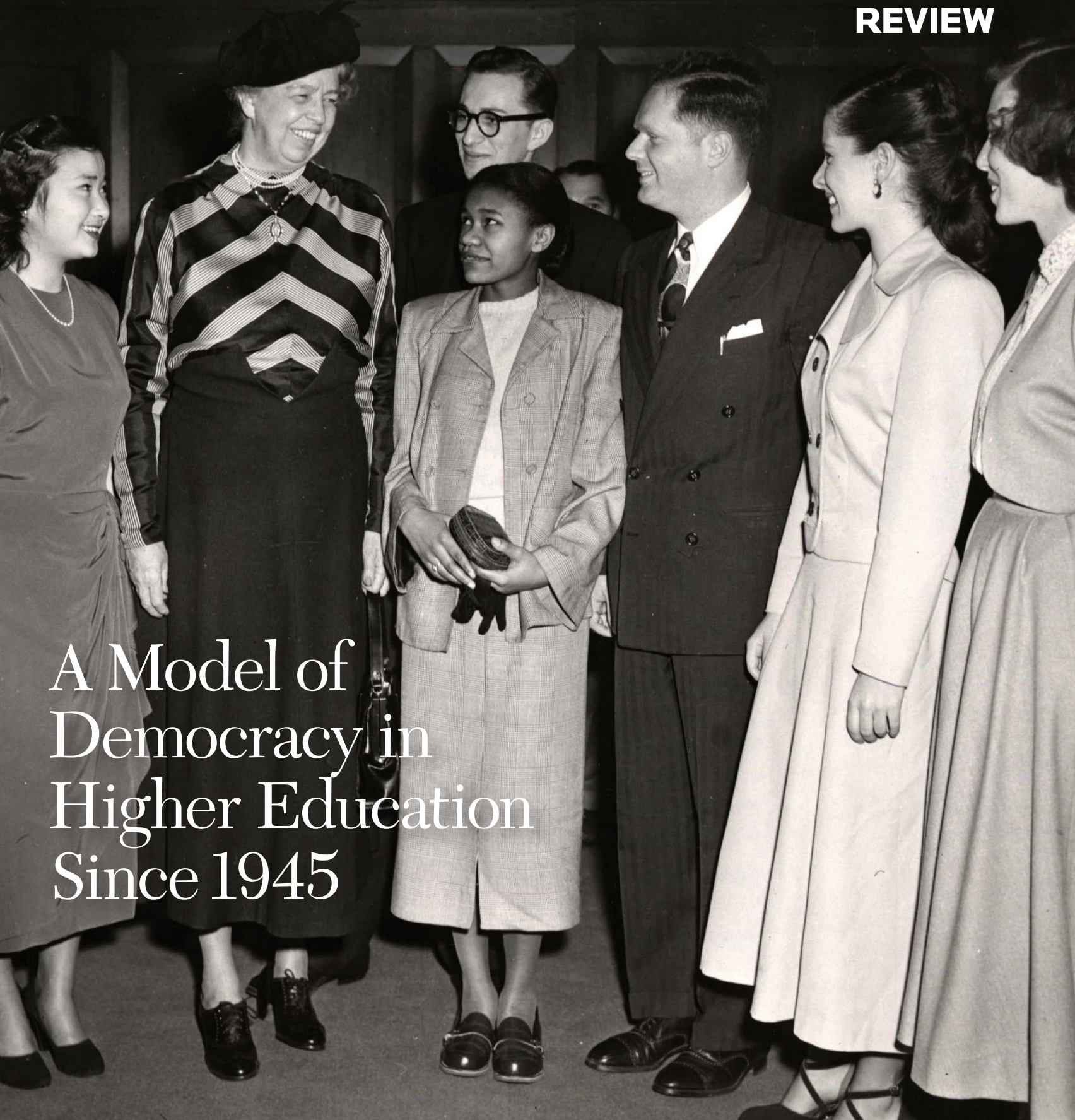


SPRING 2015

# ROOSEVELT

REVIEW



A Model of  
Democracy in  
Higher Education  
Since 1945



## Joyce M. Buffington Busch, MD

(BS, '57)

**Loyal and generous** are words that aptly describe longtime Roosevelt supporter and alumna Joyce M. Buffington Busch, MD (BS, '57). A retired pediatrician, Dr. Busch and her husband, Samuel E. Busch, also a doctor, are establishing an annual scholarship to help Roosevelt students achieve their potential.

Fireside Circle members since 2007, the couple recently provided for Roosevelt students through the Dr. Samuel and Dr. Joyce Busch Charitable Fund of the Community Foundation serving Richmond & Central Virginia. The Dr. Samuel and Dr. Joyce Busch Annual Scholarship provides \$5,000 annually to support underrepresented students at the University. This generous gift will have a significant impact for many years on the lives of those students.

### What will your legacy to Roosevelt be?

For information about Roosevelt's Fireside Circle\* and ways in which you can support Roosevelt and our students, contact:

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\* The Fireside Circle recognizes alumni and friends who have made provisions for Roosevelt University through a planned gift.

SPRING 2015

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First Lady Eleanor Roosevelt visited Roosevelt several times, first at a reception in 1945 with student leaders. **Read more about our founding on page 15.**





Have a question?  
We can help.

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Incredible set-up for  
@RooseveltLakers too!

@Dane\_HUMANeX



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*"It always  
seems impossible  
until it's done'  
- Nelson Mandela.  
Congratulations  
my love and thank  
you for being an  
amazing role model  
for our boys!!!"*

@Ggomez0413

Follow Roosevelt on Instagram: [instagram.com/rooseveltu](https://www.instagram.com/rooseveltu)



**"An outstanding school. My experience  
enabled me to study, get to know classmates  
from around the world, and work in the  
City of Chicago. Still inspires today."**

Theresa Jurgus (BS, '92)

Follow Roosevelt on LinkedIn at <http://roosev.lt/LinkedInRU>

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# EVENTS



## Performances

**SEPT 25-27**

### *She Kills Monsters*

A comedic romp into the world of fantasy role-playing games  
O'Malley Theatre

## Sports

**APRIL 30-MAY 2**

### **CCAC Softball Tournament**

Rosemont, Ill.

**AUG 22**

### **Women's Soccer vs. Mount Mercy**

Toyota Park

**SEPT 4-6**

### **Men's Soccer vs. Mount Vernon Nazarene and Lindsey Wilson College**

Toyota Park

**SEPT 15**

### **Volleyball vs. Saint Xavier**

Goodman Center

**SEPT 19**

### **Men's Soccer vs. St. Ambrose**

Toyota Park

**OCT 31**

### **Women's Soccer vs. Illinois Tech**

Toyota Park

**NOV 5**

### **Volleyball vs. Robert Morris College**

Goodman Center

## Enrollment

**MAY 16**

### **Summer Sessions Begin**

**JUNE 2**

### **Heller College Graduate Programs Information Session**

Chicago Campus

**JUNE 6**

### **Transfer Admitted Day**

Chicago Campus

**JULY 9**

### **Heller College Graduate Programs Information Session**

Schaumburg Campus

**JULY 14**

### **Heller College Graduate Programs Information Session**

Chicago Campus

**AUG 21**

### **University Convocation**

Auditorium Theatre

**AUG 22**

### **Fall Classes Begin**



**View a full list of events at [roosevelt.edu/calendar](http://roosevelt.edu/calendar)**



## All Smiles

Lead Security Officer George Carter has been a welcoming presence in Roosevelt's Michigan Avenue lobby for the past 18 years. He has a kind word for everyone who goes through the Auditorium Building's revolving doors and greets nearly every member of the faculty and staff by name. But, it is Roosevelt students whom he really enjoys. "I just love our students," he said. "They are a lot of fun and very well-behaved."













# Transitions

BY ROOSEVELT UNIVERSITY PRESIDENT CHUCK MIDDLETON

**SEVENTY** is, for me, a kind of magical number. Not that there haven't been others that fascinated me earlier in life. Thirteen, 18, 21, 33 and four months and 50 come to mind.

These were seasons of my life that in retrospect were important milestones for me and thus for those around me.

Seventy, however, is special in this galaxy of numbers because this is the year that both I and Roosevelt University begin our eighth decade. Of course, institutions of higher education at 70 are really not all that old. But people are, despite our best efforts sometimes to pretend otherwise.

Taken together they record the evolving life of the institution through many challenges, most of them unimaginable before they occurred.

In each case, large and small, it was the resiliency of our people – faculty members, administrators and staff, and especially our students, that saw us through. I think we always emerged from whatever challenges we faced, no matter how intense and seemingly intractable they may have seemed at the time, in better shape than we went in.

Lynn meets with me every couple of weeks and she has taught me much about this history.

**“As we turn the page on 70 years, we will reflect on where we have been and speculate just a wee bit on where we might be going.”**

I thought about this last summer when I met several sets of grandparents of this year's freshman class and discovered that they were my juniors, though not by that much! Makes you wonder what students in the elevator with whom I talk constantly think of all of us who are beyond 35 or so.

This spring we are celebrating the University's 70th birthday. It comes at a truly momentous period of our history. In April, as we turn the page on 70 years, we will reflect on where we have been and speculate just a wee bit on where we might be going.

Lynn Weiner, formerly dean of the College of Arts and Sciences and a really smart and insightful historian of contemporary America after World War II, has been digging deeply for the past couple of years into that history. The first fruits of her work have gelled into the book of pictures and commentary (available from the Office of Alumni Relations) that highlight some of the key moments.

Turns out that there are notions about it that we Rooseveltians carry about in our head that are more myth than reality. And there are others that are spot on about what transpired and more significantly, why.

But it's difficult to recapture the nuances of those moments in pictures and brief commentary associated with each, so we await the arrival of the full book to think about them in more subtle, more nuanced ways.

Taking a longer view, however, points out a fundamental common feature of all these periods of our collective past. It is this: Burnham's admonition to make no little plans regularly animated leaders of the University, especially when they were faced with big challenges.

For instance, the foundation itself was as bold as it was foolhardy, at least on paper. And bravo to President Edward Sparling for sticking to his guns and not permitting the replacement of



the Auditorium Theatre with a garage for employees to park their cars in or for expanded residential or classroom space. It took a fight, but he was right.

There were other moments in every decade that required bold action so that Roosevelt did not become a prisoner of its past and so that it could resolutely engage its future. I'll leave it to Lynn and others to fill in the details of that broad historical thesis.

For now, I am content to ponder the immutability of transitions – personal and institutional – as not only defining moments in life but as essential ones if we are to continue to grow throughout our lives and if our institutions are to prosper over long periods of time.

It takes a special skill to be able to look backward and understand as much as humanly possible about where we have been. It takes the ability to dream about how the future can be both tethered in that past and yet change sufficiently to promote a stronger and enduring future.

The mists of the past cover up much of the drama. The mists of the future are totally impenetrable. So we do the best that we can in time present. Always have.

This is essentially the work we have been engaged in for the first decade and a half of the 21st century. We ponder our past and celebrate its successes while simultaneously appreciating its problematic moments. And we imagine how in this kaleidoscopic world in which we live we can build upon these successes in ways that shape the transitions into the future that we must promote if we are to continue that tradition of resiliency that underpins and defines our history.

Stewardship of Roosevelt University, as with service here in all other capacities, is a very special privilege. It requires attention to the past and especially to the values that have informed every moment of it from 1945 to 2015. And it presents opportunities, if you can just discern them from among the many possibilities that constantly permeate our environment, for greater and more enduring successes in the future.

To the alumni, friends and especially the faculty, administrators and staff, and most especially our students who have travelled with me in this journey, I give thanks at this moment of transition in my life for the privilege of having walked this way with you for a brief period of time in Roosevelt's ongoing story. 📖

Chuck Middleton welcomes your comments. Email him at [cmiddleton@roosevelt.edu](mailto:cmiddleton@roosevelt.edu).



BY LAURA JANOTA

# RIDING THE (5<sup>TH</sup>) WAVE

Rick Yancey wanted to be a playwright until an English professor at Roosevelt encouraged him to write prose. Today, the 1987 alumnus has best-selling novels and movie deals.

Following on the huge successes of *The Hunger Games* and *Divergent*, popular adventure novels made into blockbuster movies, comes *The 5th Wave*, an apocalyptic survival story by Roosevelt University alumnus Rick Yancey. The book is currently being adapted for the big screen.

A preeminent author of books for young adults, Yancey was on the *New York Times* Best Seller's List for 40 weeks for *The 5th Wave*, which has been published in 35 countries. And now, actor Tobey Maguire is producing a movie version of the novel for Sony Pictures. It is scheduled for release in January 2016 starring actress Chloë Grace Moretz.

Yancey (BA,'87) intended to be a playwright when he moved from Florida to Chicago in the mid-Eighties to major in English at Roosevelt. Today, the 51-year-old is the author of 13 novels and a memoir. "My Roosevelt experience mattered to me," he said. "In some ways, it set me on the road to where I'm at today."

*The 5th Wave*, published in 2013, is a science-fiction thriller whose female heroine, Cassie, navigates a world inhabited by aliens resembling humans. She trusts no one as she tries to find her little brother, until she is rescued by the mysterious Evan. Its sequel, *The Infinite Sea*, published in September, has also been a hit with young readers. Both *The Infinite Sea* and a yet-to-come third book in the series could also be made into movies.

"Dystopian novels – and movies – are a huge phenomenon right now in our culture," remarked Gary Wolfe, a Roosevelt University professor of humanities and one of the world's leading critics of science fiction writing. "Everyone seems to want a good story with a take on what a world in trouble might look like 100 years from now. Rick Yancey is definitely one of the writers making a name in the genre."

The son of a central Florida prosecutor and politician, Yancey as an adolescent liked to write stories that imitated books he was reading. "I recognized early on that the emotions I was experiencing in day-to-day life," he said. At age 12, he wrote his own version of the novel *Jaws*, substituting a bull run amok in the swampy woods near his Lakeland, Fla. home for the shark that terrorizes a beach resort. »







## TO THE BIG SCREEN

With an all-star cast including Chloë Grace Moretz, Nick Robinson, Alex Roe, Maika Monroe and Liev Schreiber, *The 5th Wave* is scheduled for release on Jan. 29, 2016.

Yancey first thought he found his voice as a Florida State University student writing plays, including one influenced by John Steinbeck's books *The Grapes of Wrath* and *Of Mice and Men*, which was successfully produced for the stage in Lakeland.

However, he left Florida State for Roosevelt University with the intention of breaking into Chicago's theatre scene as a playwright. "I chose Roosevelt because it had small class sizes that allowed me to interact closely with the professors, and it was truly a wonderful experience," he recalled.

At Roosevelt, Yancey met John "Jack" Foster, an English professor who helped change the course of his writing career and was the catalyst for Yancey's shift from script writing to fiction writing. "I remember Professor Foster telling me, 'You need to forget about your drama writing. You need to be a prose writer,'" said Yancey, whose first novel, *A Burning in Homeland*, began as a story he wrote in a one-on-one creative writing seminar taught by Foster.

As a scholar, Foster translated ancient Egyptian hieroglyphic literature into English. Old-fashioned in his teaching approach, he had a reputation for reading aloud in class, particularly the poetry of Ezra Pound. Foster taught at Roosevelt from 1966 to 1994. He died in 2011.

"He was demanding and steely, always giving us a lot of pointers," recalled Roosevelt alumna Sarah Hamilton (MA, '87), who had the English professor for several classes. "But he was the perfect gentleman and kind when it came to our writing."

In Yancey's case, Foster was so kind that he once asked his student to autograph the story that would become Yancey's first novel. "I remember him saying 'I want you to sign this for me. Someday it's going to be something, and I will need your autograph,'" recalled Yancey.

After completing his Roosevelt degree and returning to Florida, Yancey remembers thinking



"There are writers out there who may be trying to cash in on the current popularity of the genre. **But there are also some of us who want to change for the better the way that kids today think about themselves and the world they live in.**"

— RICK YANCEY

### YANCEY: AN ACCOMPLISHED NOVELIST



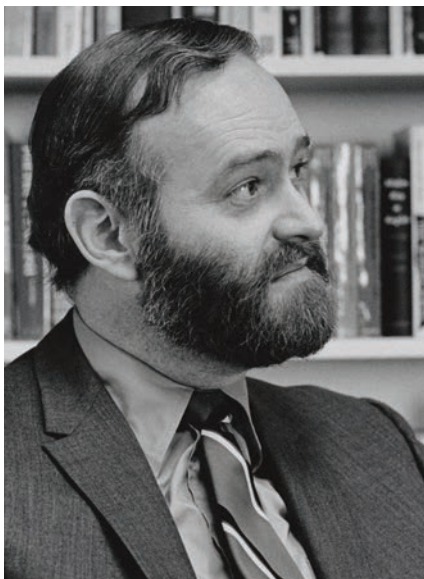
Rick Yancey has penned three Young Adult novel series, a detective series and a memoir recounting his experiences as an Internal Revenue Service tax collector. Yancey's first novel (above right) began as a student manuscript at Roosevelt University.

» Learn more at [rickyancey.com](http://rickyancey.com)





Rick Yancey (BA, '87) has been a consultant on *The 5th Wave* movie set, where he has gotten to know actress Chloë Grace Moretz, who stars as Cassie.



**A LASTING IMPACT** Roosevelt University English Professor John "Jack" Foster had the foresight to ask Rick Yancey to autograph the student manuscript that would become Yancey's first novel. Foster died in 2011.

a lot about Foster and his pointers. "He used to say 'You're not just writing for yourself,'" recalled Yancey. "I found myself asking as I wrote, 'What would Dr. Foster connect with?' He got me thinking about audience, and that influenced me in terms of the creative choices I began to make as a writer."

### RISE TO STARDOM

When Yancey started out as a novelist he initially wrote for an adult audience. *A Burning in Homeland* is a 'Faulkneresque' Southern gothic tale of love, betrayal and murder; *Confessions of a Tax Collector* is a memoir of Yancey's experiences while working, after graduating from Roosevelt, for the Internal Revenue Service; and his *Highly Effective Detective* series has adult detective Teddy Ruzak as its main character.

Unable to initially publish the detective series, Yancey, on the advice of his book agent, rewrote the series to feature a 15-year-old protagonist, spawning *The Extraordinary Adventures of Alfred Kropp* series, which was named by *Publishers Weekly* as one of the best children's books in 2005. Since then, the series has been sold in 20 countries. He followed the Kropp series

with *The Monstromologist*, a book that won the Michael L. Printz Award for literary excellence in the Young Adult (YA) genre.

"It's been incredibly fun channeling my 15-year-old self into my writing, but the transition into YA hasn't always been easy," acknowledged Yancey, who initially envisioned himself as a prose writer doing serious writing for serious people. At Roosevelt, Yancey remembers reading serious authors like Joseph Conrad and Fyodor Dostoyevsky. He also recalls the University's commitment to social justice, and is aiming today to make a positive difference in the lives of his readers, many with their whole lives in front of them.

Yancey's Cassie, for instance, is a fighter. In *The 5th Wave* series, she gradually develops a strong voice, growing from a self-centered teen to a mature leader who strives for what's right and good in a world of darkness and evil. "There are writers out there who may be trying to cash in on the current popularity of the genre," remarked Yancey. "But there are also some of us who want to change for the better the way that kids today think about themselves and the world they live in." »



# Today's MFAs, tomorrow's bestsellers

**STORYTELLING THAT IS IMAGINATIVE,** fantastical and even sometimes other-worldly is alive and well in Roosevelt University's Creative Writing Program. Begun in 1998 with six students, the master-level program has grown to 48 students today.

"The Creative Writing Program encouraged me to explore, through my writing, the many different aspects of adolescence and coming-of-age traits," said Dee Hogan, 27, a

Adult genre, their aim is not that much different from what Roosevelt English professors from pre-Creative Writing Program days focused on: That is, to instill students with a passion for literature that can inform students' writing.

"This is not a niche program that trains students to write in a specific genre," said Christian TeBordo, director of the Creative Writing Program at Roosevelt. "What we try to do is expose our students to literature from across a wide spectrum that we believe can best provide opportunities for them to evolve in their writing and craft.

That means, on the one hand, a quintessential novel like *The Great Gatsby* by F. Scott Fitzgerald might be typically assigned in a fiction-writing class alongside an experimental anti-novel like David Markson's *Vanishing Point*, which has been roundly debated for its merits as it is a collection of a series of historical facts, according to Kyle Beachy, one of the Creative Writing Program's assistant professors.

"We try to stretch our students' understanding of what literature is," added Beachy, who has taught a popular course called Arealism, where all kinds of literature departing in some way from reality and the world's norm are on the reading list. "It was probably one of my favorite courses because it showed me examples of imagination in writing that are quite out of the ordinary," said Johnson, whose current project has been inspired in part by his reading.

Hogan, who also was inspired by reading she did in the course, said the Creative Writing Program at Roosevelt pushed her to develop fairy tale characters, diction, syntax and a control over what she was writing. "I think it's remarkable how far my work has come and I credit Roosevelt for introducing me to a lot of different kinds of writing and ways of thinking that have helped me to develop as a writer."

native of Lawrence, Kan., who graduated in 2014. Hogan won the program's thesis award in 2013 for her Young Adult novel, *Ripple*, which tells the story of a young girl making her way from a fantasy world into the real world. She is currently revising the thesis for possible future publication as a novel.

Two current students are also writing books. Zach Tarvin, a 27-year-old from Batavia, Ohio, is currently writing a novel set well in the future about a software engineer who builds a robot child after dealing with the loss of his mother from brain trauma. And, Ryan Johnson, 30, a Milwaukee native, is in the midst of writing an end-times trilogy about a superhero's encounters with super-human creatures rooted in Norse mythology.

While professors teaching creative writing today at Roosevelt University enthusiastically embrace poetry, creative nonfiction and all kinds of fiction writing, including the Young

Yancey has been a consultant on the Atlanta movie set for *The 5th Wave*, which was adapted for film by award-winning *Erin Brockovich* screenwriter Susanna Grant and is being produced by Maguire, the star of *Spiderman*. "One day you're cleaning your pool, and the next, you're having lunch with Tobey Maguire," joked Yancey.

The writer said he's really been surprised by all of the hoopla, including bids by Maguire and other Hollywood moviemakers, for the rights to *The 5th Wave* trilogy – even before all the books were published. To be sure, the Hollywood experience has changed his life. "Everything that's happened since then is like a dream," he said. "It's been like Christmas morning for me every day," said Yancey whose wife and son have been with him much of the time on set during the movie-making process.

"I'm included in every major decision and very important people actually return my calls," Yancey recently told *The Wall Street Journal*. "But I understand and respect a fundamental truth: I write books; they make movies. They don't tell me how to do my thing and I don't tell them how to do their thing. They collaborate with a vast team of very talented people to put together art. I collaborate with a vast team of demons inside my head."

"This is a project that belongs to others now," said the novelist of *The 5th Wave*. "It's done and I've had to let go of it," added Yancey, who has vowed to continue writing "until they pull the keyboard away from my fingers."

Before Foster's death, Yancey reached out by letter and email to his Roosevelt professor, filling him in on his early success as a novelist. "He was there for me when I was struggling to figure out who I was and what I wanted to do with my life," said Yancey. "And he was there to get me over the hurdle that most writers struggle with, which is self-doubt."

In their communication, Foster assured Yancey that he remembered his former student. "He told me, 'I always knew you had promise,'" said Yancey. 📖



Ryan Johnson (left) discusses his manuscript for an end-times book trilogy with Creative Writing Program Director Christian TeBordo.



# The Equality Experiment

WE, THE UNDERSIGNED MEMBERS OF THE FACULTY OF CENTRAL YMCA COLLEGE OF CHICAGO, have submitted our resignations on this twenty-fourth day of April, 1945, the resignations to be effective at the end of the current school year. We are resigning on principle, because of YMCA actions and policies which are, in our opinion, predicated upon an imperfect understanding of education and of the times. We have no confidence in the Board of Directors of Central YMCA College, because they have disregarded the generally excellent administrative record of President E.J. Sparling and dismissed him after he had opposed their illiberal and discriminatory purposes. We have no confidence in the Board of Directors of Central YMCA College, because they have never adequately shouldered their responsibility for the development of the College. Believing in the need for educational opportunities in Chicago's Loop, we offer our endorsement to Thomas Jefferson College and our services to the extent to which they can be used.

- Tuesday, April 24, 1945

BY LYNN WEINER, UNIVERSITY HISTORIAN





The first student assembly at Roosevelt College was held in the fall of 1945 in the Wells Street building.



For many people the notion that a college or university could restrict admission because of one's race, religion or gender is unthinkable. But that was the case just 70 years ago when Roosevelt University was founded. At that time, the majority of people attending colleges in the United States were white Christian men.

On the occasion of the University's 70<sup>th</sup> anniversary, we asked University Historian Lynn Weiner to examine why the founding of Roosevelt was such an extraordinary occurrence in the history of social equality and why it was a success from the very beginning.

**IN NINETEEN FORTY-FIVE**, 70 years ago this year, Roosevelt College was created in a courageous effort to make higher education more democratic. It was born into a world where racial, gender and religious segregation dominated colleges and universities, in a nation where fewer than 20 percent of high school graduates went on to higher education and in a city where stores, restaurants, housing and recreation excluded African Americans.

College choices were limited in Chicago during the early 1940s. The only comprehensive public university was 140 miles away in Urbana-Champaign, until the University of Illinois opened a two-year campus for freshmen and sophomores on Navy Pier in 1946. Local options included professional and teacher-training colleges, junior colleges, Catholic schools and the University of Chicago and Northwestern University.

Bigotry further restricted college opportunities. Many private colleges and universities at this time – including Northwestern – imposed admissions quotas on the number of Jewish, Catholic and black students they would accept. To screen out “socially undesirable applicants,” they required photographs, personal interviews or the names of all four grandparents on applications.

The number of black enrollees at selective schools was miniscule and their applications discouraged. Princeton University, for example, would not admit black students until 1945. Public universities also discriminated by race. It was not until 1948 that the University of Arkansas admitted its first African-American student. Northwestern, which did admit up to five black students a year in the 1940s, excluded these students from on-campus housing until 1947.

Jewish students were held to quotas of between 2 and 15 percent as universities responded to what they termed the “Jewish problem.” These discriminatory admission policies, which had begun in the 1920s, persisted until the mid-1960s.

One exception was the Central YMCA College in Chicago. Opened in 1919, by 1941 it enrolled a diverse group of 2,240 men and women and identified itself as “liberal in spirit.”

By the early 1940s, however, the Y's 16-member Board of Directors comprised mostly of local businessmen and bankers had grown uneasy with the rising numbers of “undesirable” black and Jewish students in the classrooms and hallways. They feared these students would drive away white Protestant applicants. In addition, despite »





the “liberal spirit” of the school, there were rigid racial restrictions in place. Black students, for instance, were expected to pay athletic fees but were not permitted to use the swimming pool, which was operated by the YMCA.

The president of the college was Edward “Jim” Sparling. A Stanford-educated psychologist, he arrived at the Y College in 1936 and found himself in increasing conflict with the YMCA over three major issues – admissions quotas, discrimination and academic freedom. When the Board told Sparling to prepare a census of the racial and religious composition of the student body, he refused, saying, “We don’t count that way.” In February of 1945 he was told to resign.

President Sparling and his supporters immediately lobbied for a “friendly separation” from the YMCA and planned a new school – initially called Thomas Jefferson College – that would offer admission and equal rights to any qualified student. They sought financial backing from Marshall Field III, the Rosenwald Foundation, labor unions and progressive Chicagoans.

When efforts to interest the Y in this project failed, Sparling formally resigned on April 17, 1945, and in a walkout surely unique in American higher education, 62 faculty members resigned in his support and signed a document condemning the “illiberal and discriminatory purposes” of the Board. A student resolution soon followed, favoring separation from the Central YMCA College by a vote of 448 to 2. President Franklin Roosevelt had died on April 12 and two weeks later the new school was renamed Roosevelt College.

Edwin R. Embree, a friend of FDR, head of the Rosenwald Foundation and first chair of Roosevelt’s Board of Trustees, said the new school “embodies the democratic principles to which President Roosevelt gave his life – the four freedoms in action . . . Roosevelt College of Chicago will practice no discrimination in students or faculty and no restriction of class or party line in its teaching or research.”



(Top left) Edward James Sparling, Roosevelt’s founding president. (Above) The YMCA College closed soon after the faculty, staff and student body walked out in protest of discriminatory practices and established Roosevelt College. (Below) The first Roosevelt campus was a hastily renovated office building sitting by the el tracks on Wells Street, and quickly proved too small for the numbers of students seeking admission.





The College now had a mission, a name, a faculty and students, but no money, classrooms, labs or library. The new Board of Trustees, which included African-American chemist Percy Julian, was undoubtedly one of the first racially integrated college boards. It took the trustees until mid-July to acquire a home, an 11-story office building on Wells Street, and a lease on a second building on Wabash Avenue for a music school.

The Board then had two months to raise money, remodel offices into classrooms, studios and labs, and plan for fall classes. They bought chairs from Standard Oil, lab equipment from Illinois Technical College, and books, desks and blackboards from a variety of sources. Faculty and students pushed carts piled high with books and supplies through city streets to set up the new campus and worked alongside painters and carpenters to ready the classrooms for the fall semester.

At the same time, Roosevelt College leaders were busy creating one of the most diverse faculties in the United States. In an era when most American professors were white male Protestants, Roosevelt hired men, women, African Americans, Jews, European refugees, Catholics and teachers from India, China and Latin America. Founding faculty included political scientist Tarini Prasad Sinha,



(Top) Founding librarian Marjorie Keenleyside (foreground) with help from students and staff established the first Roosevelt library in the fall of 1945. (Bottom) Roosevelt students studied with an outstanding faculty, including the sociologist St. Clair Drake (standing), who co-authored *Black Metropolis*, the classic study of race and urban life.





Eleanor Roosevelt, a staunch friend of the college from the start, celebrated the opening of Roosevelt College with President Edward James Sparling and 1,000 supporters at the Stevens Hotel in Chicago. Her declaration that the new school would “provide educational opportunities for persons of both sexes and of various races on equal terms” was radical for its time.



# Roosevelt College News

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NO. 1

## COLLEGE OPENS WITH MORE THAN 1000 STUDENTS

### WELCOME FROM PRESIDENT

Students of Roosevelt College:

Roosevelt College is opening its doors for the first time, September 24th. Some of you are former students of the Roosevelt College faculty. Some of you are new to Roosevelt College faculty. All of you are part of Roosevelt College, for it is **your** college. It was founded so that you and those who follow you could be free to learn and to seek the truth; so that your professors could be free, not only to seek the truth, but to teach the truth as they find it.

Since you will come from situations representing most phases of our democracy, Roosevelt College has a Board of Directors of men drawn from labor, management, capital, the press, social service, education and cooperatives. Since every one who seeks to learn and who is capable of benefiting from higher education will be welcome



**PHOTOGRAPHER CATCHES ROOSEVELT FACULTY AT FIRST MEETING**  
(See Page 4)

### ALL RACES AND MANY CREEDS REPRESENTED

After forty-eight hours of feverish, last minute manual labor on the part of administrative staff and faculty, Roosevelt College threw open its doors to more than 1000 students, Monday, September 24. Several hundred more were expected to register during the remainder of the first week. The enrollment was made up of representatives of three races, all major religious and every conceivable national background, a body of students that gave practical evidence of the spirit of the college.

Perhaps never before was a college organized and set up to be in shape for full operation between April and September. The faculty and staff have been in somewhat the same position as a young couple trying to set up housekeep-

sociologist Rose Hum Lee, economist Abba Lerner, philosopher Estelle De Lacey, language professor Dalai Brenes, sociologist St. Clair Drake, chemist Edward Chandler and many more.

The faculty grew to 71 full-time and 90 part-time professors by 1946. An additional 1,000 professors from around the country sent applications hoping to work at this pioneering college, even if it meant a cut in pay.

Approximately 1,200 students began classes on Sept. 24, 1945. They were even more diverse than the faculty – and were described by one newspaper as “Chinese, Japanese, Negroes, Levantines, Jews, Catholics and Down East Yankees.” The next year, realizing the first campus was too small to accommodate the number of students seeking admission, Roosevelt acquired Chicago’s famed Auditorium Building on Michigan Avenue. Five thousand students, from military veterans to new high school graduates, registered for classes in the fall of 1947.

And so a new college began. Magazine and newspaper reporters flocked to the classrooms and marveled at Chicago’s “equality lab.” In November of 1945 Eleanor Roosevelt, chair of Roosevelt’s Advisory Board, dedicated the college “to the enlightenment of the human spirit.” A remarkable act of courage by a college president, staff, faculty and students in the spring of 1945 had created, as one journalist wrote, nothing less than “a model of democracy in higher education.”



(Top) The first issue of the student newspaper featured a front-page story on Roosevelt’s opening. (Bottom) Roosevelt purchased the dilapidated Auditorium Building in 1946 and immediately began the long process of renovating the building into an 18-story college campus.





MIDDLEBY MARSHALL  
EST. 1888 CHICAGO





BY LAURA JANOTA

# LIFE IS GOOD

ROOSEVELT SERVED AS THE LAUNCHPAD  
FOR SUCCESSFUL ENTREPRENEURS  
JUSTIN ROLLS AND JONAS FALK. NOW  
THEY'RE HITTING IT BIG WITH THEIR \$25  
MILLION BUSINESS, ORGANIC LIFE.



**IN 2006,** two former Roosevelt University students started a lunch-service business because they knew food in school cafeterias was often not very good.

Determined to do better, Jonas Falk and Justin Rolls began cooking 500 nutritious lunches each night at a rented kitchen in Chicago's West Town and then personally delivering the meals to small nearby schools. Today, their company, OrganicLife LLC, has \$25 million in annual sales and 500 employees who prepare and serve 60,000 healthy lunches every day at 500 Chicago-area sites, including schools, day-care centers, nursing homes and universities.

Falk and Rolls also are restaurateurs, having recently opened Cochon Volant (French for Flying Pig), a brasserie in Chicago's new Hyatt Centric the Loop Chicago hotel that handles room service and banquets as well as table meals. In addition, in Chicago's River North neighborhood, the duo created Mixed Greens, a "build-a-meal," "build-a-salad" concept, and Dough Bros, a New York-style pizza and subs restaurant.

The two also have plans to take OrganicLife into other parts of the Midwest, leading to their ultimate goal, which is to build a \$1 billion-a-year business. But that could take some doing. "People say, 'You've built such a great business,'" said Falk. "But to us, it's not so great. We're going up against companies that do \$50 billion a year in business, and even if we did \$100 million a year we'd still be small."

We didn't know anything about school lunch service when we got into this business. **Our Roosevelt professors got us through the learning curve."**

**JUSTIN ROLLS**

"We're pretty much all work and not much fun," said Rolls, who says that when time allows the partners try to squeeze in competitive sports: for Rolls, it's tennis; for Falk, martial arts; and for both together, golf. But there is little free time. Their work days usually start at 4 a.m., touring kitchen sites where OrganicLife menus typically consist of favorites like roast turkey, pot roast, macaroni and cheese, burgers and fries – all made fresh daily from scratch.

"You can't just sell tofu and kale," remarked Falk. "Kids want the same thing that all of us want, so we've replaced the pink-slime burger and white bun with grass-fed beef on a whole wheat roll. We've always known there's nothing wrong with pizza, as long as it's not frozen," he added, "so we make ours from hand-tossed dough and all-fresh ingredients."

**Forbes**  
**30 under 30**

**40 under 40**  
**CRAIN'S**  
CHICAGO BUSINESS.

Roosevelt alums Justin Rolls and Jonas Falk were named to *Crain's Chicago Business* 40 under 40 list in 2013. Their work in growing OrganicLife also has been recognized by *Forbes* and *Entreprise*.







**IF THEY LIKE IT, THEY BUY IT** “Kids are tough critics,” says OrganicLife CEO Jonas Falk. OrganicLife’s business model relies on food quality and appealing to kids’ taste buds, resulting in a growing enterprise.



“Over the years, we’ve had dozens of students undertake entrepreneurial activities and start businesses,” said Gerald Bober, director of Roosevelt’s Manfred Steinfeld School of Hospitality and Tourism Management, where Falk and Rolls took classes. “But I have to say, especially when it comes to financial success, that these guys have really hit a home run.”

Falk, who took classes at Roosevelt in 2007, and Rolls, who received his bachelor’s and master’s degrees in hospitality management in 2001 and 2005, grew up in Chicago suburbs, Falk in Glencoe and Rolls in Barrington. As teens, they both worked in restaurants, rising through the ranks as dishwashers and line cooks to general managers: Falk, at the former four-star Le Francais in Wheeling, Ill. where he apprenticed under one of the great chefs of the world, Roland Liccioni; and Rolls, at the now-closed Flatlanders Restaurant and Brewery in Lincolnshire, Ill.

The pair also has family ties to the University. Falk’s mother, Barbara, and father, Joel, met in the seventies as students at Roosevelt’s Chicago Musical College (now the Chicago College of Performing Arts) and Rolls met his wife, Michelle, while taking a Roosevelt science class.

“We didn’t know anything about school lunch service when we got into this business, other than the fact that school food is terrible,” said Rolls. “Our Roosevelt professors took us under their wings and taught us a lot about the restaurant business and management, and it got us through the learning curve.” “I really love the University,” added Falk, who hopes to soon complete his Roosevelt degree, which his father insists is necessary, no matter how large or formidable OrganicLife becomes. “Roosevelt really got us started on this path.”

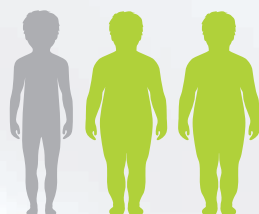
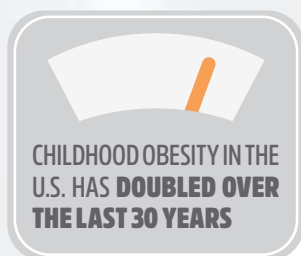


OrganicLife serves more than 60,000 healthy lunches to schools across the Chicago area every day.



# FOOD FOR THOUGHT

Research shows that what kids eat for lunch has an impact on their health and their grades.



**2 OUT OF 3**

middle school students who eat school lunches regularly are overweight or obese.

Kids who eat fast food

**4-6 TIMES PER WEEK**

score **20% lower** on tests than kids who ate no fast food.



**VENDING MACHINES**

can be found in **32.7%** of elementary schools and **71.3%** of middle schools.



**3 IN 10** high schoolers report eating vegetables daily

SOURCES: CDC, MAYO CLINIC, TRAYTALK.ORG, CLINICAL PEDIATRICS, OCCUPYTHEORY.ORG

## DESTINED FOR GOODNESS

Falk, 30, and Rolls, 36, didn't take classes together at the University and as restaurant managers they never crossed paths. They might not be together at all today at the helm of a company called by *Crain's Chicago Business*, *Forbes* and *Enterprise* as one to watch if Roosevelt hospitality management professor Chuck Hamburg hadn't connected them 10 years ago. "Justin (Rolls) is the kind of guy who dots his i's and crosses his t's," said Hamburg, who taught both men at different times. "Jonas (Falk) looks at ideas."

Growing up in a household where his mother enjoyed cooking and his father collected more than 10,000 cookbooks, Falk often heard about bad school lunchroom food. Stories were told about burgers floating in an industrial-size pan of greasy liquid; microwaved pizza that tastes like cardboard; macaroni and cheese topped with a thick, artificial sauce; canned green beans or carrots and peas that were salty and limp from continuous warming.

"We discussed it a lot of times at the dinner table – how there was just no good food in school lunchrooms," said Barbara Pierson Falk, who remembers her son liking her lunches so much that he began asking her to make them for increasing numbers of his New Trier High School friends. "Jonas has always been driven and creative," said Falk, a classical pianist and recipient of the Rudolph Ganz Award for Piano Performance as a Roosevelt freshman in 1972-73. "At one point, he had me making so many lunches that I think he was selling them. It might have been his first foray into the food business," she joked.

Today, OrganicLife has moved beyond providing lunches-made from scratch at small private schools like Montessori Academy of Chicago, the company's first customer, or the

Sacred Heart elementary schools in Chicago, also an early site. These days, Falk, who is the company's CEO, and Rolls, who is the President, bid for school contracts against food-service giants like Compass Group, Aramark and Sodexo.

The last four years have been productive with OrganicLife winning contracts at multiple public schools in the Chicago area, including Niles Township High School District 219 and Kildeer Countryside Community Consolidated District 96. "I remember telling them, 'To be successful at this, you need to be able to build relationships,'" said Brian Margulis, another Roosevelt hospitality management professor who has offered the duo advice. "And that's really what they've done."

With short, mid and long-range goals in mind, Falk and Rolls tick off hurdles they must jump to continue growing OrganicLife. These include: moving into other parts of the Midwest and achieving \$50 million in annual sales in 2015; continuing to expand and reaching \$100 million in annual sales in three years' time; and staying focused on essentials of OrganicLife, which are to provide higher quality food and service than competitors.

"What we've wanted from day one is to build a billion-dollar company," said Falk. Both men were named to *Crain's Chicago Business* 40 under 40 list of top executives in 2013. "But we've never tried to do it their way," added Rolls, referencing the 50 largest industrial food-service providers, many of which are multinational companies. "We've only done it our way."

As their journey continues, the two are thankful for the beginning they received at Roosevelt. "Our Roosevelt University professors were fantastic sources of information and support," said Rolls. "They went beyond the call of duty and for that we will always be grateful," added Falk. ☐



# SERVING UP SUCCESS

Entrepreneurial spirit defines Roosevelt's hospitality management program **BY LAURA JANOTA**

**A FEW YEARS AFTER GRADUATING** from Roosevelt's Hospitality and Tourism Management Program in 1997, Aaron Michaels started a chef's supply business in Florida that continues to grow by leaps and bounds today.

Another of the program's alumni, Adrianna Szczecina Mendel, who left Roosevelt in 1999 to open a business, has had similar success. Her River Grove, Ill. Polish supermarket recently expanded to a second, larger location in Chicago.



Then there is the remarkable ingenuity of Chang Guan. She started one of China's first destination management companies, which today has the ability to educate out-of-town visitors about more than 9,000 businesses in a major Beijing industrial zone.

"We have many, many stories like these," remarked Gerald Bober, director of the Roosevelt program, one of the few in the nation and the only one in Illinois to offer both bachelor's and master's degree opportunities. "Whether they are starting their own business, or managing someone else's, our students have an entrepreneurial spirit that is undeniable. It is one of the things that makes our program distinctive."

Started in 1992, Roosevelt's hospitality management program prepares students for leadership careers in lodging; food and beverage management; meeting, convention and exhibition management; tourism administration; sports hospitality; and club and gaming management. More than 1,000 students have passed through the doors of Roosevelt's Manfred Steinfeld School of Hospitality Management.

Some have started restaurants, including: Shin Thompson (BSHTM, '05), a highly respected chef who created the former Michelin-starred Bonsoiree in Chicago and recently followed that success by opening Furious Spoon in Chicago's trendy Wicker Park neighborhood; and Blanca Murphy (BSHTM, '10; MBA, '13) whose upscale restaurant, Ambrosía, in San Pedro Sula, Honduras has received rave reviews by locals as well as visitors.

Others have created hotels, including Dimple Patel (BSHTM, '01). Today, she runs a string of hotels in the Knoxville, Tenn. area, according to one of her mentors, Hospitality and Tourism Management Professor Chuck Hamburg.

"We want to foster and help students succeed with their ideas and plans," said Hamburg, who has taught at Roosevelt for three decades and is also a restaurant consultant and leading expert in the food and beverage and hotel fields. "We consider it our job to give our students advice and introduce them to connections that will allow them to network and succeed in the field."

"It wasn't just the degree, but it's also been about the connections I made through Roosevelt that got me started down my path," said Michaels, who credits Hamburg with advising him along the way. Moving to south Florida a few years after graduating to work with a chef he met through Roosevelt, Michaels started Culinary Convenience Inc., a mobile chef's supply store on wheels in 2002. Selling everything from kitchen equipment to cooking tools, Michaels has grown Culinary Convenience into a major restaurant-supply distributor in south Florida. In 2014, he also opened a standing chef's supply retail store.

Szczecina Mendel, founder and proprietor of Ada's, an 8,000-square-foot Polish supermarket in suburban Chicago, also credits Roosevelt with giving her the know-how to expand the Ada's concept. "The program taught me the basics — business law, accounting, back and front-office management," said Szczecina Mendel, who just opened a new 16,000-square-foot store on Chicago's northwest side. "I use the principles I learned at Roosevelt every day when I train

my employees in things like customer service. My Roosevelt experience taught me what I need to do to work successfully with people."

William Host, associate professor of hospitality and tourism management and a leader in the program's growing field of study in Meetings and Event Planning Management, believes the sky is the limit on where students can take their ideas and plans. "Destination management companies are big in the United States, but frankly there are not a lot of these companies in China," said Host of the concept that Guan learned about at Roosevelt and turned into Link Group, which is now operating in Beijing.

Guan and her partners are building the company from her 80-page master's thesis and business plan that she completed as a Roosevelt student. It calls for the company to one day serve visitors to as many as 150,000 information technology businesses in 16 separate industrial parks in Beijing.

"The fact that she (Guan) had a vision for something like this that is based on what she was introduced to in our program, is really significant," said Host. "It's a testament to the determination of our students and faculty."

**"Whether they are starting their own business, or managing someone else's, our students have an entrepreneurial spirit that is undeniable."**

**GERALD BOBER**, DIRECTOR OF ROOSEVELT'S HOSPITALITY AND TOURISM MANAGEMENT PROGRAM



Chicago restaurateur Shin Thompson (BSHTM, '05) (left) and Beijing Link Group founder Chang Guan (MSHTM, '14) applied what they learned in Roosevelt's hospitality management program to start businesses.









## with President Chuck Middleton

**Charles “Chuck” Middleton** will retire as President of Roosevelt University on June 30, concluding a career in higher education that has spanned five decades.

When Middleton attended graduate school at Duke University in 1965, his goal was to become a professor. Little did he know that he would advance up every major rung on the higher education ladder. In addition to being president of Roosevelt since 2002, he was a history professor and dean of the College of Arts and Sciences at the University of Colorado at Boulder, provost and vice president for academic affairs at Bowling Green State University and vice chancellor for academic affairs at the University System of Maryland.

An expert on modern British history from the late 18th Century to the early 19th Century, Middleton believes deeply in academic scholarship and in preparing students to become contributing members of society. He has a national perspective on higher education honed by taking active roles in organizations like the American Council on Education that are at the forefront of major issues affecting postsecondary education.

In an interview this winter with *Roosevelt Review* Editor Tom Karow, Middleton reflected on his career and the changes taking place in higher education. »





**What are the biggest changes in higher education you have observed during the past 50 years?**

**A:** “What’s the same” is a quicker question to answer. The biggest change for me is that higher education is facing far greater accountability, far more institutional supervision and far more reporting than ever. There’s much more scrutiny of higher education institutions, not just overall, but down into all levels of operation. This level of compliance and accountability would have been unimaginable in the first 15 to 20 years of my career. While intentions might be good, when regulations affect the quality of institutional operations, they become intrusive and impinge on the ability of people to go about their work effectively. And they increase cost.

**Q: Why are governmental regulations increasing?**

**A:** I think it’s a reflection of the level of government investment these days. Federal and state governments want to be sure they’re getting a good return on their investment and that means greater accountability. I think oversight is going to become even more intense, requiring universities to spend more time on providing thoughtful and reasonable responses to issues as they emerge. This is a national challenge that presidents around the country are addressing.

**Q: In order to remain in higher education for such a long time, you must enjoy being with young people.**

**A:** As I like to tell my 92-year-old mother, I have been with 18-year-olds, year in and year out, ever since I was one. I love being surrounded by these energetic, enthusiastic, inquisitive, smart people who are yet to be fully shaped by life. It’s a unique opportunity we have as faculty and staff to change and mold these students to look at the world in new ways.

**Q: Do you notice dramatic differences between freshmen and seniors?**

**A:** The freshman year is probably the most transformational period of time in most students’ lives. It’s a scary time, too, as all students wonder if they will be successful in college. By the time students are seniors, they’re more completely rounded young adults able to do things and think in ways that they couldn’t do or think just four years earlier, and they are far more self-assured.



“For me, in the end it’s all about students. That’s one of the most rewarding parts of the job and the thing I will miss most.”

**CHUCK MIDDLETON**





**Q:** You have worked in both public and private universities. How can students decide which school is best for them?

**A:** I think students should go to the college or university that best suits their personal, intellectual and career goals. For many undergraduates, the best education is actually not at the most prestigious institution. Students should consider a school that offers more interaction with faculty and allows them to meet other students like themselves. The quality of the faculty and classes are fundamentally going to be largely similar everywhere. So it depends a lot on comfort level and the ability to engage people in your own peer group, people who are interesting and challenging to you.

**Q:** Do you think higher education has become more for the haves than the have-nots?

**A:** I think opportunities are more extensive than ever. Compared to when I went to college, there are more choices both for institution and for degree options. This means that for every student, there is likely to be an optimal college or university where they can grow, be nurtured and be challenged to do well. The key is to find it. That said, I also think that if you look at the cost of higher education as a function of not just what you spend, or how much you borrow, but also how long it takes you to get through and into the job market, those with wealth have a leg up because on average they have to work less while in school.

**Q:** How should higher education be funded?

**A:** Higher education is a public good because it is important, indeed vital, for our country to have large numbers of its citizens well-educated. Because this is so, it is imperative that we collectively invest in it and invest in it at very significant levels so that everybody has an opportunity to go, irrespective of their background.

**Q:** Can you discuss the importance of choosing a major when you are a freshman?

**A:** I think that when you're 35, which to 18-year olds is twice their life, what you're doing hardly depends on the technical skills you learned in college. Your success will depend on whether you can think, work hard and be reliable – things that you learned in college because if you didn't, you flunked. Students who are passionate about professional fields should major in them, but if you would rather be a poet as an undergraduate, do that. The key thing is to exercise your mind so that it is resilient and continues to grow, whatever you wind up doing for a job or career.

**Q:** Which part of your career have you enjoyed most?

**A:** Oh, I love the presidency. It's by far better than any other position. As the president, you have the ability to set the tone for the institution and to respond to the best of your ability to the aspirations and hopes of all the people within it. There isn't any issue, any university constituency that

*Continued on page 34*



A photograph of two men in dark suits and ties standing in a large, ornate hall with high ceilings and arched windows. The man on the left is gesturing with his hands while speaking to the man on the right, who is listening attentively. The background shows rows of wooden chairs and tables, suggesting a formal meeting or conference setting.

A photograph of a graduate in a black cap and gown with a green stole shaking hands with a faculty member in a blue and black academic regalia. The background is a blurred green wall with large white letters.

[illegible]





(Top left) Chuck Middleton in his office. (Middle left) Construction on the 32-story Wabash Building had just begun when this picture was taken. (Bottom left) Signing a college partnership agreement with MacCormac College President Marnelle Alexis Stephens; (Top Middle) Visiting with former Chicago Mayor Richard M. Daley after the opening of the Wabash Building; (Middle center) Participating in the ALS Association Ice Bucket challenge; (Bottom middle) At the grand opening of the Lillian and Larry Goodman Center with benefactor Larry Goodman; (Top right) Thanking student Kevin Hujar for creating Appreciation Pulse in the Wabash Building; (Bottom right) Congratulating former Provost James Gandre on Gandre's installation as president of the Manhattan School of Music.



*Continued from page 31*

you're not concerned with. You are responsible for the maximum success of the university, which I define as the individual and collective successes of the students and the employees within it.

**Q:** Has your opinion of the presidency changed during your tenure at Roosevelt?

**A:** This is my 13th year as President. That's twice the national average, so it's like serving two successive average presidencies. I will tell you that the job today at Roosevelt is not the job I was hired to do in 2002. It is far more difficult, far more complex, far more subject to external forces than it's ever been.

**“Opportunities are embedded within change, so you need to be adaptive and responsive in order to take advantage of what lies ahead.”**

**Q:** Why do you think the average university president only stays in the job for 6 ½ years?

**A:** There are two answers to that. For starters, I think these jobs are almost undoable at some level. This is because often too much is expected of the president. There's less tolerance when the president doesn't instantly do what the community wants. Presidents are pulled and tugged in essentially every direction simultaneously by somebody or some group. The other reason is that people burn out in the job. The number of days that you don't engage with your institution and its issues over the course of the year is exactly zero. Even on major holidays, on vacations, you're on your computer attending to the issues of the institution. It takes high levels of energy and constant attention to taking care of yourself as well if you are to be effective.

**Q:** Can you give an example of a challenge you've been facing?

**A:** One of the biggest challenges is getting the Roosevelt community to seriously focus on institutional change. People are so concerned with their own jobs and careers that they don't always look ahead. Although we can't always predict what's coming, we do know that things are not going to be as they were in the past. Opportunities are embedded within change, so you need to be adaptive and responsive in order to take advantage of what lies ahead. And fearless. Unlike most other types of organizations, higher education is very ill-equipped to handle change.

**Q:** In your opinion, what's the ideal background for a university president?

**A:** Presidents ought to be successful academic people who have extensive experience with teaching, writing, scholarship, advising, promotions, tenure and the like. Being a dean is also valuable because you are the CEO of a college and have to preside over it. It's also useful to have been a provost because you were able to

observe the president and discuss university-wide issues. But I think all successful university presidents, whatever their background, must have a temperament that allows them to be purposeful and aspirational for their institution as their first priority.

**Q:** What have you enjoyed most about being president?

**A:** The interaction with students. For me, in the end it's all about students. As president, you meet students in ways that are different from the experience of others. I have developed a really good rapport with a number of students and I have maintained contact with many of them as alumni sometimes decades after they graduated. For me, that's one of the most rewarding parts of the job and the thing I will miss most.

**Q:** What is something else that you really enjoyed?

**A:** I've taken great pleasure in building a much stronger faculty than we had when I arrived at Roosevelt. We increased the number of full-time faculty by 23 percent and we hired terrific new teachers and scholars. They were recruited from top universities across the country. Roosevelt has a great story and is an ideal place for new professors who want to build their careers. I'm very proud of our faculty.

**Q:** Have you mentored leaders of other universities?

**A:** There are now six sitting university presidents who have worked with me during my career. At Roosevelt, all three of my former provosts are presidents today. There are other examples I could share but basically I think presidents have an obligation to help prepare younger folks for leadership positions.

**Q:** When you joined Roosevelt, you were one of the first openly gay university presidents. Can you talk about that?

**A:** I was actually the first openly gay male president though there was one lesbian. Now there are over 60 of us. In 13 years, that change is reflective of the great transformation of American society on LGBT issues. I think in the long run, it's very healthy because it's about American inclusiveness at a fundamental level. Being a gay person makes me acutely aware of what it's like to be marginalized and discriminated against. It's remarkable how instinctively cautious you remain on personal matters, even when you don't have to be anymore, because you learned early in your life that a false step has potentially bad consequences for you personally as well as professionally. It's a great credit to the Roosevelt Board of Trustees back in 2002 that they were willing to hire me, because they were breaking new ground. I think my presence has opened up possibilities for other LGBT people here to be themselves and that certainly has made them more effective in whatever they do.

**Q:** What do you plan to do in retirement?

**A:** I really don't know, but I certainly am not going to just sit still. I love to travel and I am also talking to people who have asked me to consider doing some really interesting work, not all in higher education. One thing's for sure, it will be nice not to have to be responsible for anybody but my partner John and myself for a while. ☐







Seth Boustead wants us all to hear

# THE NEW CLASSICS

BY LAURA JANOTA





Whether he's talking about composers on his internationally syndicated radio show or meeting with them in China, Chicago and points in between, Seth Boustead's message is this: Classical music is not dead.

Set aside then, at least for now, classics by centuries-old icons like Beethoven, Bach, Mozart and Tchaikovsky. Boustead, a Roosevelt alumnus with bachelor's and master's degrees in Music Composition from Roosevelt's Chicago College of Performing Arts (CCPA) in 2000 and 2002, believes classical music's golden era is happening right now.

"Seth Boustead is a leading voice for today's classical music," said Henry Fogel, CCPA dean. "In addition to being a fine composer, he is one of the best promoters of new music, which is a unique talent to have and an important niche to fill."

Known for his energy, casual attire and innovative ideas regarding ways new music can be spread more widely, the 42-year-old arts leader and composer seeks, more than anything, to change negative perceptions. That means not giving credence to complaints that today's classical music is too atonal, just noise, hard to follow, academic, difficult to relate to and so on.

**"Seth went out and created his own career, and that's a powerful example for anyone coming out of music school."**

**LINDA BERNA, DIRECTOR OF CCPA'S MUSIC CONSERVATORY**

"It used to hurt me when I heard those things," said Boustead, who is president of Access Contemporary Music (ACM), an organization he started as a Roosevelt student. "Now I'm bold, just taking the ball and running in a lot of directions." Many directions, indeed. Boustead has his hand in numerous projects relating to today's classical music.

Featuring the latest in modern classical music, Boustead's "Relevant Tones," a weekly radio show based at WFMT in Chicago, reaches a quarter-million listeners in 188 markets, including New Zealand, Canada, the Philippines and dozens of U.S. cities.

"It seemed like a risk at first," said Jesse McQuarters, a WFMT producer who met Boustead in 2007 when he was performing one of Boustead's compositions for double bass. A few days later, Boustead called McQuarters with a proposal for a new show. "Nobody was asking for a new-music program," said McQuarters, who pitched the idea to the station anyway, as Boustead was so enthusiastic and enigmatic. "It's gone far beyond what we ever anticipated," added McQuarters of the 3-year-old program which was syndicated last year. "That's part of Seth's genius: He's such an advocate for living composers and new music that he's been able to get listeners to financially support the show."

Another of Boustead's ideas is the Composer Alive series, which streams a winning piece of music in installments on the ACM website at [www.acmusic.org](http://www.acmusic.org). In its ninth season, Composer Alive has engaged lovers of new classical music in learning the craft of composing. Winning compositions have come to ACM from Poland, Brazil, New York, Canada, Japan, Mexico, Paris, Ireland and China.

"There are organizations you join just because you're a composer," said Alyson Berger, a cellist and ACM board member. "Most of them don't help composers get their music out. That's what makes this unique." One way ACM does this is by commissioning composers to write pieces for significant spaces that are open to the public for tours.

"Too often, people think new classical music is weird, but Seth has succeeded in breaking down the barrier," said Lynn Osmond, president of the Chicago Architectural Foundation's Open House Chicago. In 2014, the event attracted thousands to Chicago locations where new pieces were played, including the Old Women's Lounge at Union Station and Tip Top Tap at the Allerton Hotel. "The music certainly brought the spaces to life," said Osmond, who said she hopes the concept continues to flourish. In fact it has, as Boustead is commissioning composers to write music for spaces at Open House Milwaukee and Open House Helsinki.

The idea also inspired Tim Corpus, a 2010 Roosevelt percussion performance graduate and composer to write "Letters from Home," a piece capturing the mumbling voices of waiting passengers. It premiered at Union Station and also was featured in a CNN Money segment about ACM, a 2014 nominee for a Chicago Innovation Award.



“Composers can be awkward people who tend to want to be off somewhere by themselves, but Seth’s not like that. He’s approachable, engaging and empowering,” said Corpus, who is currently writing three pieces for the New American Timpani project that will premiere in spring 2016 at Roosevelt.

Also promising for ACM has been The Sound of Silent Film Festival, a Boustead creation pairing new scores with modern silent films. Started in Chicago in 2005, the concept recently debuted in New York, San Francisco and Austin, Texas. “You can do these kinds of films set to new music in any country in the world,” said Boustead, who has been composing classical music for much of his adult life.

Boustead, unlike many aspiring composers, never pursued a PhD. “This is not your typical music student who wants to be a member of an orchestra or a college professor,” said Linda Berna, director of CCPA’s Music Conservatory. “Seth went out and created his own career, and that’s a powerful example for anyone coming out of music school today.”

Anything but conventional, Boustead left the University of Missouri with 12 credits remaining for a bachelor’s degree in Music Composition. He moved to Chicago on a lark at 21 years of age to play piano for Chicago’s Annoyance Theatre, performing off-the-cuff sing-alongs nightly for unruly audiences. He also answered phones at a call center and worked alongside CCPA students at the Carl Fischer Music Store, formerly on South Wabash Avenue, where he got the idea to finish his bachelor’s in Music Composition at Roosevelt.

“You can ask students in class any time, ‘How many of you have ideas for new music compositions?’ Most

Seth Boustead is host of “Relevant Tones”, a weekly syndicated radio show about new classical music that reaches a quarter-million listeners around the globe.



The Sound of Silent Film Festival was started in Chicago in 2005 by Roosevelt alumnus Seth Boustead. Today, the event also takes place in other U.S. cities.

if not all of their hands will go up,” said Stacy Garrop, a Roosevelt music composition professor whose first student was Boustead. “But to succeed, you have to figure out how to promote your ideas – and Seth has done that,” added Garrop. “He’s definitely one of our best success stories.”

Boustead always has had a flair for promotion, going back to his time at Roosevelt when he attracted nearly 100 people to his graduate recital by using flyers of his face photo-shopped atop a bust of Beethoven with the

headline: “Come Explore the Works of Boustead, Boustead and Boustead.”

“He was funny and smart and I remember us hitting it off quickly,” said Roosevelt alumna Laura Koepfle-Tenges (MM, ’97), a former flutist and lover of new classical music who met Boustead while she was a CCPA administrator. “One day we were kicking around ideas. I remember saying ‘Wouldn’t it be great if new music was played more often?’ and Seth saying ‘We’re living in an exciting time. Why is this music being held back?’”

The two joined together in 2000 and formed the first rendition of ACM, performing in churches, gymnasiums, coffee shops







Access Contemporary Music runs the fourth largest music school in Chicago and plans are being made to open storefront music schools in cities nationwide.

and any venue that would have them for free. Then Boustead dreamed up Weekly Readings, a series that brought musicians out regularly to record new music. “It was a ludicrous idea really, and I didn’t think it would go anywhere,” said Boustead, who wrote up and sent out press releases calling for new scores.

He received more than 100 submissions and a write-up in *Chamber Music Magazine*, which credited him with “breaking a new trail.” The recordings were posted on the ACM website, streaming music clips before Sound Cloud or iTunes existed.

Boustead is planning for ACM’s expansion nationwide, not through performances, but with storefront music schools that attract passersby to sign up after they see lessons-in-progress in the schools’ storefront windows.

“He (Boustead) knows that if we’re going to make it we can’t just be a performing ensemble,” said Randall West, an ACM board member with a 2009 master’s in Music Composition from Roosevelt. In West’s words, “There’s always something rolling at ACM,” which now has four Chicago spaces

and also is the city’s fourth-largest music school. “There’s this synergy as a result of all these things happening and it’s inspired Seth to broaden the reach further.”

That includes Boustead’s work as a composer. In fall 2014, he and fellow Roosevelt music composition and saxophone performance graduate Amos Gillespie (MM, ’05) released “1,001 Afternoons in Chicago,” a CD with music and narratives on the writings of late Chicago journalist Ben Hecht. It caught the attention of *Chicago Tribune* critic Rick Kogan.

“Seth’s inventive championing of the work of Ben Hecht is a remarkable thing, bringing back to life in words and music one of the great writers of the 20th Century,” said Kogan, who has had Boustead as a guest on his radio show. “Seth has some terrific work under his belt and a bright future ahead.”

The future according to Boustead means new classical music must continue to thrive. “I keep telling everyone this: ‘If I get run over by a truck tomorrow, I want you to see that modern classical music continues as a living, breathing part of our planet. Promise me, you’ll keep the movement rolling.’” 🎧

## Listen In

🔊 **Relevant Tones** is a weekly exploration of the most fascinating time in classical music: right now. From up-and-coming firebrands to established artists, this program celebrates the dynamic and diverse musical creations of modern-day composers from around the world.

» Saturdays at 5 p.m. CST, 98.7 WFMT-Chicago

🔊 **Access Contemporary Music** strives to present classical music as a thriving, global art form in the 21st century and beyond by fostering the creation and appreciation of new works by living composers and bringing those works to new and diverse audiences through collaborative projects, innovative commissions and dynamic public performances of the highest artistic quality.

» Learn more: <http://www.acmusic.org>

🔊 **SethBoustead.com**

» Latest tracks: <http://sethboustead.com/works>



# REWRITING HISTORY

BY TOM KAROW

Alumna **DARLENE CLARK HINE** is a pioneering scholar in the field of African-American women's history and a recipient of the prestigious National Humanities Medal.

**WHEN SHE WAS A SOPHOMORE IN HIGH SCHOOL,** Darlene Clark Hine envisioned herself wearing a white coat in a laboratory, examining microbes and essentially having little to do with human beings.

"That was my dream. That's what I thought I'd be doing for all of my life," she said. "But after my freshman year at Roosevelt University, I changed my major from biology to history and my life took a whole new direction." That direction led all the way to the White House, where last summer she received a National Humanities Medal from President Obama for her groundbreaking studies on African Americans, especially accomplishments of African American women.

"Darlene is an architect in the field of African American women's history, the co-author of the most widely used textbook in African American history and the leading scholar in the United States of the black professional class," said Martha Biondi, chair of the Department of African American Studies and Hine's colleague at Northwestern University, where Hine is the Board of Trustees Professor of African American Studies and

Professor of History. "She's an intellectual leader, yet at the same time, she is a down-to-earth, warm, generous and thoughtful person," Biondi said.

In a conference room at Northwestern (her office being too filled with books and papers to meet comfortably), Hine recalled that she was admitted to Roosevelt University on a scholarship, having been valedictorian at Chicago's Crane High School. Her freshman year was 1964 and the Civil Rights Movement was at its peak. "As a biology student, all I knew was that this talk about racial inferiority made absolutely no sense to me, because as every scientist knows there's only one race and that's the human race. The color of your skin is neither good nor bad."

The Roosevelt student concluded that hatred and turmoil must have something to do with history so she switched her major to history. Laughing, she said, "I wanted to write a lot of books, explain this to people and have everyone behave better."

At Roosevelt, Hine observed history in the making, listening to Black Panthers Mark Clark and Fred Hampton when they spoke on the second floor of the University. »











### A CELEBRATED SCHOLAR

(Top) On Feb. 3, 2013, at the Henry Ford Museum in Michigan, Roosevelt alumna Darlene Clark Hine moderated a panel celebrating the 100th birthday of civil rights activist Rosa Parks and unveiled a stamp in her honor. (Above) Darlene Clark Hine, who taught at Michigan State University for 17 years, meets with former student Randal Jelks, who is now a professor at the University of Kansas. (Opposite page) President Barack Obama presented Hine with a 2013 National Humanities Award at the White House on July 28, 2014.

She took classes from some of the University's most distinguished faculty members, including Charles Hamilton, author of *Black Power*, and Lorenzo Turner, chairman of the African Studies Program and author of *Africanisms in the Gullah Dialect*. Roosevelt "was a mecca for me," she said. "I didn't know enough to participate in the conversations and I didn't become politically active, but I soaked it all in."

Throughout her career, Hine always has stressed the importance of her Roosevelt education and she talked about it again in December when she was Roosevelt's fall semester Commencement speaker and the recipient of an honorary Doctor of Social Justice degree. Her address to graduates described the "precious intellectual gifts" she received as a Roosevelt student.

"When my students learn that Dr. Hine was an undergraduate student at Roosevelt like them, they become all the more inspired," said Erik Gellman, associate professor of history at Roosevelt who was mentored by Hine when he was a doctoral student at Northwestern. "Her textbook, *The African-American Odyssey*, always receives high praise from students in my African-American history courses for its fascinating telling of the central and rich history of African Americans in America."

After graduating from Roosevelt in 1968, Hine went to Kent State University to further her studies with August Meier, one of the nation's foremost authorities on race and black history and a former Roosevelt professor. But her time there was marred on May 4, 1970, when members of the Ohio National Guard shot students who were protesting the Vietnam War. Hine was the only black student to witness the confrontation. "I was a historian in training and thought I should be there to observe things," she said. "The shootings were so profoundly disturbing that I basically retreated to the library and didn't come out for decades."

Hine's first job after receiving her PhD from Kent State was at South Carolina State College in Orangeburg, where she taught for three years before returning to the Midwest to teach at Purdue University from 1974 until 1987. At that time, there were only a handful of black women history professors in the United States and she was the only tenured African American female professor in the entire state of Indiana.

Her career took an important turn in 1980, when Shirley Herd, an Indianapolis schoolteacher and president of the city's chapter of the National Council of Negro Women, persuaded Hine to write a history of black women in Indiana. From that point on, much of Hine's research has focused on African American women. "At that time, no one thought black women were worth studying," Hine explained. "I had entered a universe that I never knew existed. And that was the beginning of my commitment to telling the truth, to lifting the veil, to shattering the silence about black women in American history."



“I had entered a universe that I never knew existed. And that was the beginning of my commitment to telling the truth, to lifting the veil, to shattering the silence about black women in American history.”



**Aldon Morris**, professor of Sociology and African American Studies at Northwestern, said Hine is a groundbreaking historian because she demonstrated for the first time that experiences by black women could no longer be subsumed under the history of black men or that of white women. “Her meticulous scholarship has focused a bright historical light on black women, showing they have been crucial actors on the stage of history throughout the life of the nation,” he said.

Hine’s first major book on African American women, a 1989 study of black nurses called *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950*, won numerous awards and professional acclaim. Originally intended to be a history of blacks

in the medical profession, Hine changed her focus when she came across a 1924 study on black nursing schools and hospitals while doing research at the Rockefeller Archive Center in Pocantico Hills, N.Y.

A tribute to the first three generations of black nurses, the book highlights nurse Mabel K. Staupers, who helped break down color barriers in nursing at a time when segregation was entrenched in the country and military. “In the 1940s, Staupers took it upon herself to lead a struggle to desegregate the armed forces medical corps and destroy a quota system that permitted very few black women nurses to serve,” Hine said. »

The Northwestern professor loves nothing more than rolling up her sleeves and digging through old documents in the archives of libraries and philanthropic organizations. “Almost by surprise, you’ll come across a name, a code, that will lead you to something else and that will lead to something else and before long you can begin to craft a narrative. But it can take weeks or months of investigating,” she said with a smile. That research has led to more than a dozen books on race, class and gender, including *The African-American Odyssey* and *The History of Black Women in America*.

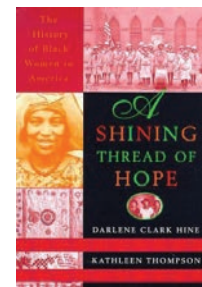
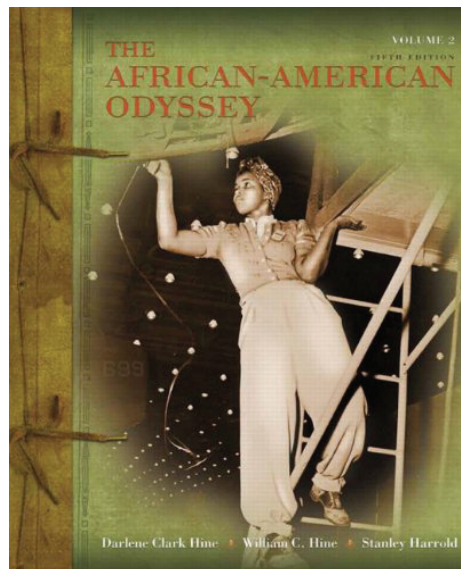
In addition to being a nationally recognized scholar, Hine has a reputation in the higher education community for being an outstanding mentor to students pursuing doctoral degrees. During her career, she has trained 35 PhD students, helping to produce a new generation of pioneering historians. “Darlene is encouraging to the uninitiated and a tough-as-nails demanding teacher when she prepares future scholars,” said Morris, her Northwestern colleague.

Christopher Reed, professor of history emeritus at Roosevelt who has known Hine for four decades, said that even when Hine joined Northwestern in 2004 after spending 17 years at Michigan State University, she continued to train her former students. “That was an unusual gesture within the academy and one that ensured continuity for her doctoral students,” he said.

Hine, who taught at Roosevelt in 1996 as the Harold Washington Distinguished Professor of History, has also been a leader in national organizations. She was the first African American woman president of the Southern Historical Association and the second African American woman president of the Organization of American Historians, which honored her service by establishing the Darlene Clark Hine Award, given annually to the author of the best book in African American women's and gender history.

Hine said “the defining moment in my career and in my life” was receiving the National Humanities Medal from President Obama. Her citation proclaimed: “Darlene Clark Hine, historian, for enriching our understanding of the African American experience. Through prolific scholarship and leadership, Dr. Hine has examined race, class and gender and shown how the struggles and successes of African American women shaped the nation we share today.” Months after receiving the award she is still overwhelmed. “When they first contacted me, I thought they were asking for a letter of recommendation for somebody else,” she said.

Hine won't tell where she keeps the medal and she refuses to wear it. She has, however, received plenty of comments about the honor from friends. Her favorite is: “You deserve this medal because everybody messed up our history and you got it right.” 📖



## Publications by Darlene Clark Hine

***Black Victory: The Rise and Fall of the White Primary in Texas***  
UNIVERSITY OF MISSOURI PRESS, NEW 2003 EDITION

***Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950*** INDIANA UNIVERSITY PRESS, 1989

***Hine Sight: Black Women and the Re-Construction of American History*** INDIANA UNIVERSITY PRESS, 1996

***Black Europe and the African Diaspora***  
(Co-editor with Trica Danielle Keaton and Stephen Small)  
UNIVERSITY OF ILLINOIS PRESS, 2009

***Beyond Bondage: Free Women of Color in the Americas***  
(Co-editor with David Barry Gaspar) INDIANA UNIVERSITY PRESS, 1996

***The Harvard Guide to African-American History, Vol. I***  
(Co-editor with Evelyn Brooks Higginbotham and Leon F. Litwack)  
HARVARD UNIVERSITY PRESS, 2001

***A Question of Manhood: A Reader in U.S. Black Men's History and Masculinity Vol. I and II*** (Co-editor with Ernestine Jenkins)  
INDIANA UNIVERSITY PRESS, 1999

***"We Specialize in the Wholly Impossible" a Reader in Black Women's History*** (Co-editor with Wilma King and Linda Reed)  
CARLSON PUBLISHING, 1995

***Black Women in America, Historical Encyclopedia Vol. I, II and III***  
(Co-editor with Elsa Barkley Brown) OXFORD UNIVERSITY PRESS, 2005

***The African-American Odyssey*** (Co-author with William C. Hine and Stanley Harrold) 5th Edition, PEARSON EDUCATION, 2011



## Roosevelt Alumni Make History

In addition to Northwestern University Professor Darlene Clark Hine, many other Roosevelt University graduates have become successful historians.

Roosevelt graduates have taught thousands of students and have written or edited more than 60 books in the fields of U.S. and European history, African-American history, women's history, cultural history and political history. Their PhDs were earned at a variety of institutions, including Harvard, Kent State, Northwestern, City University of New York, University of Illinois-Chicago, University of Chicago and University of Maryland.

In addition, Roosevelt currently has graduates studying for their PhDs in history at the University of Wisconsin-Madison, Loyola and the University of Illinois-Chicago.

Listed at right are just some of Roosevelt's notable history graduates.



« **ARTHUR P. MENDEL**, BA, 1950  
Professor of Russian history, University of Michigan, 1962-87



**LOREN BARITZ**, BA, 1953  
Professor of History, provost and chancellor,  
University of Massachusetts 1980-1990



**HAROLD D. WOODMAN**, BA, 1957  
Professor of History, Purdue University, 1971-1997



« **CHRISTOPHER R. REED**, BA, 1963; MA, 1968  
Professor of History, Roosevelt University,  
1987-2009; currently professor emeritus



**JULIET E. K. WALKER**, BA, 1963  
Professor of History, University of Texas-Austin,  
2001-current



**JOHN H. BRACEY, JR.**, BA, 1964  
Professor of Afro-American Studies, University  
of Massachusetts-Amherst, 1972-current

« **ROBERT L. HARRIS**, BA, 1966; MA, 1968  
Professor of Africana Studies, Cornell University,  
1975-2013

**RAYMOND W. SMOCK**, BA, 1966  
Director, Robert C. Byrd Center for Legislative Studies  
at Shepherd University, 2002-current; historian of the  
U.S. House of Representatives 1983-1995

**DEMETRIOS JAMES FARSOLAS**, MA, 1968  
Professor of History, Coastal Carolina University,  
1974-2008

« **SUSAN LEVINE**, BA, 1970  
Professor of History, University of Illinois-Chicago,  
2000-current

**FRANK A. NINKOVICH**, BA, 1970; MA, 1973  
Professor of History, St. John's University, 1980-2012

**JON V. KOFAS**, BA, 1974; MA, 1975  
Professor of History, University of Indiana-Kokomo,  
1992-2005

**MARK A. LAUSE**, MA, 1977  
Professor, University of Cincinnati, 1989-current

« **MARY TODD**, MGS, 1990  
Executive Director, The Honor Society of Phi Kappa Phi,  
2012-current; Professor of Religious Studies, Marshall  
University, 2009-2012

« **CHERYL R. GANZ**, MA, 1995  
Chief Curator of Philately, National Postal Museum,  
Smithsonian Institution, 2005-2014

**WENDY MAIER-SARTI**, BA, 2000; MA, 2002  
Professor of History, Oakton Community College,  
2005-current





CUTLER



# WHAT IS SOCIAL JUSTICE?

## Understanding how students live the social justice mission



### SUSAN TORRES-HARDING

is an associate professor in the Department of Psychology. Her research interests include understanding the impact of sociocultural factors on physical and psychological health and assessing the development of social justice attitudes and social activism. She earned her PhD in Clinical Child Psychology from DePaul University in 2001.

**BY SUSAN TORRES-HARDING, ASSOCIATE PROFESSOR OF PSYCHOLOGY**

Social justice has always been an important value to me and a foundation for my career aspirations. Therefore, in 2006, I was pleased to join the faculty at Roosevelt University, a university founded on inclusivity and one with a strong focus on social justice and social action. I quickly realized that this was a friendly “home” where I could continue to discuss the impact of societal inequalities and discrimination in health care, my own area of research.

At the same time, I was also intrigued by the reactions of friends and colleagues when I told them that I was now at Roosevelt. Invariably, I would meet people who had been at Roosevelt in those early years, and they would tell me stories about what a special place Roosevelt is. They described Roosevelt as a school where people of all races came together — a college unlike others. The pictures hanging on the walls of the Auditorium Building from those early years are visual reminders of this truly unique integration of people from diverse racial groups at a time when racial segregation was the norm. Today Roosevelt continues to be ethnically and racially diverse, but the world has changed since Roosevelt came into being in 1945. In addition to racial injustice, which regrettably remains prevalent in our society, we now truly confront other forms of discrimination based on gender, sexual orientation, social class and disability status.

As a Roosevelt psychology professor, I often talked in my classes about social justice as a key value for the Roosevelt community, but I found students often grappled with the meaning of social justice. What is social justice? Whom is it for? Many students talked about social justice as if it were a high-minded ideal, unrealistic or impractical to do in real life. While we often discussed the need to use our knowledge and skills to work for a more fair and just society, I wondered if students had become overwhelmed with the amount of injustice in society and whether they believed they could actually make a difference in the world.

This led me to ask myself, what do students think social justice is all about? More importantly, I wanted to know what I could do to empower them to take action and really strive to make a difference while at Roosevelt and after. »



In response to these questions, I started a series of studies to investigate how students understood social justice and how, if at all, they were learning about our social justice message and integrating it into their own lives. What did all of this talk of social justice mean to the students? And, how could we, as educators, facilitate the goals of students who had the sincere desire to promote social justice, but who also had the notion that it was too hard, impractical, unrealistic or idealistic? As an educator, I had a personal stake in these questions. I wanted to know if integrating social justice concerns into my classes was actually making a difference in how students viewed themselves, their communities and their own personal and professional actions. In other words, were we living up to the Roosevelt University mission of educating “socially conscious citizens”? Does talking about social justice make a difference, or is it all a lot of feel-good talk that was disconnected from reality?

### STUDENTS DEFINE SOCIAL JUSTICE

To begin answering some of these questions, my research team and I embarked on a study to first understand how students defined social justice. In textbooks, researchers and educators define social justice as “involving the recognition of the existence of social injustices based upon being a member of a non-dominant or marginalized social group.” These marginalized social groups can include people who live in poverty, women, people who are LGBTQ, people who are disabled, people from racial and cultural minority groups and people who have severe mental illness or have a substance abuse disorder. Researchers also defined social justice as “a value or desire to increase access of power, privileges and socioeconomic resources to people from socially marginalized groups.”

But, is this how students thought about social justice? I believed it unlikely that most students would think about social justice in such abstract terms. So, we conducted a study with Roosevelt students simply asking how they defined social justice. We found that students were relatively consistent in their definitions. They tended to describe social justice as addressing injustices in equality and promoting opportunity, rights, fairness and acceptance of everyone, including people from diverse backgrounds. Interestingly, a significant proportion (44 percent) of the students said they engaged in some activity that promoted social justice.

Additionally, we asked students to describe what they were actually doing to promote social justice. In most academic papers, social activism is defined as political activism — marching in protests, attending rallies, writing legislators or voting in order to promote policy or legal changes.

Interestingly, there was a tremendous range of responses to our question. In addition to political activism, we identified many different categories of social justice activities, including conducting social-justice related research, being a member of or volunteering for an organization that focused on social activism, seeking out educational opportunities to learn more about social justice, engaging in advocacy on behalf of people from disadvantaged or marginalized groups, and talking to family and friends about social justice.

What was most impressive to me was the creativity displayed by students as they sought to promote social justice, as well as the diversity of issues addressed by their actions. Many students reported participating in marches, protests and other direct social actions for economic or racial change. One participant was working to promote social justice by acting in a short film that aimed to foster acceptance of LGBTQ youth during the coming out process. Some students were using a social justice approach when providing clinical services to children with developmental disabilities. A few reported that they were engaged in youth mentoring or were working on behalf of youth within the juvenile justice system. Others were working to promote racial justice, women’s empowerment and awareness around diversity-related justice. Still others described being LGBTQ allies or serving as advocates for women who have endured domestic and sexual violence. We also had students who volunteered at community or religious organizations to help individuals around issues of poverty and food security.

A significant number of students indicated that they spoke with family or friends about these issues. I think that these kinds of actions are more quiet forms of activism. Discussing issues of social justice with significant others might have the impact of changing attitudes or gaining support from them. In turn, this might ultimately increase awareness of social issues and might influence others to take action in some way in their own lives.

Many of the students’ efforts involved using resources available at Roosevelt University. These included engaging in social-justice related research, attending lectures, being part of student groups and organizations that promoted social justice such as RU PROUD (a lesbian, gay, bisexual, transgender, questioning and ally organization) and Students for a Sensible Drug Policy, engaging in social justice as part of their professional clinical training and volunteering as part of service learning. Although less than half of the students we surveyed reported engaging in activism, those who were active appeared to take advantage of the resources and opportunities available at Roosevelt, and many sought to integrate these experiences with their academic studies.

## Studying Students and Social Justice

To better understand students' perceptions of social justice, Susan Torres-Harding conducted a research study with an ethnically diverse group of Roosevelt undergraduate and graduate students (17.8% African American, 46.6% Caucasian, 11% Latino, 7.2% Asian American, 3% Arab or Muslim, 5.7% multiracial, and 8.7% of unknown race). The study consisted of 264 students between the ages of 18-57 years, with an average age of 25.1 years. Approximately 6.1% of the students identified themselves as having a disability. All participants were asked the question, "How would you define the term 'social justice'?" In addition, participants were asked the question, "If you have engaged in any activities that you feel promote social justice or that you feel seek to address social injustices, what are/were they?" Below are some of the findings of the study.

### so·cial jus·tice

*noun*

Justice in terms of the distribution of wealth, opportunities and privileges within a society.

SOURCE: OXFORD DICTIONARIES

#### How did students describe social justice?

- › Equity of opportunity and rights
- › Acceptance of everyone, all people, people from diverse populations
- › Promotion of justice and addressing injustice
- › Activity or action in promoting social justice

#### How did students describe activities they participate in to promote social justice?

- › Political **activism**
- › Social justice **research**
- › Participating in an **organization** focused on social activism
- › Seeking out opportunities to **learn** more about social justice
- › Engaging in **advocacy** on behalf of people from marginalized groups
- › **Talking** to friends and family about social justice
- › **Fundraising** for social-justice-related organizations or causes

# 44%

of students who participated in the study said they engage in an activity that promotes social justice.





### CONNECTING WITH THE MISSION

The second study that my research team and I conducted focused on the role of the University mission in promoting positive attitudes toward social justice. I wanted to understand whether students who felt more involved at the University and agreed with its mission were in fact more likely to engage in social activism. Interestingly, I found that students who reported having a high sense of community, that is, feeling as if they belonged to the “Roosevelt family,” said they valued the social justice mission more.

Students who respected the social justice mission were much more likely to state that they intended to work for social justice in the future and felt that they possessed the skills to effect positive change. These students were also more likely to report having engaged in social activism, talk about social justice issues with family and friends and personally identify as social activists. It seems that Roosevelt’s social justice mission influenced students by impacting both positive attitudes toward social justice and facilitating the integration of social justice concerns into their personal and professional lives. Feeling a part of the Roosevelt community mattered because it allowed them to share in this core community value.

Thus, the mission and values of Roosevelt University are having an impact on our students’ actions. We are currently conducting additional studies where we hope to follow undergraduate students over time to see how their ideas and views of social justice might change as they move from freshman to senior year. We are also interviewing student activists to learn from their unique experiences, motivations and perceptions of their own work.

Indeed, it has been a pleasure to be able to assess and document the amazingly diverse and creative activism that is going on at Roosevelt. In addition to the examples listed

above, Roosevelt students have participated in walk-outs and rallies in Grant Park, lobbied at the state capital, made videos to help educate others about traditionally marginalized groups, conducted interventions to promote health and wellness in our communities, and organized programs that give our students and people in the community a voice. We have so much to learn from our students!

An important part of social justice education is to trust that students are able to evaluate the information we provide and use it in a way that is valid, realistic and relevant to their own lives. Because students are able to come up with so many unique and creative ways to address injustices in their interpersonal and professional lives, professors should not provide answers, but rather should pose questions to help students recognize the real challenges in our society. We can encourage them to critically evaluate their own views and the views of others and provide them with a range of interventions and interpersonal skills that they can then use to confront a range of social problems and issues in their own ways. We also need to recognize that this is hard, risky work.

Working for social justice is, by its nature, “radical” because it focuses on changing the status quo, challenging existing policies and can involve breaking rules. As educators, it is important that we not only talk about social justice, but provide students with the skills they need to take action and be effective. Promoting favorable attitudes and teaching interpersonal intervention and activism skills will have a positive impact on students and help them fulfill the Roosevelt mission of creating “socially conscious citizens” who change the world. 🌱

Contact Susan Torres-Harding at [storresharding@roosevelt.edu](mailto:storresharding@roosevelt.edu)



# NOTEWORTHY

## 70th Anniversary Gala: An Evening with the Roosevelts

Roosevelt University celebrated its 70th anniversary by holding a gala performance starring actors Loretta Swit and Ed Asner in the University's Auditorium Theatre on April 10. The event was preceded by a fundraising dinner on the stage of the theatre.

Swit and Asner performed as Eleanor and Franklin Roosevelt in two biographical one-person shows called "An Evening with

the Roosevelts." This event was one of the first times that Swit and Asner presented their separate shows in the same venue.

Asner, most famous for playing Lou Grant on "The Mary Tyler Moore Show," focused his portrayal of Franklin Roosevelt on the former president's achievements that propelled the country through difficult times in World War II and the Great Depression. Asner's emotional

performance also touched upon Roosevelt's struggles with his declining health.

The Eleanor Roosevelt half of the show was played by Swit, who starred as Major Margaret "Hot Lips" Houlihan on the TV show "M\*A\*S\*H." Swit spotlighted the difficulties that Eleanor experienced in her marriage, as well as her accomplishments as a human rights advocate and First Lady.







## Best in the Nation

Roosevelt University's Wabash Building has won the 2015 International Real Estate Federation – U.S. Chapter (FIABCI-USA) Grand Prix d'Excellence Award. One of the highest honors given annually to a single outstanding project in America, it recognizes a property that embodies the best in U.S. real estate, setting the stage for the Wabash Building to be a competitor for the International FIABCI Prix d'Excellence Award in Malaysia in May.

Designed by the architectural firm VOA Associates in Chicago, Roosevelt's 32-story building at 425 S. Wabash Ave., includes student housing, student services, classrooms and administrative office spaces.

"The Wabash Building is not only an architectural gem. It is also an extremely functional addition to our Chicago Campus, which brings our community of students, faculty and staff closer together in spaces that lend themselves beautifully to positive discourse

and interaction," said Roosevelt University President Chuck Middleton.

Chris Groesbeck, VOA Associates' lead architect for the project, received the award in December during a dinner in Washington, D.C. "Our acceptance of this award on behalf of Roosevelt University is a testament to the University's continuing mission of social justice and its relationship to global issues of sustainability," said Groesbeck of the LEED Gold-certified building that opened in 2012.

## Social Justice Blog Sparks Discussion

An interactive blog started earlier this year by Roosevelt's Office of Marketing is engaging members of the University community in discussions on social justice and related themes. Launched in January, the new Social Justice Blog provides perspectives from members of the Roosevelt community on the meaning of the University's mission of social justice and the impact this has had on lives, communities and society as a whole.

In one of the blog's first posts, Roosevelt University Sociology Professor Heather Dalmage, director of the Mansfield Institute for Social Justice and Transformation, writes about the importance of making the commitment to social justice an active pursuit. "We need young people to dream of a better world, to learn to ask questions — despite fear," she says. "We need them to search for answers, to build community, and to be guided by an education that connects insight and action, university and community."

The views and feedback of many others from

VISIT THE BLOG:

» [blogs.roosevelt.edu/socialjustice](https://blogs.roosevelt.edu/socialjustice)

the Roosevelt community on topics ranging from strides made by African Americans during Black History Month to combating sexual assault and remembering remarkable women during Women's History Month are among themes covered on the new blog.

"Everyone in the Roosevelt community, including alumni and friends, are invited to read the blog entries and share their comments," said Patrick Lytle, associate vice president of marketing and chief marketing officer at the University.

**For more information on submitting a blog post about social justice and its importance to individual lives and communities, contact Meredith Heagney at [mheagney@roosevelt.edu](mailto:mheagney@roosevelt.edu).**

## Roosevelt Appoints 6th University President



Roosevelt University's Board of Trustees on March 26 unanimously elected Ali R. Malekzadeh, dean of the College of Business Administration at Kansas State University, as the sixth president of Roosevelt, effective July 1.

He will succeed Charles R. Middleton, who is retiring June 30 after a distinguished 50-year career in higher education, including 13 years as Roosevelt's president.

An expert on strategic management and an accomplished fundraiser, Malekzadeh, a 59-year-old native of Iran, has been a business dean at private and public universities for 17 years. In addition to Kansas State where he has worked since 2011, he also was dean of business at Xavier University in Cincinnati for eight years and dean of business at St. Cloud State University in St. Cloud, Minn. for five years.

"Dr. Malekzadeh is a visionary academic leader whose values, business experiences, fundraising accomplishments and commitment to student success make him the ideal person to lead Roosevelt to the next level of achievement," said James J. Mitchell III, chair of Roosevelt's Board of Trustees.

"I am honored to be selected president of one of the nation's most important and historic universities," Malekzadeh said. "When Roosevelt was founded in 1945, it made the dream of higher education available to every qualified student. The University's mission was unique at the time and changed higher education in the United States forever. As Roosevelt's president, I want to work collaboratively with my colleagues to continue making the American Dream of higher education a reality for all students."

At Kansas State where Malekzadeh is the Edgerley Family Dean of Business Administration, he spends over half of his time raising funds for the college. His efforts have been very effective as fundraising for the College of Business Administration increased from an average of \$2 million per year to more than \$40 million in 2014. Since joining Kansas State, Malekzadeh has led the college in raising \$58 million from private sources and attaining 100 percent of the funding for a new advanced business education building that broke ground in November.

Malekzadeh's personal story is one of achieving the American Dream through higher education and serves as an inspiration for the role of higher education in our society. Both Malekzadeh and his wife, Afsaneh Nahavandi, chair of the Department of Leadership Studies at the University of San Diego, were born in Iran and came to the United States to study at the University of Denver. In 1979 shortly after they received degrees from Denver, the Iranian Revolution took place and they were unable to return home. They were granted asylum by the United States and later became U.S. citizens.



## Roosevelt partners with Mikva Challenge

Roosevelt University and the Mikva Challenge organization have agreed to be partners in providing at-risk Chicago high school students with information on the importance of a college education and opportunities

for development as future community leaders. Officials from Roosevelt and Mikva signed an agreement in 2014 that paves the way for them to work together in educating and preparing Chicago teens to become successful, socially conscious citizens.

"We are really honored to partner with Roosevelt University," said Brian Brady, executive director of the Mikva Challenge, which teaches leadership skills, giving young people a voice in civic engagement and policymaking. "Our overlapping commitments to social justice and improving the welfare of our young people and their communities make this partnership a great fit."

Spawned in part by recent experiences in which approximately 140 Mikva Challenge youths spent considerable time at Roosevelt's Chicago Campus during summer 2014, the new partnership allows the Mikva Challenge to continue its summer civics program at Roosevelt. The agreement also gives Mikva youth access to Roosevelt's college fairs, financial-aid workshops and admissions scholarships. As part of the arrangement, Roosevelt also will be able to share other information as it arises with Mikva youths about the college experience and opportunities at the University.

"This is a very important partnership that is in the best interest of our students and our community," said Douglas Knerr, Roosevelt's executive vice president and university provost. "We are exploring how best to share resources for the betterment of Mikva teens, their development as leaders and their future success in college."



Incoming Roosevelt freshmen take a field trip to the National Museum of Mexican Art in Chicago during the 2014 Summer Bridge Enrichment Program.

## Bridging the Gap

Research project tests effectiveness of Summer Bridge program

Roosevelt University's popular Summer Bridge Enrichment Program for at-risk incoming freshmen is being evaluated by in-house researchers who are looking for ways to enhance the program as a model. Led by the University's new Policy Research Collaborative (PRC), the project is looking at outcomes for students who participated in the Summer Bridge Enrichment Program in 2013 through 2015.

Made possible by a grant of \$40,000 from the Mayer and Morris Kaplan Family Foundation, the research is focusing on what works and what doesn't in preparing low-income, disabled or first-generation freshmen for college success. "We are looking at everything about the program, including the grades, retention rates and persistence levels that we see among those who have been recent participants," said Michael Maly, director of the PRC and associate professor of sociology.

Established in 2014, the research unit stresses collaboration among Roosevelt faculty members, students and administrators in partnership with community organizations in order to develop and implement socially-conscious policies.

Summer Bridge has been offered as an option for incoming at-risk freshmen each summer since 2002. Administered by Roosevelt's Project Prime, the program gives students exposure to things like

student housing, peers and campus life. Beginning in 2013, the program was overhauled to include developmental Math and English courses.

"We know that Summer Bridge programs such as ours can help at-risk college students to succeed," said Amanda Wornhoff, the interim director of English composition who has been involved in the program overhaul. "However, we haven't had the resources until now to conduct a holistic analysis of the effectiveness of our newly revamped program. This research project gives us a chance to do that."

Julie Hilvers, assistant director of the PRC, said Roosevelt students are assisting with the research. "PRC offers a great opportunity for Roosevelt students to be involved in research that will extend their learning beyond the classroom," she said. Successful components of the program could be used as a model in other organizations besides Roosevelt, according to Dinaz Mansuri, executive director of the Kaplan Family Foundation.

"This is an opportunity for us to be able to take what we learn and leverage our limited resources," she said. "Not only could it be beneficial to Roosevelt and the Summer Bridge Program, but we also believe the knowledge gained could be useful to other programs and organizations."

## University receives award for sustainability

**IN RECOGNITION** of its many green initiatives, Roosevelt University has received a gold-level award from the Illinois Governor's Higher Education Campus Sustainability Compact and the Illinois Green Governments Coordinating Council.

"This recognition is one of Illinois' highest honors for sustainability in the higher education arena," said Paul Matthews, assistant vice president for campus planning and operations at Roosevelt. "We are proud of the accomplishments we've made thus far and are right on track to make many more strides in the future."

Among its accomplishments, the University has reduced its energy consumption, introduced composting, diverted 44 percent of its waste from landfills through recycling, implemented sustainable land-use practices and created an internship program for students

to further sustainability initiatives on campus. Five students have gone through the program to date.

Also, members of the Roosevelt community have come together to develop a five-year plan for integrating sustainability broadly across the University's Chicago and Schaumburg campuses.

Awarded to institutions that are integrating sustainability throughout their campuses and working toward measured improvements, the state award is among many the University has received since 2012 for excellence in sustainability.

"The gold-level recognition from the state of Illinois is particularly important as it recognizes all of the work that the University has done and has planned for the future at both its downtown Chicago and suburban Schaumburg campuses," Matthews said.

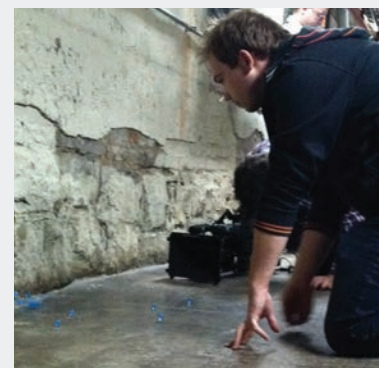


Award-winning sustainability initiatives at Roosevelt University include (clockwise from top) landscape conservation at the Schaumburg Campus, composting at the Chicago dining center and green roofs at the Wabash Building.

## English TV crew films in Auditorium basement

A TV series exploring engineering marvels from around the world will feature Roosevelt University's Auditorium Building. Called *Impossible Engineering*, the six-part series will include footage shot in November 2014 in the Auditorium's basement by the award-winning international television production company, Twofour.

Jeffrey DeBrizzio, assistant chief engineer at Roosevelt, was filmed testing the water level for the building's foundation that was built in 1889 on Lake Michigan landfill, a revolutionary idea back then that still amazes today.



"People are always interested in the past and in how things work," said Lesley D. Slavitt, Roosevelt's vice president of government relations and university outreach, who showed Twofour crew members the building's basement and its slanting floor caused by settling of the foundation. "Both our building that is now celebrating its 125th anniversary and Roosevelt's history as an educational institution were of great interest to the TV crew," Slavitt said.

*Impossible Engineering* is set to air in selected cities worldwide.



## 'Renganomics' expands thinking

Students in economics class publish poetry inspired by U.S. economy

**CAPITALISTIC CRISIS: RENGANOMICS**, a collaborative and spontaneously-written poem by Roosevelt University students on the state of the U.S. economy, is featured in January's lead article in the *International Journal of Pluralism and Economics Education*.

Written by Roosevelt University Economics Professor Stephen T. Ziliak, the story titled "The spontaneous order of words: economics experiments in haiku and renga" makes the case for having students write poetry that can engage them in conceptualizing economics. "It's incredible what students can come up with in just 45 minutes time about our economy," said Ziliak, who was so impressed by students' verses on everything from the U.S. debt crisis to the Wall Street boom that he wrote an article about his experience.

A published economics haiku writer who has used poetry to teach economics for more than two decades, Ziliak assigned about 50 students in one of his beginning economics classes last spring to write haikus on economics. With 17 syllables in three lines of five-seven-five beats, the student haikus became the basis for a second forgotten kind of Japanese poetry

known as the renga. A medieval art form and social activity, renga essentially links haikus with two-line refrains of seven syllables each that are written by a group of participants whose aim is to react and express itself spontaneously on the topic or topics of the individual haikus that are being joined together.

"Economics can be confusing and boring, but this made it fun," said business marketing major Cathleen Vasquez, who wrote *Capitalistic Crisis: Renganomics* with fellow Roosevelt students Joseph Molina, Jacob Lundquist, Cameron Simak and Morgan Higgs. "I actually was able to grasp more of the concepts we were learning by writing a renga," she said.

Experimenting with the poetry form for the first time in April 2014, Ziliak asked students in his Principles of Economics II class to bring in five original haikus about economics for a competition. The students then were assigned to teams. Each group was told to take 45 minutes to come up with refrains transforming their haikus into rengas. *Capitalistic Crisis: Renganomics* was selected as the winner.

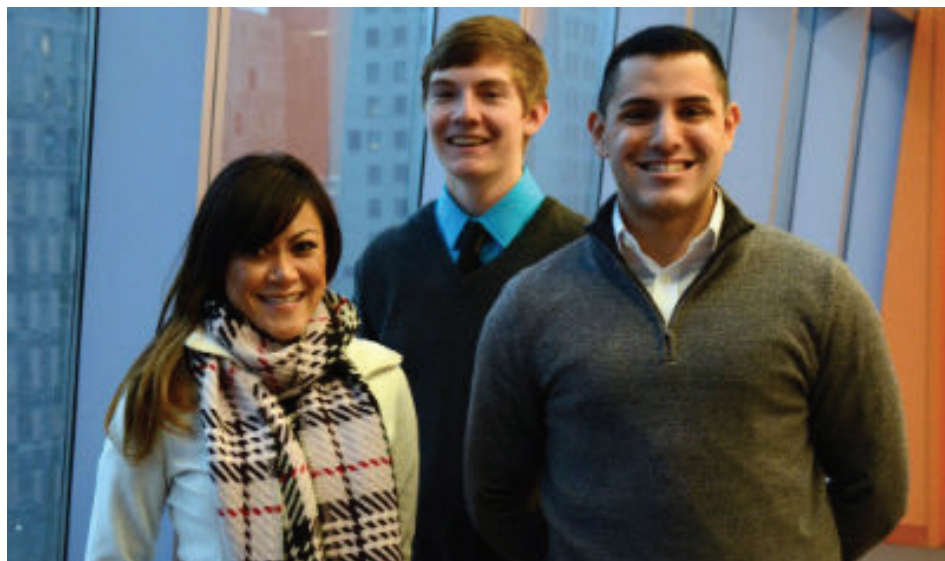


Stephen Ziliak, Professor of Economics

"Economics is a dry subject but this got me thinking differently about what I was learning," said business management major Joseph Molina, a Roosevelt student who wrote refrains near the middle and at the end of *Capitalistic Crisis: Renganomics* that weigh in on President Barack Obama's role in shaping the U.S. economy. The poem includes ideas about capitalism, class warfare, the stock market, global interconnectedness, debt, government lies, materialism, the Great Recession and mortgage foreclosures.

"So far as we know this is the first spontaneous renga in English, or any language, to focus on economics," Ziliak writes in the *International Journal of Pluralism and Economics Education*, which themed its January 2015 issue around moving "away from traditional chalk-and-talk pedagogy and towards experiential and active learning."

Roosevelt students Cathleen Vasquez, Jacob Lundquist (center) and Joseph Molina recently read their renga for a video that is available for viewing at <http://roosev.lt/RengaVideo>.



## Latina biology major receives four-year scholarship

Karen Martinez, a freshman biology major at Roosevelt University and the first in her family to attend college, has been awarded a four-year scholarship that is intended to increase her chances of success in the sciences.

A native of Chicago's southwest side, Martinez has long had a dream of going to medical school to become a cardiologist. A new scholarship awarded recently by Mujeres Latinas en Acción and the Greer Foundation is helping her take the first step toward that goal.

"We know from recent studies that there is a lack of representation of Latinos and Latinas in the science, technology, engineering and medical fields," said Gerald Guevarra, youth program advocate for Mujeres Latinas en Acción in Chicago's Pilsen neighborhood.

While studies suggest the number of Hispanics entering STEM fields is on the rise, a recent report prepared for the Hispanic Association of Colleges and Universities showed Hispanics are less likely than whites to major in college in the sciences and are also less likely than whites to earn college degrees when science is their major.

## Professor delivers moving MLK speech

Roosevelt University Journalism professor John W. Fountain was the keynote speaker for the 47th annual Martin Luther King, Jr. remembrance and celebration in January at Chicago Hilton and Towers.

Fountain, who has written extensively over the last 30 years as both a journalist and educator about the challenges facing the African-American community, shared reflections on the civil rights movement and next steps to be taken during a dinner sponsored by the Illinois Commission on Diversity and Human Relations.

"It was an honor to be asked to speak, especially on an occasion that marked a national holiday and that called into remembrance the contributions that Dr. King and all of those who have contributed to the fight for civil rights have made," said Fountain.

Prominent business leaders and dignitaries, including Illinois Governor Bruce Rauner and Chicago Mayor Rahm Emanuel, attended the event.

Follow Professor Fountain on Twitter:

 [twitter.com/johnwfountain](https://twitter.com/johnwfountain)



Photo by Joel Moorman

## Roosevelt theatre alumnus to lead Steppenwolf Theatre Company

A graduate of Roosevelt University's Theatre Conservatory has been named as the principal financial and administrative officer in charge of operations at Steppenwolf Theatre Company, the nation's premier ensemble theater. David Schmitz, a 2001 Master of Fine Arts in Theatre graduate who also has a certificate in Nonprofit Management from Roosevelt University, began overseeing all management and operations at Steppenwolf in January.

"While I was a fine theatre director, I realized that my skills really lie in bringing people together and in moving them in the same direction," said Schmitz, who credits the Theatre Conservatory with helping him develop strong analytical skills.

Schmitz previously served as Steppenwolf's managing director and before that as director of finance and administration and general manager. He also had been general manager of Chicago's Lookingglass Theatre Company.

"The great thing about the Roosevelt program is that I received training in both directing and nonprofit management. It was an incredible opportunity to learn the craft of theatre directing and it also gave me the opportunity to learn about balance sheets and nonprofit governance," he said.

One of Schmitz' mentors was June Compton, a professor of theatre at CCPA who remembers him directing Sam Shepard's *Buried Child* in the University's O'Malley Theatre. "David was one of my favorite students. He had aptitude from the beginning for theater management, but he also had equal talents as a director," she said.

Schmitz leads Steppenwolf operations at a time when plans for a major building expansion are underway. "It will be an opportunity to work together on a shared vision for more space, which Steppenwolf critically needs," he said.





College of Education graduate Lazaro Lopez is the new chair of the Illinois Community College Board.

## Roosevelt alumnus named chair of Illinois Community College Board

A graduate of Roosevelt University's College of Education is becoming a key education policymaker to watch in the state of Illinois. Lazaro Lopez is the son of Cuban immigrants, the first in his family to go to college and a 2004 Roosevelt graduate with a Master of Arts degree in Educational Leadership and Organizational Change. He also was recently appointed by Illinois Governor Bruce Rauner as chair of the Illinois Community College Board and was co-chair of Rauner's education policy transition team.

"The Roosevelt program absolutely provided me with a perfect balance between theory and practice," recalled Lopez, who credits his

Roosevelt education with driving home the importance of social-justice considerations in establishing and implementing high-school education policies. "I learned through the Roosevelt program that one's leadership can reflect and have an impact on improving the lives of students for their families as well for their future generations."

Formerly the principal of Wheeling High School, where he established a Science, Technology, Engineering and Math (STEM)-focused experience for students, Lazaro was selected in 2013 as High School Principal of the Year by the Illinois Principals Association. He currently is associate superintendent for teaching and

learning at Northwest Suburban High School District 214, where he is implementing Diploma-Plus, a policy and program aimed at engaging the district's estimated 12,000 high school students in planning for further education and careers before high school graduation.

"Lazaro was an excellent student who was always one for applying what he learned," said Susan Katz, an associate professor of educational leadership at Roosevelt. "I'm not surprised how far he's come. He's got the background, experience and understanding of diverse student needs to be a great education leader. I'm glad that the powers that be in Illinois are recognizing his talent and ability."



## Student commencement speaker overcomes odds

When journalism student Aaron Lee took center stage as the student graduation speaker at the December 2014 Commencement in the Auditorium Theatre, he shared a story of perseverance in the face of serious illness and loss of a loved one. In and out of hospitals since graduating from the Alan B. Shepard High School in Palos Heights in 2006, Lee told the story of his battle with Crohn's Disease, which at one point nearly took his life. He also shared memories of his mother, who pushed him to get his college degree, but died before he graduated.

"I don't stand before you as a symbol of what you can become. I am you," Lee told fellow graduates during his emotional and eloquent speech, portions of which were featured in a news story about his graduation on WLS-TV Channel 7. Lee aspires to one day become a TV sports broadcaster on ESPN and is planning to attend graduate school for broadcasting in the fall.

## Thomas Philion appointed dean of the College of Education

**THOMAS PHILION** was appointed dean of the College of Education during the fall semester, after serving as interim dean since July 2013.

"Tom is a thoughtful and strategic leader who has skillfully directed the college during a period of great change in education on the local, state and national levels," said Roosevelt President Chuck Middleton. "His collegial management style and deep commitment to teacher preparation were major reasons the College of Education Search Committee unanimously recommended that he be named dean."



Philion joined Roosevelt in 1999 as associate professor of English after serving as an assistant professor of English for six years at the University of Illinois at Chicago. He was then promoted to associate dean and interim dean. While associate dean, he led the College's successful National Council for Accreditation of Teacher Education (NCATE) re-accreditation effort and the development of new baccalaureate and master's degree programs.

He is the author of more than 15 articles and reports on topics such as teacher research, portfolio pedagogy, oral and written storytelling, collaborative learning and computer-mediated instruction. Philion received his BA from Fordham University and his MA and PhD from the University of Michigan.

## Journalism professor reports on mental health as SJNN fellow



**ANNE-MARIE CUSAC**, associate professor of Journalism, has been reporting since last fall on mental health in the city of Chicago as a fellow with Northwestern University's Social Justice News Nexus (SJNN) project.

A George Polk Award winner and author of the nonfiction book *Cruel and Unusual: The Culture of Punishment in America*, Cusac was one of 10 professional journalists and six

journalism graduate students selected as fellows for the project that ran from October 2013 through March.

"I've always done social justice journalism. It gives me the chance to get to know people and to explore issues that may seem abstract, but which are very real to ordinary people," said Cusac, who teaches journalism, magazine writing and production courses at the University.

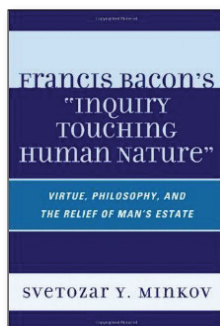
As a fellow, Cusac was part of a team looking at fallout from the recent closure of mental health clinics in the city of Chicago as well as the state of mental health treatment at Cook County Jail. SJNN will publish several of Cusac's articles about mental health in Chicago during 2015.



BY LAURA JANOTA

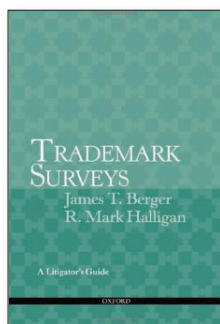
## FACULTY IN PRINT

A number of Roosevelt University faculty members are publishing books this academic year.

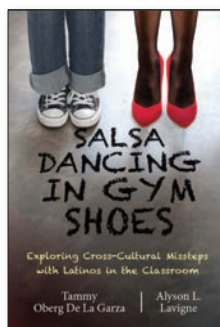


**Svetozar Minkov**, associate professor of philosophy, published the second edition of *Francis Bacon's Inquiry Touching Human Nature: Virtue, Philosophy and the Relief of Man's Estate* in Portuguese. The founder of modern scientific thought, Bacon's thoughts on life, death and love are discussed in the book, which was recognized by Astor Press for successfully delving into the soft side of one of the world's top scientific minds.

"The book has been interesting to a lot of people who have discovered that Bacon had many deep thoughts on the human condition," said Minkov. "But it's not that common for a book like this to be translated into another language like Portuguese."



**James Berger**, an adjunct professor in the Heller College of Business, published the second edition of *Trademark Surveys: A Litigator's Guide*, in early 2015. Intended for lawyers and litigators involved in trademark law and disputes, the specialized book is the ultimate source for understanding trademark surveys that can be the basis for proving or disproving trademark infringement. Berger, who has extensive experience as an expert witness in courtrooms across America, currently teaches marketing and sales management courses at the Heller College.



**Tammy Oberg De La Garza** and **Alyson Lavigne**, both on the faculty in Roosevelt University's College of Education, published the book *Salsa Dancing in Gym Shoes: Exploring Cross-Cultural Missteps with Latinos in the Classroom* in January.

Aiming to improve academic achievement among growing numbers of Latino students in Chicago and beyond, the book is the first in teacher education and development to combine narrative, research and practice in order to help teachers more effectively reach Latino students.

"We want to help teachers better understand cultural issues that can affect the way Latino students learn," said Oberg De La Garza, who teamed with Lavigne to write and edit the book containing essays by prominent Latino authors who shed light on identity development, racism and the politics of language.

"Our goal with *Salsa Dancing in Gym Shoes* is to get teachers to step outside their comfort zone and belief system to better understand the experience and perspective of those whose backgrounds are different," added Lavigne.

The book recommends using community learning approaches to reach Latinos who frequently identify with large and extended families and take their direction at home from elders. It also suggests playing down the importance of typical American values like individualism and self-sufficiency, which the professors contend can conflict with the typical Latino experience.

Oberg De La Garza is an assistant professor of language and literacy and Lavigne is an assistant professor of curriculum studies.



## York High School Students Perform with CCPA Orchestra for VIVID 2015

The Roosevelt University Symphony Orchestra was joined by string musicians from York Community High School during the University's annual VIVID showcase held this year in suburban Elmhurst, Ill., and at the Auditorium Theatre in Chicago.

Led by Chicago College of Performing Arts (CCPA) Conductor Emanuele Andrizzi, approximately 100 college and high school musicians performed side-by-side during the concert's finale piece, which was the Italian masterpiece and overture to the opera *William Tell* by composer Gioachino Rossini.

"This was a unique opportunity for some of the region's best young musicians to perform in a suburban venue and then to take their performance to the stage of one of the nation's most famous theatres," said Andrizzi.

VIVID 2015 also featured performances by the CCPA Orchestra of Dmitri Shostakovich's Symphony No. 15 in A Major, Op. 14, *The Sorcerer's Apprentice* by Paul Dukas and *Finlandia* by Jean Sibelius.

"This was a wonderful opportunity for our students to learn from more advanced student musicians and also to be able to gain experience from a conductor who is known internationally for conducting Italian opera," said Ray Ostwald, orchestra director at York Community High School.







Almost everyone from Roosevelt's record-setting 2014 soccer season will be back this fall.

## A Giant Step Forward

Roosevelt men's soccer team scores a winning season **BY JOHN JARAMILLO**

Last year was a World Cup year, but the Roosevelt University community didn't need to see games played 5,000 miles away to get excited about soccer. That's because 2014 was also the year that the Roosevelt men's soccer team established itself as a program to be reckoned with.

"The success attained this season is a credit to the entire team," said Head Coach Graham Brennan, a former standout at Loyola University Chicago who revived Roosevelt's soccer program in 2012. "The reward of winning 13 games has helped the group gain confidence and will hopefully push us forward to more success in the future."

What made the Lakers successful, and simultaneously fun to watch, was their unrelenting offensive attack. Whereas soccer is often criticized for its low-scoring affairs, Roosevelt tallied nearly four goals a game, an almost unheard of average that ranked second to only national runner-up Texas at Brownsville in the NAIA statistical rankings.

Those high-scoring fireworks were propelled by a pair of highly-touted newcomers, Evan Trychta and Jose Garcia, who lived up to the hype.

Trychta, Illinois' best high school soccer player as a senior at Naperville North in 2011, began his collegiate career with limited playing time at the University of Illinois at Chicago, a Division I program. But his career was rejuvenated by transferring to Roosevelt. The quick, powerful frontman scored a school-record 17 goals to go along with 12 assists for 46 points in 2014, making him one of the top 10 point producers in the NAIA.

The other star Brennan recruited was Garcia, the *Chicago Sun-Times*' player of the year in 2013. Garcia led Wheeling High School to the Class 3A state title game as a senior. In Garcia's first season at Roosevelt, he scored 15 goals and an all-time team best 15 assists, coming up just one point short of Trychta's offensive total.

Their on-field success earned Trychta All-Chicagoland Collegiate Athletic Conference (CCAC) First Team honors and Garcia the conference's Freshman of the Year award.

While the offense garnered all the attention, the defense wasn't too shabby either. Behind Curie High School product and two-time All-CCAC Second Team defensive captain Luis Ortiz and junior goalkeeper Jake Cigelnik from Mundelein, the Lakers allowed just 24 goals in 19

matches and recorded a school-record eight shutouts, a mark of goal-less play that ranked 25th in the NAIA.

“As a team, we demand that everyone works hard defensively,” Brennan said of his team’s philosophy without the ball. “We also changed some team tactics early in the season that allowed us to trap teams that were trying to possess the ball and catch them on the counter attack. Once we got comfortable with this style of play, the team really bought in and we were able to go on a long winning streak.”

After starting the year with two close defeats, the Lakers rattled off 11 consecutive victories that propelled them to first place in the CCAC. Near the end of that streak, junior co-captain Leo Rodriguez, who tallied 12 goals in the Lakers’ first 12 games, suffered a knee injury that sidelined him for the rest of the regular season. The winning streak was snapped shortly after Rodriguez’s injury in a late double-overtime loss to Purdue Calumet, but the Lakers remained in good shape heading into the CCAC Tournament with Rodriguez rehabbing to play in the postseason.

The postseason is where the Lakers encountered Purdue Calumet once again, and the two teams engaged in a spirited first-round playoff game at UIC’s Flames Field in front of an enthusiastic crowd that braved the November chill. Roosevelt rallied from two goals down early thanks to strikes by Garcia and fellow freshman Marino Lopez, and the match turned into a stalemate that lasted 110 minutes.

The game finally ended with penalty kicks. Unfortunately for the Lakers, the usually reliable Garcia missed his kick and the Peregrines outlasted the Lakers 4-3 to end Roosevelt’s best season to date.

Brennan will have most of his roster back for the program’s fourth season since its revival in 2012, a year in which the Lakers won just two of 18 matches and scored five fewer goals than Trychta tallied on his own.

“Our goal,” said Brennan, “is to win the CCAC championship in 2015 and, hopefully, give these players memories and a bond that will last a lifetime.” 2015 is not a World Cup year, but it is a year that has Roosevelt University even more excited about soccer. 🏆



First-year offensive stars Jose Garcia (above) and Evan Trychta (below) combined to score 32 goals and assist on 27 others for the Lakers last season.





## SPOTLIGHT ON: Corinne Busby

**Class Year:**  
2016

**Major:** Biology  
**Minor:** Psychology

**Hometown:**  
Arlington Heights, Ill.

**High School:**  
John Hersey High School

**Scholarship:**  
Faye Peter Gaberman Scholarship

## From basketball to biology **BY JAN PARKIN**

**CORINNE BUSBY** initially came to Roosevelt to play varsity basketball. She also liked the fact that Roosevelt has an excellent academic reputation and is in Chicago, yet close to her Arlington Heights home. She also discovered that her late grandfather, Arthur Busby, was a 1952 Roosevelt graduate who majored in Labor Relations.

When Busby started her studies, she was undecided about what her major should be. However, in her first-year seminar class, Assistant Professor of Clinical Psychology Melissa Sisco encouraged Busby to take an independent study course. Busby decided to volunteer at the Rehabilitation Institute of Chicago as part of that course experience. At the same time, she was taking a biology class with Kelly Wentz-Hunter, associate professor of biology. The combination of her daily work at the Rehabilitation Institute and the classwork in biology made her realize that she wanted to pursue a career in physical therapy, so she decided to major in Biology.

One experience that had a lasting effect on Busby was a class visit to a cadaver lab. The Roosevelt junior is currently employed as a part-time rehabilitation aide at Athletico, a physical therapy center located in Chicago's East Bank Club. She is able to put what she learns in the classroom into practice every day as she walks clients through their rehab exercise programs. She reinforces her anatomy classwork by observing how the body works and how systems within the body relate to each other.

She has particularly enjoyed classes with

Wentz-Hunter and Norbert Cordeiro, associate professor of biology. About their teaching style, she states, "They love their job and what they teach. They keep you engaged in class. When someone loves something, it's easier to learn from them and it makes you want to do your best." Busby would like to participate in Cordeiro's and Wentz-Hunter's study-abroad class in which biology students travel to Tanzania to study conservation efforts, issues of poverty and the complexities of one of the world's most important forests.

During her freshman and sophomore years, Busby played basketball for the Roosevelt Lakers. She appreciated the team-building, communications and time management skills she learned while juggling a rigorous academic and athletic schedule. "My day planner was and is my best friend," she said with a chuckle.

With her biology studies, her job at Athletico and another job as a Roosevelt grader, she has little free time. When she does have a few moments to herself, she likes to spend time with her family, attending her high-school-aged brother's games and playing with her nephew. She also appreciates the value of a good nap.

After graduation, Busby plans to pursue a Doctor of Physical Therapy degree, which typically takes three years to complete. When asked if she has advice for other students, she said, "Don't give up. There are times when you want to quit because financial struggles and academic pressures can be huge. But you need to keep trying!" 📖

### Would you like to help a student like Corinne Busby?

There are many ways to support Roosevelt students, including establishing a named scholarship. For information, visit [www.roosevelt.edu/giving](http://www.roosevelt.edu/giving) or call the Office of Institutional Advancement at (312) 341-4327.



## ALUMNI PROFILE

# paying it forward



Roosevelt helped Amanda Wornhoff find her way. Now she is helping other students find theirs. **BY COURTNEY FLYNN**

### DESPITE HER STELLAR ACADEMIC PERFORMANCE

in high school, by the mid-1990s Amanda Wornhoff found herself adrift at two different Big 10 universities, struggling to excel as a first-generation college student. Faced with the added strain of family health and financial hardships, Wornhoff eventually left school to find work. But years later, determined to complete her college education, she enrolled at Roosevelt University where she soared in the classroom, earning two degrees before landing a job on the faculty.

"I was looking for a school that was going to respect my educational and life experiences up to that point and give me the support I needed to better my life," Wornhoff said. "Roosevelt had the most attractive program because they showed interest in having me as a student and respected where I was at that moment. Roosevelt made me feel like I could do it."

Though she originally pursued math and engineering, at Roosevelt Wornhoff found English to be her real passion. She earned a bachelor's degree in 2005 and master's degree in 2008 both in English. The following year she was hired as a full-time member of Roosevelt's faculty and now, in addition to her work as a lecturer and interim director of the English Composition Program, Wornhoff serves as co-chair of Foundations of Excellence, a self-study process designed to improve experiences of first-year students.

"The Foundations of Excellence work is a perfect fit for me — it addresses all of the questions I've asked myself many times about my own experiences as a college student, particularly as a first-generation college student who faced personal obstacles in earning my degree," Wornhoff said. "In hindsight, I now realize how my first year in college set the tone for my overall trajectory in higher ed, which in turn affected many other areas of my life."

## Foundations of Excellence

Foundations of Excellence started at Roosevelt during the 2013-14 academic year when more than 130 members of the University community began studying and surveying the experiences of first-year students. The group looked at issues such as classes in which freshmen struggled, better ways to provide support and strategies to increase retention.

Roosevelt currently has the largest full-time freshman class in its history, and Wornhoff believes this is the right time to more closely examine the many variables of the student experience in order to create structures that provide a strong foundation of academic, social and financial support for today's first-year students. "This is especially important for Roosevelt students, whose personal success is often a catalyst for improving the lives of their families and their communities," she said.

Wornhoff and Linda Jones, co-chair of Foundations of Excellence and dean of Undergraduate Studies, have spent the academic year whittling down a list of recommendations and figuring out which ideas can be put into practice. Some improvements may include the creation of an advisory board of first-year students and the establishment of a single office or department to oversee all things related to freshmen.

"Amanda brings to this project her experience of working regularly with freshmen in the English Composition Program,"



Amanda Wornhoff, English composition lecturer and co-chair of Foundations of Excellence, received both bachelor's and master's degrees from Roosevelt.

Jones said. "She has great insights into what freshmen need, what they are capable of and what they cannot do at this point in their lives. And it's really useful that Amanda knows Roosevelt inside and out because she came here as a student herself."

A native of Pittsburgh who grew up in Crown Point, Ind., Wornhoff and her husband, Jeff, whom she met in the high school band, now reside in the Rogers Park neighborhood of Chicago. They have season tickets to the Chicago Fire Soccer team and enjoy taking in live music around the city.

After graduating from high school in Crown Point, Wornhoff went to Purdue University as an engineering student, but quickly found college to be difficult, requiring a degree of independence and connection that she struggled to find. She ended up transferring to Indiana University to study math. Despite soon realizing that large university campuses were not for her, she continued on for several years until she was close to graduating. By then her father had fallen ill, her mother was working two jobs and she had trouble paying the bills. Wornhoff left school and spent the next six years as a legal secretary at various firms. In 2003, she was living in Chicago, had recently gotten married and decided it was the right time to complete her college education.

Bonnie Gunzenhauser, now dean of the College of Arts and Sciences who taught Wornhoff as a student and also had her as a teaching intern, said Wornhoff was academically strong and a dynamic presence in the classroom, contributing her own ideas as well as listening to others. "She was just a natural. She was a facilitator as a student, a facilitator as a teaching intern and now is a facilitator with the Foundations of Excellence," Gunzenhauser said. "Her Foundations of Excellence work requires bringing people together from across the University and she's very effective at it."

"Amanda has a keen understanding of where students are coming from and how to give them extra help and support," said Ellen O'Brien, associate professor of English and director of Women's and Gender Studies. "I think that's due to her own experiences," said O'Brien, who also taught Wornhoff as a student. "She's effective because she holds students to high standards and supports them."

Indeed, Roosevelt sophomore Chinanita Leslie said she spent time during her freshman year trying to figure out whether college was right for her. With the help of Wornhoff's guidance, enthusiasm and support, Leslie continues to pursue a bachelor's degree in English at the University. "I must admit I was dubious at times in my ability to be successful in college. Professor Wornhoff never doubted me for a second. She was confident >>




## ALUMNI PROFILE *continued*

in my ability and her confidence transferred to me," Leslie said. "She also is always trying to find a way to make Roosevelt better. She spends a lot of time advocating for the students and trying to find ways to create more programs and resources."

One of Wornhoff's former students, Giacomo Luca, 22, attributes his own achievements as a television reporter in part to the mentoring he received from Wornhoff after taking one of her classes as a freshman. "Amanda is one of the reasons that students continue to further their education at Roosevelt. It's professors like her that make students feel like they belong here," said Luca, who received his bachelor's degree in journalism in May 2014. "There is a quote on the University's seal about the 'enlightenment of the human spirit.' I think that Amanda in all aspects of the phrase is committed to the enlightenment of the human spirit, and to the enlightenment of her students."

Wornhoff said it might sound like a cliché, but students are her heroes. "Our students' courage and perseverance in pursuing their education, often in the face of serious challenges, are what inspires me and keeps me coming back for more. There's no better feeling than sensing a student's pride when she completes a difficult writing assignment, or witnessing a student's discovery of new ideas, or watching a student's confidence grow before my eyes. I am grateful for those moments when I get to share in students' victories, big and small."

As the University focuses on the most important aspects of first-year students' lives to help improve academic quality and increase retention, Wornhoff's experiences will be invaluable. "I'm really proud to work at a place where people are so committed. I'm constantly impressed and inspired by the people who work here and how committed they are to students' success," Wornhoff said.

"When I first visited Roosevelt as a new student, I had the feeling that whoever I was and whatever I had done was okay, that I had a clean slate, and that Roosevelt wanted to help me get to the next level in my life. Today I know we all still want those same things for our students here, and I'm honored to have the opportunity to pay it forward a little bit each day." 

# Recollections of Roosevelt

1950 alumna Marcy Brower describes how her experiences at Roosevelt shaped her life.

**I JUST RECEIVED** the new magazine for fall 2014 celebrating 70 years of the opening of Roosevelt University. It brought back many memories. I would like to share some of them with you.

My husband and I were featured in the *Sun-Times* as the first married couple to graduate together from Roosevelt. The date of Jan. 29, 1950, was also the first anniversary of our marriage as well as our graduation date.

In 1946 I was an 18-year-old, recently having graduated from Sullivan High School and not expecting to be able to attend college. No one in my extended family had ever gone to college. Although I was an excellent student, my mother as a single immigrant mom was not able to afford college for me. I was also expected to help with expenses at home and care for a younger brother. On a whim, I applied for a scholarship at Northwestern University and received a letter stating that I was qualified but their scholarships for Jews were filled for that year. Thinking I would receive similar letters from other schools, I gave up the hope of a college education.

One day during the summer a friend and I were walking on Michigan Avenue looking for a job. We were stopped in front of the Auditorium Hotel by a distinguished looking gentleman named Helmut Hirsch, a history professor, who asked if we were in college and if not, were we interested. Of course, we were and wondered why we were asked the question. Dr. Hirsch explained that a new college had opened that had no quotas and was going to be dedicated by Eleanor Roosevelt with a diverse faculty and student body and with a philosophy of inclusion and democratic principles. After checking my high school records I was offered a full scholarship and thus I entered Roosevelt.

**“**It was an exciting time: new experiences, being introduced to new ideas, being exposed to people different than I, and becoming part of an experiment in higher education.”

– MARCY BROWER (BA, '50)

At that time Roosevelt was located on Wells Street in an office building. I remember the el passing by a window and temporarily not being able to hear the professor until it passed. In 1946 Roosevelt had many faculty who had fled the Nazis and older students entering college on the G.I. Bill. You can't imagine the wonder of it all for an 18-year-old. It was an exciting time, new experiences, being introduced to new ideas, being exposed to people different than I, and becoming part of an experiment in higher education, John Dewey and collaborative learning. My education also extended beyond the classroom to the coffee shop where there were always very animated freewheeling discussions on every subject imaginable.

Harold Washington was a student at Roosevelt at that time and I remember him listening intently and sometimes joining the discussions. Who would have thought at that time that he would become mayor of Chicago?

The following year Roosevelt moved to the Auditorium Building. My fiancé came home from the war and started at Roosevelt too under the G.I. Bill. We decided to get married after our junior year if we could manage financially. As students we met another Roosevelt couple who were graduating and leaving their room in a settlement house a few blocks from Hull-House on Halsted Street. Consequently we moved into Henry Booth House and had rent and food if we worked part time with the children there while we went to Roosevelt. It was the perfect solution for us.

The only other residents at Booth House were an African American couple, an Asian woman and a director who was a group worker known for her work in the largely African American community. Sixty years later we



Marcy and Robert Brower, 1950 graduates, were the first married couple to graduate together from Roosevelt.

still are in close contact with people there. If not for our experience at Roosevelt we never would have had the opportunity.

So began a new and life-changing experience for us. The lessons we learned have been reflected in our work with children and schools as educators. Even more important, they have given us a greater understanding and appreciation of ourselves and others. Thank you Roosevelt for our growth as people valuing inclusion and involvement in the world we live in.

Our lives have been and continue to be altered by our Roosevelt experiences. The direction our lives took is a testament to the growth and sensitivity we experience at Roosevelt. Thank you for being the institution you represent as a model for what it means to be an active and participating citizen in a democratic society.

Sincerely,

Marcy Brower (Marceline Gordon Brower)  
Evanston, Ill.



## WHERE RU?

BY PETER PIATKOWSKI

### 1950s



⬆ **Don Moss** (MA, '54; BA, '53) is the recipient of numerous national and state awards for his advocacy work on behalf of people with disabilities. His firm Don Moss & Associates represents more than 70 local disability service providers throughout Illinois, including United Cerebral Palsy of Illinois and the Institute on Public Policy for Persons with Disabilities. Over the years, Moss has successfully lobbied for mandatory screening of newborn infants for inborn errors of metabolism, immunization of school children against common diseases, lowering the lead content of indoor paints, and "other laws that have saved thousands of Illinois children from a lifetime of disabilities."

### 1960s



⬆ **Howard Symon** (BB, '62) is a

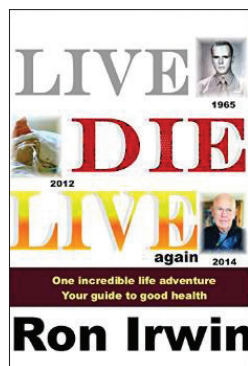
supportive alumnus of Roosevelt University, who has used his time and experience from Roosevelt to pursue entrepreneurial projects and endeavors. Symon is also an avid history buff and a committed member of his community, always looking out for his neighbors and friends. He stays connected with the University and is a member of the Roosevelt University Alumni Association.

### 1970s



⬆ **Reverend Larry Bullock** (MPA, '73) is a Roosevelt University trustee, president of the Roosevelt University Alumni Association, and the leader of the Northwest Suburban Alumni Chapter. He is also the founder and current President of the U.S. Minority Contractors Association (USMCA). The organization helps "small emerging minority-owned and operated firms throughout the Chicagoland area and nationally." Bullock spoke as the keynote speaker at the Southland chapter's kick-off luncheon, in the presence of various members of the business community and politicians. Bullock's work

with USMCA is an example of Roosevelt University's mission of social justice being used to benefit others.



⬆ **Ron Irwin** (BA, '74) is happy to share that he has recently had his book *Live, Die, Live Again* published. Irwin has produced several books and films. He is also dedicated to his charity work.



⬆ **Larry S. Schur** (BSBA, '74; MSMC, '81), a graduate of the Walter E. Heller College of Business, is president and COO of All Baby & Child Corporation, a nonprofit organization that produces conferences and events in the United States, China, the United Kingdom, and Singapore for the juvenile products industry.



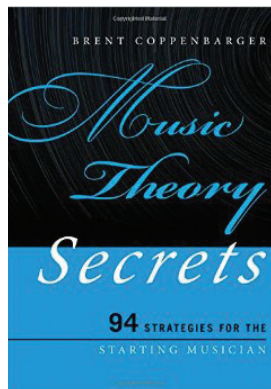
⬆ **James Carlini** (BM, '76; BGS, '78) has published a book, *Location Location Connectivity* on next-generation real estate and technology. He also serves as chairman of the Rolls-Royce Owners Club, Lake Michigan Region.

### 1980s



⬆ **Sandy Kaczmarek** (BA, '81) recently returned to broadcasting as a part-time news anchor for WGN Radio 720. She also works as a consultant for the Conservation Foundation. Previously she worked as a news anchor at WBBM-AM, WLS-AM, Satellite Music Network and WJOL-AM. Her public relations work includes Brookfield Zoo, Forest Preserve District of DuPage County, and Blackburn College in Carlinville, Ill.

## 1980s



📌 **Dr. Brent Coppenbarger** (MM, '83) has had his book, *Music Theory Secrets – 94 Strategies for the Starting Musician* published. Along with his writing, Coppenbarger is professor of music at the Cline School of Music at North Greenville University in Tigerville, S.C.

**Frances Altman** (MS, '85) is happy to announce the publication of her latest book, *Spirit Dog*, which is her seventh children's book. Before writing books, Altman had an accomplished career in public relations, marketing and freelance writing.

**JungHee Lee-Marles** (MA, '87) had an exhibition of her work shown at the Agora Gallery in New York City. Based in Ottawa, Canada, she has had work exhibited in Canada and in South Korea. She is also the recipient of numerous art grants and awards, and is active in various art organizations where she works to help "young people learn about art."

## 1990s

**Stephen Cutler** (MSMC, '95) has joined the Chicago branch of Mimaki USA as a sales representative. Along with his masters in marketing communications, Cutler has a bachelor's degree in economics from Northern Illinois University.

**Donna Hughes** (MGS, '95) is a teaching artist at Alan B. Shepard High School. She is also an adjunct professor at Moraine Valley Community College, where she teaches Fine Arts. Because she is a Roosevelt University alumna, Hughes encourages her secondary students – as well as her community college students – to consider Roosevelt University. Her daughter, Heather Hughes (MA, '13) is also a graduate of Roosevelt's College of Education.

**Elaine Hegwood Bowen** (MSJ, '96; BA, '94) recently had her first book published, *Old School Adventures from Englewood – South Side of Chicago*. She also writes film reviews for FilmMonthly.com and is a contributor to the *Chicago Crusader* newspaper. Since 2004, Bowen has been the media relations specialist for Access Community Health Network.

**Myra Richardson** (BA, '97) has a dear link to Roosevelt University, as it is where she met her husband. Richardson is a committed activist, interested in the plight of teachers. Inspired by the tragic story of a teacher driven to suicide by insti-

tutional bullying, Richardson produced the documentary, *Dying to Teach: The Killing of Mary Eve Thorson, "Educators Who Bully."* Because of her work, Richardson has been an advocate for bullied teachers and has been involved in many programs and outreach endeavors, including a collaborative work of installation art, dedicated to teachers who have been victims of institutional bullies.

**Sheldon Watts** (BA, '98; MBA, '01) was honored as Bolingbrook's Male Citizen of the Year. The award "recognizes the wide range of talent, commitment and contribution made by people in the community." An active member of his community, Watts has been elected to a four-year term in 2013 as a DuPage Township trustee, and has been awarded several honors because of his charity/civic work. Watts is currently a doctoral candidate at the Chicago School of Professional Psychology.

## 2000s

**Lillian Lau** (Professional Diploma, '07), a CCPA graduate, was recently profiled in *Quad Cities Online*. Lau, a principal harpist with the Quad City Symphony Orchestra, performed a solo with the orchestra in Maurice Ravel's *Introduction and Allegro for Harp*. Lau has performed with the Chicago Symphony Orchestra, Ravinia Festival, Grant Park and the Elgin Symphony Orchestra. She has also performed internationally. Lau is a teacher and a member of several musical societies.



📌 **Darren Cunningham** (BPS, '06; MB, '09) is an active and loyal Roosevelt alumnus, who has been happily married to Genera Cunningham since 1997.

**William Karow** (MBA, '09) was appointed senior manager of Marketing and Business Analysis, MRO Services, for the TechOps division of Delta Air Lines in Atlanta. TechOps is the largest airline maintenance, repair and overhaul provider in North America. He previously was director of Marketing for AAR Corp. in Wood Dale, Ill.

## 2010s

**Kyle Garmes** (MSJ, '10) has recently been named editor of *The Beverly Review*.

## Where are you?

We'd love to hear what you've been up to! Please send us your photo and an update! Email [alum@roosevelt.edu](mailto:alum@roosevelt.edu) or mail:

Office of Alumni Relations  
Roosevelt University  
430 S. Michigan Avenue  
AUD 828  
Chicago, IL 60605

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









## Alumni Choir formed at Roosevelt University

More than 100 singers from the Chicago College of Performing Arts (CCPA) Conservatory Chorus and Chorale and Roosevelt's new Alumni Chorus joined together in performing Carl Orff's *Carmina Burana* in March in Naperville, Ill., and at Symphony Center in Chicago. "It was a joy to be able to bring our students and alumni together to sing this classical piece," said Cheryl Frazes Hill, associate professor of music education and director of choral activities at the University. Success of the choral project impressed Frazes Hill so much that she is currently exploring opportunities for the alumni chorus to perform with Roosevelt's student choruses next season. For more information about the new Alumni Chorus and/or to join, contact [chill@roosevelt.edu](mailto:chill@roosevelt.edu).



## ALUMNI CHAPTER EVENTS



University Historian Lynn Weiner, University Archivist Laura Mills and President Chuck Middleton sign books at the launch of *Roosevelt University*, a photo-history book.



Las Vegas Alumni Chapter members gather with President Middleton for dinner at Lao Sze Chuan in Las Vegas.



The American Historical Association meeting in New York City included a reception for Roosevelt alumni and friends.

### « All Alumni Event

Roosevelt alumni, friends and faculty gathered on Oct. 22 for the signing of the new photo-history book, *Roosevelt University* co-authored by University Historian Lynn Weiner and University Archivist Laura Mills.

### Holiday Parties

Roosevelt's South Side Alumni Chapter (SSAC) and the Paralegal Affinity Group hosted holiday parties in December. The SSAC met on Dec. 12 at Athena's Restaurant in Chicago's Greek Town where alumni gathered and participated in several raffles. The Paralegal Affinity group held an evening of networking and good cheer on Dec. 16 at Berghoff's Restaurant in Chicago.

### « Las Vegas Alumni Chapter Nov. 10

Members and friends of the Roosevelt Alumni Association's Las Vegas Chapter met for dinner with Roosevelt University President Chuck Middleton at one of the city's newest restaurants, Tony Hu's Lao Sze Chuan, which is located at the Palms Casino Resort in Las Vegas. Hu is a Roosevelt Trustee.

### Loop/Lakeshore Chapter Nov. 12

Members of the Loop/Lake Shore Chapter attended *Save the Last Dance for Me*, a Chicago College of Performing Arts Theatre Conservatory production featuring performances by Roosevelt's musical theatre majors who are taking a concentration in dance. Before the performance, chapter members met for pizza at the Exchequer Restaurant in Chicago.

### « New York City

On Jan. 4, history alumni, friends and faculty joined Roosevelt University President Chuck Middleton and Roosevelt University Historian Lynn Weiner at a reception in New York City during the American Historical Association's 129th annual meeting. The event provided opportunities for networking and a chance to obtain copies of the University's new photo-history book, *Roosevelt University*.

### The North Shore Alumni Chapter

On Dec. 2, members of Roosevelt's North Shore Alumni Chapter gathered at the Writer's Theatre in Glencoe, Ill. for a staging of Lucas Hnath's acclaimed play, *Isaac's Eye*.

### Paralegal Studies Affinity Group »

Roosevelt University's Alumni Paralegal Affinity Group celebrated the 40th anniversary of the University's Paralegal Studies Program on Sept. 23. Cook County Public Defender Abishi C. Cunningham, Jr., who is a retired Cook County Circuit Court judge, received Roosevelt's Social Justice in the Legal Profession Award.

### South Side Alumni Chapter (SSAC)

The SSAC had two successful events. Chapter members headed to Chicago's Hyde Park neighborhood for an alumni mixer held Sept. 3 at Chant Restaurant, where new members were welcomed and upcoming events discussed. On Feb. 8, chapter members gathered for an afternoon performance by the Alvin Ailey Dance Theater.

### Washington, D.C. »

Alumni joined Roosevelt University President Chuck Middleton in Washington, D.C., on Sept. 29 for the Access and Opportunity Gala 2014.

### Lecture

Alumni, friends and faculty attended a talk on Nov. 13 by best-selling author Adam Gopnik. Hosted by the Montesquieu Forum at Roosevelt University and the Benjamin Franklin Project at the Illinois Institute of Technology, the event was part of the Galileo-Shakespeare Project: A Conference on the Humanities and Sciences in the Early Modern World.



Brad Hunt (left), dean of the Evelyn T. Stone College of Professional Studies, met with retired Cook County Public Defender Abishi C. Cunningham, Jr. and guests at the 40th anniversary reception for Roosevelt's Paralegal Studies Program.



Washington, D.C. alumni joined Sam Rosenberg, vice provost for academic affairs, at the Washington Center Gala.



## 2014 FINANCIAL INFORMATION

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Almost 80 percent of the University's student enrollment for the 2014 fall term was comprised of residents from the greater Chicago metropolitan area, consistent with Roosevelt's mission to bring access to higher education to the urban setting. Roosevelt's Chicago Campus provided housing for 919 students in the Wabash Building and University Center of Chicago, an increase of 64.4 percent compared to 2007. The number of traditional-age (18-to-24-year-old) students has grown to represent 64.4 percent of all University undergraduates in 2014, compared with 27 percent in 1997 and 46 percent in 2007. Total full-time equivalent (FTE) enrollment slightly increased from 4,723 in the fall of 2013 to 4,814 in 2014.

Net tuition revenues were flat in FY2014, \$95.7 million vs. \$95.6 million in FY2013.

Roosevelt University posted its fourth calculated operating deficit of \$3.0 million in FY2014. Over the past four years, Roosevelt has faced major fiscal challenges resulting from declining enrollment and tuition revenues along with significant

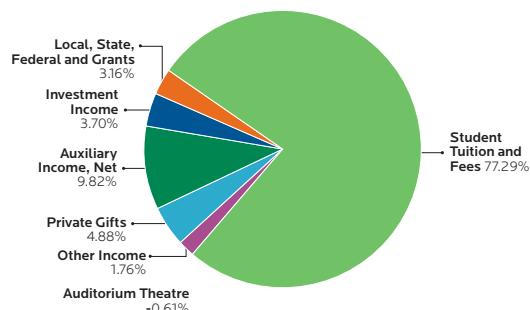
investments in the future of the University such as the construction of the Wabash Building and the Lillian and Larry Goodman Center, the reinstitution of intercollegiate athletics, the establishment of the College of Pharmacy, a new PhD program in Industrial/Organizational Psychology, a dance concentration in the undergraduate Musical Theatre program and a new online graduate program in Arts Management. In the long-term these investments will continue to contribute to the fiscal and academic viability of the University.

The University's endowment portfolio is generally held in large funds with allocations of domestic and international equities, fixed income, real estate, commodities and cash. The balance of the endowment as of Aug. 13, 2014, was \$93 million. For the 12-month period ending Aug. 31, 2014, the University reported an investment return of 7.2 percent on its endowment.

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



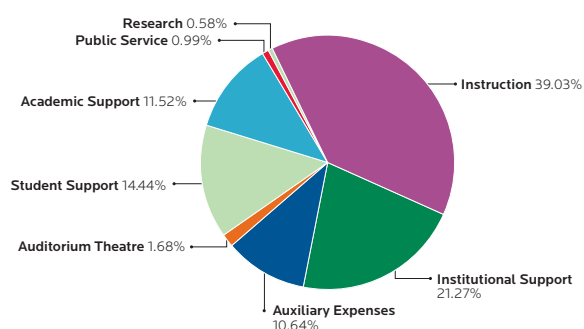
## 2014 Consolidated Operating Revenues (in thousands)



## OPERATING REVENUE

	2014	2013	2012
Student Tuition and Fees, Net	\$95,724	\$95,572	\$94,066
Local, State, Federal and Grants	3,912	3,928	4,248
Private Gifts	6,040	6,095	4,269
Auxiliary Income, Net	12,168	12,232	8,823
Investment Income	4,587	4,438	4,531
Auditorium Theatre, Net	(750)	177	(407)
Other Income	2,176	1,484	1,374
<b>Total Operating Revenues</b>	<b>\$123,857</b>	<b>\$123,926</b>	<b>\$116,904</b>

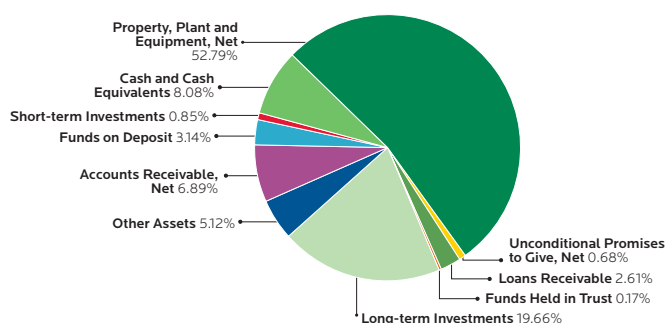
## 2014 Operating Expenses (in thousands)



## OPERATING EXPENSES

	2014	2013	2012
<i>Educational and general</i>			
Instruction	\$49,378	\$35,174	\$34,584
Research	732	494	452
Public Service	1,249	1,014	1,193
Academic Support	14,621	10,339	10,367
Student Support	18,329	14,236	13,519
Institutional Support	27,009	37,223	30,745
Operations/maintenance of plant		18,709	15,038
<b>Total educational and general expenses</b>	<b>111,318</b>	<b>117,189</b>	<b>105,898</b>
Auxiliary Enterprises	13,505	7,267	9,694
Auditorium Theatre	2,133	2,245	2,225
<b>Total Operating Expenses</b>	<b>\$126,956</b>	<b>\$126,701</b>	<b>\$117,817</b>

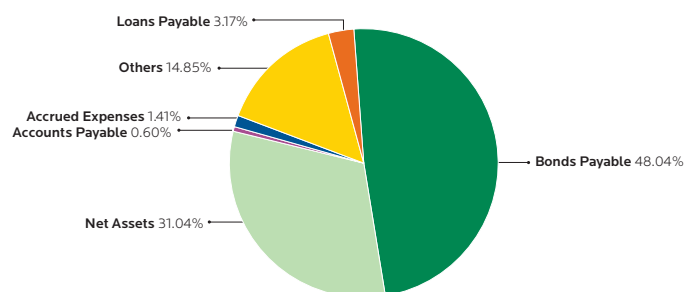
## 2014 Consolidated Statements of Financial Position (in thousands)



## ASSETS

	2014	2013	2012
Cash and Cash Equivalents	\$38,047	\$37,950	\$40,059
Short-Term Investments	4,023	1,996	
Funds on Deposit	14,807	15,043	17,157
Accounts Receivable, Net	32,446	29,751	33,963
Other Assets	24,122	22,668	19,796
Long-Term Investments	92,614	83,066	79,057
Funds Held in Trust	786	711	663
Loans Receivable	12,297	12,297	12,297
Unconditional Promises To Give, Net	3,211	3,078	5,348
	<b>222,353</b>	<b>206,560</b>	<b>208,340</b>
Property, Plant and Equipment, Net	248,677	255,039	256,778
<b>Total Assets</b>	<b>\$471,030</b>	<b>\$461,599</b>	<b>\$465,118</b>

## 2014 Consolidated Total Liabilities and Net Assets (in thousands)



## LIABILITIES AND NET ASSETS

	2014	2013	2012
Accounts Payable	\$2,839	\$4,174	\$2,590
Accrued Expenses	6,637	8,835	14,001
Others	69,938	69,734	71,001
Loans Payable	14,914	15,914	15,914
Bonds Payable	226,286	226,202	226,132
<b>Total Liabilities</b>	<b>324,802</b>	<b>324,859</b>	<b>329,638</b>
Net Assets	146,228	136,740	135,480
<b>Total Liabilities and Net Assets</b>	<b>\$471,030</b>	<b>\$461,599</b>	<b>\$465,118</b>



## In Memoriam BY CHICONA HODGES

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

### Jerome H. Stone

**Jerome H. Stone**, chairman emeritus and life trustee of Roosevelt University, died on Jan. 1. Stone, 101 years of age, was one of the most important and influential people in the history of Roosevelt University.

He joined Roosevelt's Board of Trustees in 1953 at the age of 40 because he was impressed that Roosevelt, eight years old at the time, offered classes at times convenient for working students. He remained an active trustee since then, serving as chairman of the Board from 1969 until 1984.

"Jerome Stone's continuous dedication to the University through the service of all five presidents, his commitment to the guiding principles of our mission and his generosity in giving of his time, his talent and his treasure made him the ideal trustee," said Roosevelt's Board Chair James J. Mitchell III.

Stone's long and emotional attachment to Roosevelt University can be traced to his friendship with founding President Edward James Sparling, whom he met before Sparling established the institution in 1945. In recognition of his many contributions to Roosevelt, the University's Evelyn T. Stone College of Professional Studies is named for Stone's late wife.

Stone's involvement with Roosevelt was just one part of a lifetime filled with business and civic leadership. Among other activities, he helped build Stone Container Corp. into a multibillion dollar firm, he founded the Alzheimer's Association and he was a major benefactor of Chicago's Museum of Contemporary Art.



### Dorothy J. Holland

**Dorothy J. Holland**, (pictured at left with husband Bill) a member of Roosevelt University's founding class in 1946, died on Nov. 18 at the age of 87. As a student at Roosevelt's predecessor institution, the Central YMCA College, she was in attendance when President Edward Sparling stood on a chair before several hundred students to announce a rift between the college's governing board and its faculty members. Along with many other students she raised her hand in favor of starting a new school. Holland then put a donation for the new institution in a cigar box and wrote her name in a spiral notebook.

Holland met her husband, William Holland, while attending classes in Roosevelt's first location on Wells Street. The Hollands, residents of Skokie, Ill., were married for 67 years. Throughout the years, they remained committed to Roosevelt, even though neither finished college. They regularly attended alumni events, anniversaries and the opening of new Roosevelt buildings.

## 1940s

**Dr. John E. Kasik** (BA, '49) of Chicago died on Dec. 31, 2014. Throughout his professional career, he served on numerous boards and associations including the American Medical Association, Food and Drug Administration and the World Health Organization.

## 1950s

**Donald Epstein** (BA, '54) of York, Penn., died on Aug. 14, 2014. He was a Japanese language translator for the U.S. Marine Corps during World War II. He was also the managing partner of Epstein Building Co., one of New York's largest developers.

**Gerald T. Charles** (BA, '57) of Chicago died on July 8, 2014. He was the founder and president of Global Technology Corp.

**Themis Kourakis** (BA, '57) of Chicago died on Sept. 26, 2014. She taught special education in both the Iowa and Ohio public school systems.

**Kenneth Dawson** (MA, '57) of Chicago died on Oct. 5, 2014. After receiving an honorable discharge from the U.S. Army at the close of World War II, he worked as a teacher and counselor in the Chicago Public Schools and in Okinawa, Japan. He also served as director of Midwest Technical Institute and for more than two decades he was a counselor at Wright Community College.

**Francis Joyce Marlin** (BA, '57) of Gary, Ind., died June 19, 2014. She earned a bachelor's in Music History.

**Alan Howard Cole** (BS, '59) of Chicago died on July 23, 2014. He received a bachelor's degree in Biology and Chemistry.

**Donald E. Hines, Sr.** (BA, '59) of Matteson, Ill., died on July 30, 2014. He was a member of the Knights of Columbus and a Korean War veteran.

**Alexandros A. Anagnostopoulos** (BS, '59) of Chicago died on Oct. 25, 2014. He received a bachelor's degree in Physics.

## 1960s

**Carol Sykes** (BA, '61) of Chicago died on Sept. 17, 2014. She enjoyed a 30-year teaching career in Chicago before retiring in 1990.

**Sandra K. Oriel** (MA, '62) of Santa Fe, N.M., died on Nov. 22, 2014. She was a successful psychotherapist who was known for her work on fair housing during the 1960s and 1970s. She also supported a wide range of social service and education organizations in both Chicago and Santa Fe.

**Raphael Edgar** (BA, '63) of Des Moines, Iowa, died on Sept. 12, 2014. His career began in Washington, D.C. as a cantor and musical director of Israel Congregation. He also taught private voice lessons at Roosevelt University. After nearly 50 years as

a cantor, Edgar retired to Santa Fe, N.M., in 1998.

**Veronica M. Deering** (MA, '63) of Skokie died on July 30, 2014. She was a lifelong educator who taught many Catholic and public school students on the south side of Chicago and in Calumet City, Ill. from 1954-94.

**Kathleen Fitzgerald** (BA, '66) of Chicago died on Sept. 28, 2014. She was a Chicago Public School music teacher for 33 years at Fenger, Bogan and Curie high schools. She also directed the All City Choir and had a role as an extra in the movie *The Blues Brothers*.

**Bennet McKenzie Jr.** (BA, '66) of Joliet, Ill., died Dec. 13, 2014. After a successful career as a computer analyst at Commonwealth Edison, he worked at British Petroleum until his retirement. He then opened a Baskin Robbins franchise.

**James Loftus** (BA, '68) of Chicago died on Aug. 3, 2014. He served in the U.S. Army as an electronic technician. He also taught at the elementary school level for more than a decade in the Chicago Public School system.

**Carllyle Rasmussen** (MA, '69) of Waukegan died on Nov. 12, 2014. He received a master's degree in Education from Roosevelt.

**Gregory Risberg** (BA, '69) of Elmhurst, Ill., died on Nov. 11, 2014. He was the author of *52 Bright Ideas to Bring More Humor, Hugs and Hope into Your Life* and was an international

motivational speaker, addressing more than half a million people with his "Humor with a Message" programs.

## 1970s

**Charles Wilbert McCabe** (MA, '70) of Lansdowne, Penn., died on Nov. 13, 2014. He taught music in the Philadelphia public school system for over 40 years, provided private music lessons and is best known for how he used music to inspire thousands of young people as they experienced success through recitals, musicals, concerts and other events he hosted.

**Richard B. Willuweit** (MA, '70) of Chicago died on Dec. 21, 2014. He was an elementary school teacher in Round Lake and Elk Grove Districts in Illinois.

**Patrick J. Scalini** (BA, '71) of Florida died on Oct. 30, 2014. A long-time member of the U.S. Navy, Scalini first enlisted in the Navy's basic training program in 1945. During 30 years of honorable, dedicated service, he reached the rank of LCDR before retiring in 1975.

**Robert Krosel** (BA, '72) of Palatine, Ill., died Sept. 20, 2014. He was an architect and business owner for more than two decades. Known for designing the one-of-a-kind ranch home his family lived in during the 1980s, Krosel received numerous awards for his design concepts, many of which can be seen in the Chicago area.

**Leonard Gistover** (BS, '74) of Evanston, Ill., died on >>



## In Memoriam CONTINUED

Aug 22, 2014. He received a bachelor's degree in Business Administration.

**Hugh James Hart** (MBA, '75) of Illinois died on Sept. 30, 2014. After earning an MBA at Roosevelt, he became a professor of business administration and dean of students at Carthage College in Kenosha, Wis.

**Jean Moreland Morris** (BA, '75) of Wilkesburg, Penn., died on Dec. 10, 2014. She was a teacher and active member of the American Association of University Women and Altrusa. She also helped establish the Crisis Center in Waukegan, now known as a safe haven for women.

**Ronald Cornelius** (BA, '77) of Joliet, Ill., died on Dec. 18, 2014. After retiring from Commonwealth Edison, he became a counselor at the Joliet Job Corps and Aunt Martha's Social Service Agency. He was also elected to the Joliet Township High School Board, appointed as commissioner on the Will County Board and served as the president of the Joliet Public Library Board.

**Dexter L. Jones** (MBA, '78) of Bluffton, S.C., died on Oct. 25, 2014. After earning an MBA degree, he had a successful career in marketing, retiring from the Hezner Corp. as a marketing manager.

**Alfred Clark, Jr.** (MA, '79) of Pittsburgh died on Sept. 2, 2014. He worked for 30 years

as an educator in Chicago and North Chicago, Ill.

### 1980s

**Paul Johnson III** (BS, '80) of Evanston, Ill., died on Oct. 6, 2014. He received a bachelor's degree in Business Administration.

**James W. Curtis** (MA, '84) of Shoreview, Minn., died on Sept. 12, 2014. He was a lifelong advocate for social justice and human dignity, working for most of his career as a family therapist at mental health and counseling centers.

**Ronnie C. Lewis** (MA, '88) of Chicago died on Dec. 3, 2014. He taught at Harlan Community Academy for more than 30 years and served as a union representative for the Chicago Teachers Union. In addition, he is remembered for service he provided to residents, businesses and organizations located in Dolton, Ill., where he served as the first African-American trustee and mayor.

**David Kelly** (MA, '89) of Evanston, Ill., died on Oct. 14, 2014. He was a former chief of police in Glenview, Ill. and a police captain in Evanston.

### 1990s

**Cindy K. Zimmermann** (BA, '97) of Shawnee, Kan., died on Sept. 5, 2014. She was the business owner of CZ Custom Designs, founder of Writing in Style LLC and a contributing columnist to *Pen World* magazine.

### 2000s

**Marjorie L. Milton** (MA, '07) of Ida Grove, Iowa died on Sept. 25, 2014. She taught in the St. Charles, Ill. public schools for 23 years. After retiring, she served as an associate clinical professor at Illinois State University from 1997-2010.

**Nicholas D. Kraus** (MA, '08) of Torrance, Calif. died on Sept. 10, 2014. He was an active performer and taught percussion and marching band at Santa Margarita Catholic High School.

**Anthonii Sanders** (BA, '09) of Chicago died on July 2, 2014. He served in the U.S. Air Force and with the Chicago Fire Department.


### Faculty



**Tom Head**, professor of management in Roosevelt's Heller College of Business, died Feb. 27, 2015. He joined the college in 1998 and served in a variety of important administrative positions, including associate dean, interim dean, director of accreditation and chair of the college council. As interim

dean, he played a key role in establishing the college's Real Estate program. "Tom was a brilliant researcher, a great mentor to his students and colleagues, and widely known and respected in academia," said Heller College Dean Joseph Chan.

**Robert Ward McDowell**, former concert artist and professor emeritus of piano at Roosevelt University, died in Elgin, Ill., at the age of 91 on Oct. 31, 2014. At 17, he entered the Chicago Musical College and studied piano for four years with Rudolph Ganz and Mollie Margolies. In 1959, he joined the college as artist-in-residence while continuing to perform extensively in Chicago, at Roosevelt and other venues, drawing capacity crowds to Ganz Hall each time he performed. McDowell was a dedicated teacher who rose through the faculty ranks and was named chairman of the Piano Department in 1974, a position he held until his retirement in 1983.

**Eloise DeYoung** (BA, '59) of Chicago died on July 7, 2014. She received a bachelor's degree in Modern Languages and retired as assistant to the dean of education at Roosevelt. 



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# A WINNING SEASON

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