17 psychology-related books.

"I am astonished by the excellence of this book," said York University Professor of Psychology James Alcock, who has written extensively on para-psychology. "Smith has produced a highly readable and very entertaining yet critical examination of virtually the entire gamut of paranormal claims, and he demonstrates an encyclopedic knowledge of the field in doing so."

Added Robert Todd Carroll, professor of psychology at Sacramento City College: "Can you be both a critical thinker and a believer in the paranormal? The 'reality checks' in Jonathan Smith's *Critical Thinker's Toolkit* will guide you to your answers."

## DEAR ALUMNI AND FRIENDS,



**PATRICK M. WOODS**

In the investment world, successful investors who go against conventional wisdom in their strategies are called “contrarians.” To be one requires special knowledge of markets, long-term, successful experiences and great intuition about investment opportunities that may not be on the radar screen for the vast majority of other investors and investment firms.

I have often thought of Roosevelt as an educational example of a contrarian, especially when we are compared to

the vast majority of colleges and universities which have had enrollment and financial difficulties as a result of the economic downturn in the country. At Roosevelt, our enrollments continue to be robust, students are continuing to come with strong credentials, and we have hired a large number of new faculty. While other institutions are either freezing hiring or laying off faculty members, we have reinstituted an athletics program that will be growing and competing over the next few years.

I have mentioned in prior letters that we are in a time of transformation and excitement, and this past year was one that absolutely reflects and confirms the changes that have been occurring in our recent past. Students clearly recognize the value of a Roosevelt education and an association with a University whose values enhance their educational experiences.

The last fiscal year was a good one for support from alumni and friends, particularly in a time of uncertainty and difficulty in the economy. We have had some major commitments to our future by

alumni and friends who want to invest in the future of the University that they love. Their support has come for scholarships, capital projects and programs, which is a part of our drive to create greater financial assistance for the University. Their financial commitments lower our need to rely on traditional support from tuition revenues. As always, the confidence that you have shown us is gratifying, and we look forward to increasing our successes in greater numbers as the message of Roosevelt’s vitality is better known to our alumni and friends.

This fall’s edition of the *Roosevelt Review* once again presents our Honor Roll of Donors for the past year. We appreciate the commitment of those who believe in us and who are willing to give us their support in many ways. We sincerely thank you for your generosity.

In order to “spread the word” and increase our visibility to alumni and friends this year, representatives of the Office of Institutional Advancement will be establishing new alumni chapters in and around Chicago and the country to provide a forum for alumni to get together, to hear about what is happening at the University in Chicago and Schaumburg, and to work with us to support the University in its mission. Additionally, these representatives will be calling many of you to ask if they can bring you up to date on happenings at the University. I hope that you will welcome them as they bring you details of the excitement that permeates the Roosevelt of today.

Sincerely,

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

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## SCHOLARSHIP SPOTLIGHT: VINNY CASCIO

**BY DINAH ZEBOT** ■ Senior Vinny Cascio's experience at Roosevelt University has been as much about what he has created as what he's received in education and training.

When the Crystal Lake native first visited Roosevelt's Schaumburg Campus, he felt that "there was something special and valuable...that I could help build and be a part of, rather than being just another number."

That first impression has proven to be true. Over the past three years, the Future Community Leaders (FCL) Scholarship recipient and 2009 Schaumburg Student Leader of the Year has made the most of his Roosevelt experience both inside and outside the classroom.

"Roosevelt encourages you to dive into social problems and to make a difference," said Cascio.

Indeed, he has done just that.

In his first year at Roosevelt, Cascio joined the Schaumburg Student Programming for Enrichment, Enlightenment and Development Board, where he played an integral role in the growth of student life on the Schaumburg Campus. He has also served as a student government senator, is an active student ambassador for the Office of Admission, and has led Roosevelt's Schaumburg Chapter of Psi Chi, the national honor society in Psychology, which was named student group of the year this past year.

He also founded the Gay, Lesbian, Bisexual, Transgender (GLBT) – Straight Alliance, a growing student organization that has given greater voice to and raised awareness through events about the University's GLBT community.

"This is my school. The Schaumburg Campus in particular specializes in creating leaders because everything here is so new," said Cascio. "Students become the initiators and catalysts for change."

Recognized for both campus involvement and his academic performance, Cascio credits his FCL scholarship for encouraging him to be the best he can be.

"The scholarship has definitely helped me financially, and has also given me the opportunity to meet successful business leaders in the area, and has encouraged me to stay active on campus and further develop my leadership abilities," said Cascio.

Funded by Roosevelt's Community Advisory Board, a group of business and community leaders in the Northwest suburbs, FCL scholarships are awarded to promising Schaumburg students, like Cascio,

who not only have strong academic credentials, but also exhibit leadership potential and demonstrate financial need.

"The scholarship has challenged me to keep pushing my limits," said Cascio, who has successfully balanced his honors-level course work with a heavy extracurricular schedule.

This year, Cascio is handling another full load, including a course with Psychology Professor Steven Meyers in which he will learn firsthand about child development at a not-for-profit agency.

This won't be Cascio's first foray into volunteerism. He has worked

### AT A GLANCE:

**Name:** Vinny Cascio

**Class Year:** 2010

**Degree pursued:** Bachelor of Arts

**Major:** Psychology

**Minors:** Sociology and Child & Family Studies

**Hometown:** Crystal Lake, Ill.

**Scholarships received:** Future Community Leaders, RU Scholars program scholarship



for many years with suburban agencies doing creative programming for children and adults with mental illness and disabilities. Also, as part-time community involvement coordinator at Roosevelt, he plans service projects and encourages other Roosevelt students to make a difference in their communities.

Building upon his studies at Roosevelt and his volunteer experience, Cascio hopes after he graduates to pursue his PsyD in child and adolescent psychology and a career path in which he can make a difference.

"I've been lucky to have a lot of great professors here ... they challenge me in so many ways to think broadly and critically," he said.

*Alumni and friends can help students like Vinny Cascio make their college dreams come true by contributing to scholarship funds. To learn more, contact the Office of Institutional Advancement at (312) 341-2309.*

## FUNDING HIGHLIGHTS

## Pritzker and Roldan featured at Roosevelt Real Estate Gala



As the premier school of real estate in Chicago, Roosevelt University's Marshall Bennett Institute of Real Estate is aiming to prepare the next generation of real estate leaders to be the best they can be.

On Oct. 28, the Marshall Bennett Institute of Real Estate during its annual gala dinner at the Four Seasons Hotel recognized two well-known Chicago real estate leaders, Penny Pritzker and Hipolito "Paul" Roldan.

Three hundred leaders from real estate, finance and business attended the event to celebrate another successful year at the institute and to hear the remarks of Pritzker, a major leader and innovator in real estate, and Roldan, who is president of the Hispanic Housing Development Corporation and this year's real estate gala honoree.

Credited with guiding the development of the award-winning Hyatt Center in Chicago's Loop, Pritzker is the chair of four companies – TransUnion, Classic Residence by Hyatt, the Parking Spot and Pritzker Realty Group – and also is the head of the Chicago Public Education Fund. Besides supporting efforts to improve public education in Chicago, Pritzker also has been involved on the national front, serving as finance chair of Barack Obama's presidential campaign, co-chairing the 2009 Presidential Inaugural Committee and serving on the President's Economic Recovery Advisory Board responsible for formulating and evaluating the administration's national economic policies and recovery plans.

Honored for his many professional achievements and civic leadership, Roldan founded the Hispanic Housing Development Corporation in 1976, leading it as executive director to become a major community development force that has completed 3,100 new housing units and has managed 4,500 units and programs throughout Chicago's Latino community. In honor of his parents, he has established the Teresa and Hipolito Roldan Scholarship Fund for Tomorrow's Hispanic Leaders, which has made scholarships available to the institute's qualifying students.

At the real estate gala, Penny Pritzker gave a keynote address on "Recession, Recovery and Real Estate: A National Perspective," while Hipolito "Paul" Roldan received the Lifetime Industry Leadership Award.

## \$210,000 grant funds youth media programs

The McCormick Foundation has awarded \$210,000 to Roosevelt to create a youth media technology fund for Chicago middle schools, high schools and youth media organizations.

"This is a great indication of the importance McCormick Foundation places on the city's young people and the media they produce," said Associate Professor Linda Jones, who wrote the proposal and will oversee the technology fund. "This is putting money where it's most needed."

McCormick Foundation has awarded grants for Department of Communication work with high school journalism programs since 2005. The McCormick Foundation High School Media Awards annually attracts up to 300 high school students to Roosevelt each spring.

More information about the youth media technology fund and the application process is posted on the foundation's website, [www.mccormickfoundation.org](http://www.mccormickfoundation.org).

## Golf outing raises \$54,000 for student scholarships

More than 90 golfers enjoyed sunny skies and the challenging Arboretum golf course in Buffalo Grove, Ill., during Roosevelt University's 16th Annual Community Advisory Board Golf Outing on Sept. 1. However, Roosevelt students benefited the most from the outing as \$54,000 was raised for the University's scholarship fund.

"This event brings together business leaders and community advocates who support students and Roosevelt University," said Mike Iammarino, chair of the Golf Committee. "It really is an investment in the future of our community."

The day also featured the presentation of the advisory board's inaugural Distinguished Service Award to Mike Silverman (BA, '61). Chair Pat Henriksen (BB, '68) presented the award to Silverman in recognition of his nearly 20 years on the board, including being chair from 2001 to 2005.

Major sponsors of the sold-out outing were Maron Electric, Turner Construction, Patti Eyler and Charlie Gardner, VOA Associates and William Blair & Company.



## ALUMNI EVENTS

### Another great hit: the Annual Roosevelt University Boat Cruise

Nearly 400 Roosevelt University alumni and friends came together in August for the annual alumni boat cruise, taking advantage of a great opportunity to see Chicago attractions and to reconnect with old friends.

This year's boat cruise, which drew new and old alumni alike, took place during the Chicago Air and Water Show aboard the *Kanan*, Chicago's newest luxury yacht. More than 50 recent alumni from the classes of 2004-09 as well as several Golden Alumni were among attendees at the event that has continued to grow in popularity.

You may view and download photos from this year's cruise and past RU alumni events, at [www.roosevelt.edu/alumni/events/past.htm](http://www.roosevelt.edu/alumni/events/past.htm).

Roosevelt alumni and friends watched planes rush by the John Hancock Building (top) during the Chicago Air and Water Show. Right: A number of young alumni enjoyed cruising on the *Kanan*. Bottom from left, Jean Hoffman (MBA, '95) and her guest pass a lighthouse; Mary Ann and Charles VandenBosch (MBA, '05) sport Roosevelt hats; and President Middleton poses with alumnae (left to right) Nedra Summerrise (BGS, '01); Jamilah Akbar (BA, '05) and Candice Norris (BS, '05).



# WHERE RU? KEEPING IN TOUCH WITH THE ALUMNI COMMUNITY

BY BEATRICE A. FRANCIS

## 1950s



Matthew Holden

**Matthew Holden** (BA, '52) has been named the Wepner Distinguished Professor in Political Science at the University of Illinois at Springfield where he joined the College of Public Affairs and Administration faculty in the fall. Holden retired in 2002 from the University of Virginia where he served as the Henry L. and Grace M. Doherty Professor of Politics for more than 20 years. He is a fellow of the American Academy of Arts and Sciences, a senior fellow of the National Academy of Public Administration and former president of the American Political Science Association. He has authored numerous articles, essays, papers and books in the field of public administration and public policy.

## Where are you?

Send us your photo and an update!

Email [alum@roosevelt.edu](mailto:alum@roosevelt.edu) or mail to:

Office of Alumni Relations  
Roosevelt University  
430 S. Michigan Ave., Rm 827  
Chicago, IL 60605

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

## 1960s

**Jane Higgins Bedno** (BA, '69) is founding director of the graduate program in museum exhibition planning and design and professor emeritus of the University of the Arts in Philadelphia. She has received numerous awards for design excellence and her work has been featured in a number of books and periodicals.

## 1970s

**Thor Konwin** (MC, '71) presently owns and operates Branford House Antiques in Vermont. Konwin's interest in old office machines turned into a side business selling restored vintage office equipment. Over the course of his career, Konwin has owned a number of businesses including a real estate development firm and a medical equipment leasing company. He has held positions as: chief financial officer of Bear Medical Systems, Inc.; executive vice president and co-founder of Bird Medical Technologies, Inc.; and co-founder of Entertainment Leaders, Inc., a company involved in building one of the first IMAX movie theatres in southern California.

**Lorraine Rago Kells** (BA, '73) is an adjunct instructor at Glendale Community College in Glendale, Calif.

**Deidre R. Lewis** (BA, '75) was appointed interim chancellor for City Colleges of Chicago, which includes seven independently accredited colleges in Community College District 508. She will serve for a six-month period while the Board of Trustees conducts a search for a new chancellor. Her career with City Colleges spanned 32

years at the time of her retirement in 2008. During that time, Lewis held a number of positions, including dean of continuing education at Malcolm X College, associate vice chancellor for academic support and student services in the district office, vice chancellor of academic affairs, and executive vice chancellor and chief academic officer.



Deidre R. Lewis

**Frank J. Kaminski** (MBA, '77) was recently appointed chief of police for the city of Park Ridge, Ill. Kaminski has 30 years of professional experience in police administration. Prior to his current appointment, he served as director of public safety for Evanston Township High School District 202.

**Marianne C. McGeary** (BA, '77) is chair of the English Department at Marine Military Academy, a public high school in Chicago.

**Barbara Kowalski Ghaffari** (BA, '77) is office manager at Tillicum Middle School in Bellevue, Wash. She is married to alumnus Mohamad Reza Ghaffari (MBA, '80) who is a finance manager at the Boeing Company.

## 1980s

**Siraj Virani** (BSBA, '78; MBA, '81) was chosen as a recipi-

ent of the National Restaurant Association's "Faces of Diversity American Dream Award," which celebrates "diversity and inclusion in the restaurant and foodservice industry" and recognizes inspirational success stories. While working in Karachi, Pakistan, Virani won a scholarship to study in the United States. He received an associate degree from Central YWCA College and then studied accounting and finance at Roosevelt. When he was laid off, he began to look into franchise opportunities as a way to make a living. Virani currently owns 13 Dunkin' Donuts franchises in the Chicago area.



Siraj Virani

**Paul Herskind** (MBA, '84) was named vice president of sales for Gemstar Manufacturing, a Minnesota company that designs and manufactures custom cases of all types.

**Kevin Hacker** (BS, '86) wrote to tell us how grateful he is to Roosevelt for the education he received which prepared him for the professional examination required to attain the designation of Fellow of the Society of Actuaries. Hacker said he was recruited by a headhunter while he was still in his junior year at Roosevelt. He currently is a principal in the New York offices of Ernst & Young LLP,



one of the four largest international professional services and accounting firms in the world.



Kevin Hacker

## 1990s

**Nuria I. Fernandez** (MBA, '90) was named a member of the board of trustees at Chicago's La Rabida Children's Hospital. Fernandez, senior vice president of CH2M Hill, a Fortune 500 engineering firm, directs international business development and global sales for the company's European and Latin American divisions.

**John Payton** (BGS, '91) was appointed director of corporate information technology for Sparton Corporation in Schaumburg.

**Susan D'Alexander** (MBA, '94), senior communications consultant at Motorola, Inc., was named to the board of the Chicago chapter of the International Association of Business Communicators (IABC/Chicago). She will be co-director of the Accreditation Committee. D'Alexander earned the accredited business communicator designation from IABC last year, joining a select group of only 800 professionals throughout the world who have earned the title.

**Larisa Buhin** (BA, '95) spent last year teaching and conduct-



Larisa Buhin

ing research at the University of Zagreb in the Republic of Croatia. Buhin, who is assistant professor of clinical psychology at the Chicago School of Professional Psychology, was named a Fulbright Scholar last fall. She has worked in university counseling centers, community mental health centers and in private practice.

**Mark Kadamus** (BSBA, '96) was promoted to branch manager in the Deerfield, Ill., office of Amcore Bank.

**Timothy Wadman** (MPA, '96) is vice president of operations for Advocate Condell Medical Center in Libertyville, Ill.

**Charles Rey** (BSBA, '97) was hired as assistant volleyball coach at Winthrop University in Rock Hill, S.C. Rey, who served as a volunteer assistant coach at the University of Minnesota last year, was formerly assistant coach at Georgia Southern University, and until 2007 was head coach of the Low Country Volleyball Club. Winthrop University is a member of the Big South Athletic Conference.

**Sandra Posadas** (BA, '97) is a bilingual teacher with the Chicago Public Schools, an artist, published illustrator and cast member of the Vida Bella Ensemble, a Latin, female group

of inter-generational artists. She is also owner of Coqueta Creations by PiXie, a jewelry line for women. Posadas recently co-wrote her first production, *Brown Girls Singing*, which was staged at University of Chicago and Jane Addams' Hull House.



Sandra Posadas

**Diane M. Griffin** (BS, '97; MSJ, '99) recently self-published her first book titled *One Day I Found Tennis*. She began to write the book as a way to learn more about the game that she had chosen as her personal workout routine. Griffin, who also holds a certificate in paralegal studies from Roosevelt University, works for the City of Chicago Law Department.

## 2000s

**Richard Trout** (MJ, '00) is managing editor of the *Hobbs News-Sun* in New Mexico. Prior to his appointment, Trout was the business reporter and assistant editor of the newspaper.

**Kerrie Damiani Weber** (MA, '00) is a licensed clinical counselor who provides individual, couples, family and group therapy. She has worked in mental health agencies, inpatient facilities and private practice during a 12-year career in the field of psychology.

**Jennifer C. Thew** (MS, '03) is national nurse editor for *Nursing Spectrum* magazine, a biweekly publication written for and distributed to nurses across the United States. Before joining the editorial staff of the magazine, Thew worked as a nurse and clinical nurse coordinator at Rush University Medical Center in Chicago.

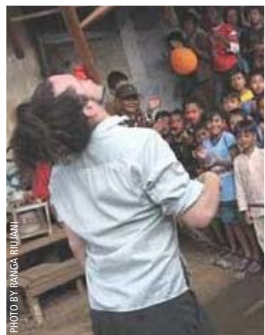


Jennifer C. Thew

**Robert Haugland** (BS, '04) is a data analyst for Illinois Cancer Care in Peoria, Ill. He and his wife are also owners of Frog Pond Farms and participants in The Local Growers' Network, a group started in 2008 by families with small farms from the Dahinda, Williamsfield, Elmwood and Aledo area who believe in the benefits of bio-sustainable and eco-friendly farm practices.

**Sety Sadri** (BGS, '05) emailed to tell us that his "academic experience at Roosevelt was the best...I adored and respected my instructors and my classmates. The experience I gained there surpassed that of a college education, and gave me a perspective that only Roosevelt can offer." Sadri currently works for Press TV, Iran's first English language international news network. He does research, writes scripts, translates interviews and sometimes narrates the show *Iran Today*.

## WHERE RU? CONTINUED



Daniel R. Roberts

**Daniel R. Roberts** (BF, '06) is currently in Indonesia where he has established the Hidung Merah (Red Nose) Circus, which provides entertainment and training to children in Jakarta. Roberts first became interested in the circus world while studying at Roosevelt University's Chicago College of Performing Arts. After receiving his degree, he worked as a professional clown and performer with several different circuses including Cirque du Soleil. When he heard about Clowns without Borders, he submitted a proposal to fund a project in Jakarta where he had previously lived for six years. Besides entertainment, his circus project also has been teaching Indonesian children circus skills and English.

**Ann Marie Hall-Sparks** (MBA, '07) teaches business courses at the Elgin Campus of Columbia College of Missouri.

**Jerri Helms** (BPS, '07) joined Syntio, a division of News Corp., as director of marketing.

**Tracy L. Rudd** (MSIMC, '07) wrote to say, "I love my job as business development coordinator in the Chicago headquarters of Brinks Hofer Gilson & Lione." The firm, founded in 1971, specializes in intellectual property law.

## As Life Changes, Alumni Insurance Program Can Help

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## ALUMNI PROFILES

## ZOË HELLER

As a Roosevelt University student, Zoë Heller (MPA, '05) knew she wanted to enter the growing field of environmental justice.


She never dreamed, though, that the career choice would take her to Navajo Nation, where she helped residents understand the dangers associated with abandoned uranium mines that have contaminated the nation's wellwater and building structures, or that she would win a gold medal with her team from the U.S. Environmental Protection Agency (EPA) in Washington, D.C., for her efforts.

"It was difficult at first because I'd never really seen environmental problems that were so vast and overwhelming," said Heller, who works as an environmental protection specialist in U.S. EPA's San Francisco office.

"These families live in really remote areas. They're off of dirt roads and rely on vehicles that don't always run," said Heller, who has a BA in environmental policy from Eckerd College in Florida and a master's in public administration and a certificate in geographic information systems from Roosevelt.

A member of EPA's Environmental Justice Program team, Heller traveled the Navajo Nation's 200,000 acres in Arizona, New Mexico and Utah for three months in 2008, spreading the word about the dangers of possible contamination from the nation's 520 abandoned uranium mines.

"Some of these people have been getting water for years from shallow livestock wells that are located throughout Navajo Nation, and it was really hard to change their thinking and to convince them that the water isn't good and may not be safe," said Heller, who worked through an interpreter who speaks fluent Navajo.

The wells are now being tested as part of the landmark, multi-year clean-up plan being coordinated by five federal agencies, including EPA, which gave Heller and 14 others on the EPA's Region 9 Navajo Uranium Team a gold medal for exceptional service. 





## THE VERY REV. EMMANUEL WEA JOHNSON

More than half a century ago, the Very Rev. Emmanuel Wea Johnson (MA, '59) planned to make a short pass through Chicago, visiting with a friend, before preparing to return home to his native Liberia.

At the time, Johnson believed his bachelor's degree in education, earned in 1958 from Langston University in Oklahoma, would be enough to get him started in a career in Liberia.

His friend disagreed, however, and took Johnson to Roosevelt University to meet with the education dean, who urged him, if he really wanted to help others in Liberia, to get a degree in educational administration and supervision from the University.

"I accepted the advice that was given to me, and it made all the difference in preparing me for my work in Liberia," says Johnson, 85, who recently returned to Roosevelt University for a reunion with other graduates of the class of 1959.

Teacher, principal, superintendent of schools, university professor, Episcopal priest – Johnson's list of accomplishments, both in the United States and in his native Liberia, is lengthy.

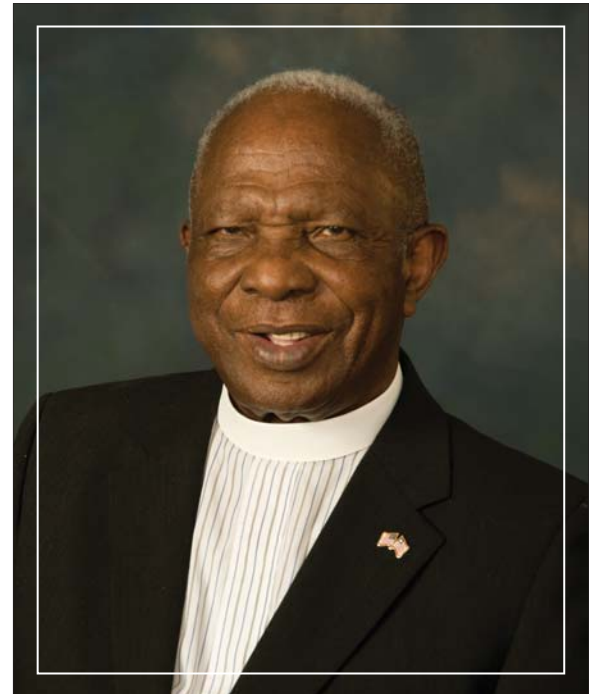
Suffice it to say that throughout his life, Johnson's work has had a profound impact on the lives of others.

"He's a leader, a humanitarian and a very knowledgeable man," said Alexander Gbayee, Liberia's counsel general in Chicago who attended the 50-year reunion

with Johnson. "More than that, though, Rev. Johnson is truly an icon to the people and the country of Liberia."

In Liberia, Johnson was the founding principal of the B.W. Harris Episcopal High School in Monrovia. Under his leadership, the school became a model for academic excellence, and Johnson was chosen by the Liberian government to be the first superintendent of the Monrovia Consolidated School System where he developed a pilot education program with help from a U.S. international aid grant and the advice of education experts from San Francisco State University.

During his time with the school system, Johnson became an ordained deacon and priest, and served as priest-in-charge of St. Stephen's Episcopal Church in Monrovia. Then in 1973, he was appointed president of Cuttington University, which is considered to be the "Harvard" of Liberia. At Cuttington, Johnson



started the Rural Development Institute, with help from a U.S. international aid grant.

In 1981, he was called to serve as the dean of Trinity Cathedral in Monrovia where he began to preach on the negative effects of the civil unrest in Liberia. Witnessing coups in 1985 and 1990 while at Trinity Cathedral, he spoke frequently about the fact that the protracted war was draining the country of its resources and human talent and was making education of its children impossible.

Johnson and his family left Liberia in November 1990 when a peace-keeping force landed in Liberia. The chaplain of that force, an African priest, provided Johnson and several family members safe passage to Ghana. From there, he returned to America where he became dean of academic support services and chaplain for 12 years at Voorhees College in Denmark, S.C.

"I was sorry to have to leave Liberia, but I had to," said Johnson, who has never returned to his homeland, primarily because of health concerns. "I know if I had stayed, there's no doubt I would have been a dead man."

Since 2003, he has been an associate priest at St. David's Episcopal Church in Ashburn, Va. [R](#)

“I will always  
be a goodwill  
ambassador for  
Roosevelt.”

– The Very Rev. Emmanuel  
Wea Johnson (MA, '59)

## IN MEMORIAM

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

BY CLAUDIA ROCHA

## 1930s

**Daniel Schnitta** (BS, '39) of Mount Prospect, Ill., died June 11, 2009. Schnitta was a mechanical engineer for United Conveyor Corporation, a precinct captain and a commissioner on the Weller Creek Drainage District in Mount Prospect, and past president of the Bucks and Does Square Dance Club.

## 1940s

**Gertrude Kruglik** (BA, '40) of Glenview, Ill., died June 1, 2009. She was the owner and president of Bali Hai Travel between 1977 and 1994 and among the first group of Americans to visit China as a tourist in the mid 1970s. She traveled to Asia and Africa studying and pursuing her interests in art and culture. Upon returning to the Chicago area, the Krugliks were among the first residents in 2002 to open the Classic Residence by Hyatt, Continual Care Community, located in Glenview, Ill.

**Melita Parker** (BA, '45) of Park Ridge, Ill., died in August 2009. Parker enjoyed music, plays, travel and cooking. She was an assistant principal in the Chicago school system, retiring after 30 years of dedicated service.

**Sonia B. Haas** (BA, '47) of Miami Beach, Fla., died Aug. 25, 2008. Haas received an MA in 1954 from the University of New Mexico and worked as a school psychologist for Miami-Dade County Schools for 26 years. She was an avid

traveler who visited all seven continents, often traveling with her husband, children or grandchildren.

**Ethel Ina Untermeyer** (BA, '48) of Riverwoods, Ill., died on Sept. 12 at the age of 84. She was the founder of the Lake County Forest Preserve District, which now owns more than 25,000 acres including the 475-acre Ethel's Woods that was named after her in 2001. Untermeyer was a student leader at Roosevelt where she met Eleanor Roosevelt and author James Baldwin. She was a proponent of total communication with the deaf and hearing impaired. Her initiatives included coordinating the compilation of a sign language directory. The former wife of the late Roosevelt Professor Frank Untermeyer, she also was a published poet who wrote under the name Eiku.

**Melvin D. Farber** (BSBA, '49) of Skokie, Ill., died July 7, 2009. Farber was vice president of Vogue Fabrics in Evanston. He majored in accounting while at Roosevelt University.

**James T. Jolchi** (BS, '49) of Eagan, Minn., died Oct. 11, 2008. After attending Roosevelt University, Jolchi served in the U.S. Army and received a PhD in mathematics from the University of Illinois at Urbana-Champaign. He spent a long career as a professor of mathematics at the University of Minnesota. Jolchi enjoyed fly fishing in Idaho, photography and keeping abreast of national politics.

**Albert H. Paul** (BSBA, '49) of Morton Grove, Ill., died May 4, 2009. After graduating from Roosevelt University, Paul joined Spiegel Co. in the late 1940s as a retail clerk and retired in the late 1980s as senior vice president of home furnishings. In the 1970s, Paul was instrumental in implementing a plan that transformed the Spiegel catalog into an upscale publication featuring a "department store in print" with high-quality home furnishings in evocative settings. He was a 40-year employee of Spiegel. Paul was a longtime board member of Jewish Vocational Services and was among the founding members of the Northwest Suburban Jewish Congregation.

**Albert Logan** (BM, '49; MA, '64), former trustee of the University of Illinois and former member of the Chicago Board of Education, died in June 2009. Logan was a member of the Chicago Urban League Business Advisory Council Scholarship and Loan Committee, a trustee of Episcopal Charities and had served on the state of Illinois Personnel Board. He also was a member of Chicago Mayor Richard M. Daley's first "reform" school board, where he served until 1993.

**Irving Kupferberg** (BSBA, '49) of Twin Lakes, Wis., died in August 2009. Kupferberg enlisted and proudly served in the U.S. Army/Air Force during World War II. After graduating from Roosevelt University, he became a

certified public accountant and retired as a longtime partner in the CPA firm of Kupferberg, Goldberg and Neimark in 1986.

## 1950s

**Claude E. Driskell** (BS, '50) a dentist who practiced in Chicago's Roseland neighborhood for more than 50 years, died May 23, 2009. Driskell was a former president of the Lincoln Dental Society, an organization for African Americans in the field of dentistry. He wrote *The History of Chicago Black Dental Professionals, 1850-1983*. Stationed in Europe with the U.S. Army during World War II, Driskell took advantage of the GI Bill. He graduated from Roosevelt University in 1950 and from the University of Illinois at Chicago's College of Dentistry in 1954. Driskell was an advisor to the Dean's Committee on Black Students at UIC's dental school in the early 1970s. He also wrote four chapters in *Essays on Earl Renfroe – A Man of Firsts*, which is a book about the life of the school's first black department head.

**Albert Ramos Turner** (BA, '50) of Arlington Heights, Ill., died May 31, 2009. Turner served in the U.S. Army/Air Force from 1942-45 in the European-African-Middle Eastern Campaign. He taught Spanish for 45 years and supervised the foreign language department at Roosevelt University. During his career he contributed his time and leadership talents as a lifelong member of the American Association





of Teachers of Spanish and Portuguese. In 1977, Turner was the recipient of the “Cruz de la Orden del Caballero Civil” award from the Spanish government. The award represents services rendered through teaching for the promotion of the Spanish language and culture. He was co-author of *Lengua Espanola*, Levels I and II. He was founder of the Central States Conference on the Teaching of Foreign Languages and a founding member and the second president of the Illinois Council on the Teaching of Foreign Languages in 1987. Turner was honored for his outstanding achievements in foreign language education and leadership in the profession by being named in the 2008-09 Cambridge *Who's Who Registry of Executives, Professionals and Entrepreneurs*.

**Professor Harold L. Blostein** (BA, '52) of Cochiti Lake, N.M., died Dec. 24, 2008. He majored in political science.

**Richard C. Bjorklund** (BA, '53) of Chicago died Aug. 12, 2009. Bjorklund served in the U.S. Army during the occupation of Germany, attaining the rank of corporal. He began his newspaper career as a copy boy, rising to executive editor for the Lerner Papers, writing his “Editor at Large” column along the way. In retirement, he worked on behalf of the Chicago Public Library system, the Ravenswood Lakeview Historical Association and the Chicago Transit Authority Ethics Committee. Bjorklund was

a valuable resource for many organizations and news outlets on the subject of Chicago history.

**Barbara Schumacher** (BA, '55) of Henderson, Nev., died in April 2008. She majored in languages.

**Julia Mischanko** (BA, '56) of Forest Park, Ill., died May 21, 2009. She was an editor of *The Midwesterner*, a regional publication dedicated to fostering the Russian Orthodox faith and heritage within American society. Mischanko also taught in the Chicago Public Schools (CPS) for 30 years, inspiring students to think and motivating them to become more active. She became a member of the Chicago Teachers Union (CTU) and a CTU representative and delegate, and was an advocate for improving working conditions for CPS teachers. A lifelong animal lover, Mischanko was particularly fond of cats, taking in stray and feral cats from the community.

**Pasquale A. Miceli** (BSBA, '57) of Chicago's Hegewisch neighborhood died Oct. 28, 2008. Miceli was a retired employee of CNA Insurance. He majored in management.

**Alan M. Berman** (Non-degree, '58) of Chicago died in May 2009. Berman was founder and owner of M. Putterman and Co., a leader in the industry for gym-floor-cover products. He was a longtime member of Ravinia Green Country Club in Riverwoods, Ill., and Delaire Country Club in Delray Beach, Fla.

**Zenonas Buinevicius** (BS, '58) of Palos Park, Ill., died Jan. 27, 2009. She majored in biochemistry.

**George M. Williams** (BM, '58; MM, '63), who was a music director and organist for 42 years, died in June 2009. Williams organized a campaign to bring a Schlicker pipe organ to the Northfield Community Church during the 1970s. After 34 years of teaching, he retired from Harold Washington College in 2002. He was a graduate of the Chicago College of Performing Arts of Roosevelt University, where he also taught. Williams was a classical music critic for the *Chicago Crusader* weekly newspaper.

**Melvin J. Kaplan** (BA, '58) of Chicago died June 6, 2009. Kaplan ran a prominent Chicago bankruptcy practice for 50 years. He spent his career helping thousands of Chicago-area families save their homes, offering them dignified solutions to financial problems. Kaplan was the author of *Out of Debt through Chapter 13* and *How to Get Your Creditors off Your Back without Losing Your Shirt*. He was a frequent lecturer at professional association seminars and community service programs. Kaplan was listed in *Who's Who in American Law*, a panel member of the Chicago Bar Association as well as a founding member and director of National Association of Consumer Bankruptcy Attorneys from 1992-96. He also was an expert skier and sailor and enjoyed tennis and golf.

## 1960s

**Evette J. Zells** (BA, '60) a former educator, child advocate in the Illinois courts and hearing officer in Cook County Juvenile Court, died in July 2009. Zells had a passion for traveling, visiting many countries around the world. Her favorite destination was New Zealand. She loved to gain new knowledge and also was fond of dogs.

**Thomas A. Swank** (BSBA, '64) of Chicago died in May 2009. Swank was president of Leasing Finance Corporation. He majored in management.

**Robert Meikle Frederickson** (Non-degree, '64) of Grand Rapids, Minn., died July 6, 2009. In December 1964, he went to work for the state of Minnesota as an employment counselor for smaller communities and then was asked to manage the Minnesota Workforce Center Office in International Falls, where he continued to work until his retirement in August 2004. Frederickson was discharged in 1972 from the U.S. Army Reserve. He served on the Police Commission and the Charter Commission.

**Charles Christenberry** (BSBA, '68) of Lake Havasu City, Ariz., died Nov. 26, 2008. He majored in management.

**Mary M. Berry** (MA, '69) of Phoenix, Ariz., died Dec. 24, 2008. She majored in education.

## 1970s

**Leah Goldberg** (BGS, '72) of Chicago died Aug.

## IN MEMORIAM

8, 2009. She served in the U.S. Army during World War II in the Asia-Pacific region. After the war, she moved to Chicago to work for Jewish Family Services until her retirement and then volunteered on the board of Jewish Community Center in Chicago's Hyde Park neighborhood.

**Ronald C. Lau** (BGS, '75; MPA, '76) of Fort Myers, Fla., died Aug. 8, 2009. He joined the U.S. Navy and served aboard the aircraft carrier, *Intrepid*. After leaving the service, Lau owned a barber shop in Chicago. In 1966, he joined the Chicago Police Department, serving in the 11th District on a tactical team. After his promotion to sergeant, he worked in the 13th District. A member of the Chicago Police Academy for 10 years, he taught and was in charge of social sciences. Lau was promoted to lieutenant and transferred to the 14th District, where he remained until his retirement in 1988.

**Lawrence LaPare** (MBA, '77) of Wayland, Mass., died June 27, 2009. LaPare was a founding partner, current president and chief executive officer of International Food Associates of Morristown. He was devoted to his family, was a dedicated veteran of the food industry, enjoyed being with people and was an avid baseball fan. LaPare served his country as a first lieutenant with the U.S. Army during the Vietnam War.

## 1980s

**Jeanne Quinn** (MPA, '82) of Oak Park, Ill., died Aug. 8, 2009. Quinn rode to election

as a commissioner on the Cook County Board in 1982, the first Democrat elected from the suburbs in a half-century. In winning election, she showed that Democrats could compete effectively in Chicago's suburbs and she cleared a path for other reform-minded politicians. Quinn played an active role on the board, chairing the building-zoning and education committees. She sponsored legislation to expand cancer-prevention programs in county hospitals and laws making government more transparent and accountable. She taught public administration at Roosevelt University from 1986-91 and again from 1995-99. In 1991, she took a leave from her teaching job when she was named director of elections for Cook County, the first woman appointed to the post.

**James Roelke** (BS, '83) of Bel Air, Md., died in February 2008. He majored in chemistry.

**Gustave Stuertze** (MA, '84) of West Dundee, Ill., died in June 2009. Stuertze had careers as a psychotherapist, bus driver, welder, insurance adjuster and police officer. He majored in psychology at Roosevelt University and worked as a psychotherapist for a drug addiction and alcoholism treatment center. He loved bluegrass music, snakes and took an interest in parts of Asia and also participated in fox hunts. Stuertze was best known as a freelance photographer whose images appeared almost daily in the *Courier News* and the *Chicago Sun-Times*. He is survived

by his wife, Leah, and two daughters, Allison Stuertze and Sharon Alexander.

**Lawrence J. Kellerman** (MBA, '86) of Columbia, Mo., died July 20, 2009. Kellerman became a member of Lions International in 1992. He was a proud member of the Missouri Chapter of Lions Clubs International.

**Dempsey Travis** (BA, '49), a Roosevelt University alumnus who became a real estate entrepreneur, author and civil rights activist, died July 2, 2009 at the age of 89.

A self-made business executive, he founded the first of his several real estate firms in 1949, after graduating from Roosevelt with a BA degree. He fought to increase mortgage availability for blacks and financially supported the political career of his high school and college friend, Harold Washington (BA, '49), who would become Chicago's first African-American mayor.

Travis wrote 20 bestselling books, which were a chronology of the Chicago he knew and loved. They included *An Autobiography of Black Chicago*, *An Autobiography of Black Jazz*, *Harold: the People's Mayor* and *Real Estate is the Gold in Your Future*.

He frequently returned to Roosevelt, often to talk about one of his new books and to autograph copies. Other times he came to share reflections of his years at Roosevelt and his friendship with Washington.

In 1984, he received the Alumni Association's

Professional Achievement Award and in 2008, he received a Doctor of Humane Letters degree, *honoris causa*. At the commencement ceremony, President Chuck Middleton said, "Throughout his life, Dempsey Travis has always demonstrated a commitment to excellence and social justice, the highest ideals of his alma mater."

**Estelle DeLacy**, former professor of philosophy, died on Aug. 8, 2009 at the age of 98. DeLacy left an estate gift of \$25,000 to Roosevelt University for scholarships.

DeLacy was a popular professor at Roosevelt in the 1940s. Edith Ehrlich (BS '48) wrote in the Roosevelt *Festschrift*: "The only philosophy course I took was one on ethics with Estelle DeLacy, who introduced me to thinkers such as Nietzsche and Dewey, and posed practical questions such as: If Bertie McCormick (publisher of the *Chicago Tribune*) were to fall into the Chicago river, would it be more ethical to fish him out or to let him drown? The great majority of the students, myself included, opted for letting him drown."

DeLacy was the author of *Immortals of Science*, *Euclid & Geometry*. She was preceded in death by her husband, Phillip DeLacy, who was a classics professor at the University of Pennsylvania. Together they authored *Method of Inference*.

DeLacy was last known to be living in Oak Harbor, Wash.





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The beautiful lighting that adorns historic Ganz Hall, funded over the years by the Swiss Benevolent Society, represents the long-standing tradition of generosity that has helped light the path for Roosevelt University students for decades.





# 2009 Honor Roll

Dear Alumni and Friends,

Last year when I became the new chair of the Development Committee of the Board of Trustees, I promised I would do everything I could to “enable Roosevelt to continue the legacy that has defined us in the past, and that will guide us for our future.” I am pleased to report that the trustees, alumni, friends of the University, the University administration and the Office of Institutional Advancement have been working very hard and successfully to fulfill that promise. Communication with our many constituencies about the fabulous changes going on at Roosevelt has been timely and significantly improved through publications like the *Roosevelt Review*, email updates from the Office of Alumni Relations, “Fireside Circle” mailings for planned-giving information, Annual Giving appeals and event notifications.

We have also connected in new ways with our past. Last year, we had 50th reunion events with the classes of 1958 and 1959, and we also had a 40th reunion gathering for the classes of 1967, 1968, and 1969. We were gratified at the turnouts, but we were more impressed with the love and admiration that graduates from those classes have for their alma mater and how the institution has made such a difference in their lives. It continues today.

This year’s Honor Roll represents a commitment by our alumni and friends of the University that is especially satisfying in an economic downturn that is worse than any we have seen in more than 50 years. We have great hopes and plans for the future, and an improving economy, along with continued personal and financial support from all of you, will help us maintain the great momentum that has been building these last several years at Roosevelt. All of these things are allowing us to improve life for our students in a number of ways that we could not have imagined in our not-too-distant past. The return of athletics is an exciting program that reflects the wishes of our students and others who believe that it will redefine Roosevelt and allow students to continue their high school athletic careers with us. The new pharmacy program at the Schaumburg Campus will bring even more vitality to that campus, and we will produce graduates who will serve communities that are in dire need of pharmacists around Chicago and throughout the state of Illinois.

If you are already a donor to Roosevelt, I encourage you to continue your financial support. If you are not yet a financial supporter, I invite you to join us as we move boldly toward a bright future. We need all of you, and we thank you for all that you have done for Roosevelt in the past and what we can accomplish together in our future.

Sincerely,



Donald M. Field  
Chair, Development Committee  
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## 2009 HONOR ROLL

Roosevelt University is fortunate to have many friends who realize that carrying out an outstanding academic tradition and offering a signature campus experience depends upon significant and continued private financial support. The contributions of those listed on the following pages enhance the educational experiences for our students and improve the excellence of our programs, facilities and services. On behalf of the entire Roosevelt University community, we sincerely thank our many donors for their generous contributions.

Through their personal commitment, the members of our donor societies demonstrate a desire to become more closely associated with the purposes, plans and programs of Roosevelt University. Their example gives needed encouragement to others, challenging other alumni and friends to invest in the future of Roosevelt.

When the donor recognition societies were established, only a general awareness existed of the importance of private financial support to Roosevelt University. The following Honor Roll of Donors recognizes friends, faculty, staff, students, companies, organizations and foundations that gave or provided gifts of \$100 or more during the 2008-09 fiscal year, from Sept. 1, 2008 to Aug. 31, 2009. Gifts received Sept. 1, 2009 or after will be recognized in next year's Honor Roll.

The Institutional Advancement team at Roosevelt University makes every effort to ensure the accuracy of its alumni and donor records. We hope you will let us know if you find anything in error or if you would like your name listed differently than it appears in this publication. If you have any questions regarding the Honor Roll, please contact the Office of Institutional Advancement at (312) 341-3663 or email us at [annualgiving@roosevelt.edu](mailto:annualgiving@roosevelt.edu).

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 Mrs. Edith Zunzunia

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 are alumni and friends  
 who have invested in the  
 future of the University  
 through legacies includ-  
 ed in their estate plans.*

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Estate of Sammiea Williams  
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Mr. Steven Zellmer  
Estate of Clara Fordyce  
Zepernick  
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## HISTORICAL BEQUESTS

*The following alumni and friends have made bequests to Roosevelt University.\**

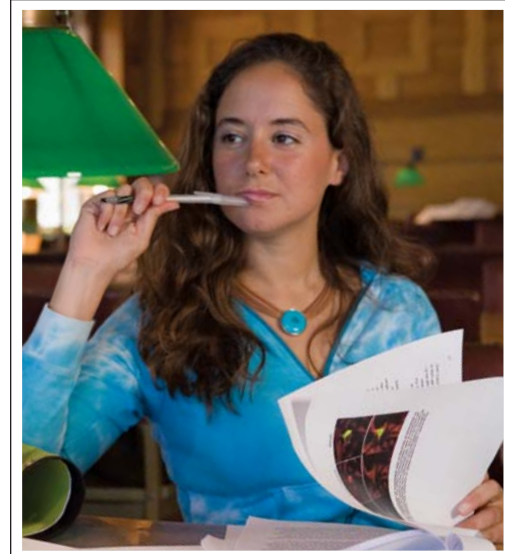
Mr. Richard Abelson  
Estate of Robert J. Ahrens  
Estate of Ronald N. Anderson  
Estate of Ruth B. Anderson  
Estate of Harvey J. Angell  
Estate of Alan B. Anixter  
Estate of Madi Bacon  
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Ms. Eva Cooper  
Estate of Rhoda L. Diamond  
Estate of Elizabeth A. Dibble  
Estate of Elizabeth M. Dowell  
Estate of Joseph Elesh  
Estate of Paul Fabricant  
Estate of Walter Fainman  
Estate of Ruth Falkenau  
Mr. Louis G. Feldman

## CURRENT BEQUESTS

*During fiscal year 2008-09, the University received bequests from the estates of the following alumni and friends.\**

Estate of Ralph E. Adler  
Estate of Harold S. Alexander  
Mr. John E. Auerbach  
(surviving) and  
Mrs. Muriel Auerbach  
Estate of Barbara H. Eckholt  
Estate of Paul Fabricant  
Estate of Max Goldenberg  
Foundation  
Estate of Olga M. Kordin  
Louise H. Landau Foundation  
Mr. F. Arnold Markowitz  
Estate of Mrs. Julia Olsansky  
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Estate of Sarah M. Solomon

**Your involvement today can make a world of difference in the life of a student tomorrow.**



The Office of Career Services at Roosevelt University is looking for alumni professionals who are willing to share their insights and experiences about specific career fields with current Roosevelt students. The RU Connections mentorship program is a great opportunity for you to stay connected and support your alma mater, while helping students.

Wherever life has taken you since graduation from Roosevelt, you have stories and experiences to share that could benefit our students as they start their professional lives. We hope you will consider getting involved.

To find out more about RU Connections or to sign up as a mentor now, contact the Office of Career Services at **(847) 619-7921** or **careersrc@roosevelt.edu**.

\*\* Roosevelt University Employee \* Deceased





**Roosevelt University wishes you and those closest to you a happy and healthy holiday season.**

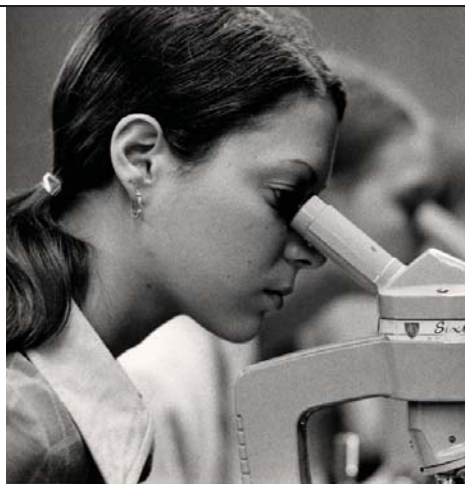
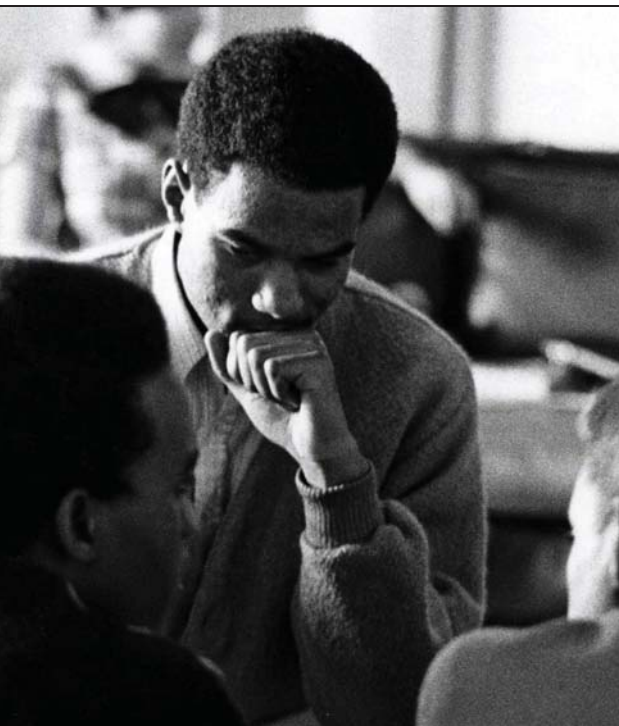
As the end of 2009 rapidly approaches, it is clear that many amazing things have happened at Roosevelt this year: record enrollments, the reinstatement of intercollegiate athletics and the creation of a College of Pharmacy. These activities and many more were due in no small part to the support of our loyal alumni and friends. We are truly grateful for your generosity.

If you have not already made a contribution to Roosevelt during 2009, please consider doing so now. Your gift will enable us to continue to provide educational opportunities for future generations of Roosevelt students.

Thank you again, and best wishes for a healthy and joyous holiday season.

**Give back today:**

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**WHERE ARE THEY NOW?** Do you recognize these students who attended Roosevelt University during the 1960s, '70s and '80s? If so, send an email to [tkarow@roosevelt.edu](mailto:tkarow@roosevelt.edu), and we'll publish your letter in the next issue of *Roosevelt Review*.

