How do you know when you’ve really learned something? “Well, I got an A!” is one default answer in schools of all levels (and you can read in this newsletter about many talented CAS students who’ve earned quite a few of them). But is an A really the best indicator of deep learning?

It’s only in recent centuries that we’ve connected “learning” with schools and their rating and degree systems. Fundamentally, learning is a survival mechanism, and cognitive scientists have recognized this in much recent work about how we learn. Benedict Carey, in his 2014 book *How We Learn*, suggests that we shouldn’t think of the brain as a storehouse of information or as an engine that functions best in carefully crafted conditions of silence, focus and concentration. Rather, Carey suggests that we think in terms of “the foraging brain,” alert to new information, strategies, discoveries, and connections that facilitate survival—and adaptation, evolution, and continuous development. The brain learns best, Carey and others argue, when you have opportunities to apply your learning, to contextualize it geographically or culturally, and to transfer it to others.

This cognitive science confirms a truth that excellent teachers already know: Students need to be actively engaged in the work of discovering and creating knowledge, not simply acquiring it. In the College of Arts and Sciences, we focus on discovery and knowledge-creation by building multiple “high-impact practices” (HIPs) into our curriculum. Student-faculty research projects, study abroad experiences, writing-intensive courses, internships, and collaborative projects constitute what the American Association of Colleges and Universities (AAC&U) calls “high-impact practices.”

By demanding considerable time and effort, facilitating learning outside of the classroom, requiring meaningful interactions between faculty members and students, encouraging collaboration with diverse individuals and groups, and providing students with opportunities for frequent and substantive feedback, these practices embody the wisdom of cognitive scientists who study how we learn.

If a student needs to apply her learning to be sure that the nuances sink in, an internship can help. See, for example, the story of Tamara Jordan, whose internship at the Northern Illinois Food Bank gave her insights that informed policy recommendations to the Illinois legislature. If a student wants to understand the cultural specificity of knowledge, a study abroad experience can be invaluable, as students in our Integrated Marketing Communications program discovered last spring.

They studied international marketing cultures on a faculty-led study abroad trip to Prague. If a student wants to move from apprentice to practitioner in his chosen field, a supervised research project that involves a community of scholars plays a crucial role. Arthur Lamounier Moura discovered that by doing sophisticated DNA research with associate professor of biology Nobby Cordeiro and his colleagues at Chicago’s Field Museum of Natural History last summer. There are dozens of examples in this newsletter alone, and I think you’ll be inspired to read more about the transformative high-impact experiences our students have in CAS.

I hope you’ll also be inspired by the fact that HIPs have particular benefits for our student population. We know from a decade of research that HIPs enhance students’ learning while they’re in college, and enhance their career and vocational outcomes once they leave. We know with equal clarity that HIPs have even more dramatic benefits for minority students and first-generation students. While HIPs improve GPA, time-to-degree, and graduation rates among all students, traditionally underserved student populations show more dramatic gains in each of these measures if they have access to two or more HIPs during their college career.

Given that Roosevelt’s mission foregrounds “inclusion, social consciousness, and action toward social justice,” it is incumbent upon us to ensure that HIPs are available to all of our students, at multiple points throughout their college careers. For this to happen, we need to direct attention and resources to our faculty, who need, as a recent issue of AAC&U’s Peer Review puts it, “development and encouragement to innovate in the classroom. They need the right tools and a conducive environment to develop high-quality, high-impact practices.” I’m proud to say that in CAS we’re working hard to build the infrastructure to support HIPs. We offer workshops to help faculty to develop study abroad courses and explore new teaching methods, we’ve recently hired an internship coordinator to provide new, dedicated support, and we’ll be launching peer pedagogy workshops in the college next semester.

Those of you who already support the Dean’s Fund for Excellence are helping us to build these initiatives, which in turn help us to build the success and the futures of our students. I encourage you to read about the good work of our students and faculty in this issue of CAS Connections, and if you’re interested in discussing how you can support this work, please don’t hesitate to contact me directly at bgunzenhauser@roosevelt.edu.

With regards,

Bonnie Gunzenhauser, PhD
Dean, College of Arts and Sciences
Eileen Hickey is a CAS alumna who completed a master’s in integrated marketing communications in 2014. A former assistant director of admission at Roosevelt, Eileen joined CAS as the new enrollment and engagement specialist. Eileen is working to increase recruitment and retention efforts for the college through new initiatives that highlight the Roosevelt student experience.

Please contact Eileen at ehickey@roosevelt.edu or (312) 341-3677.

Danette Buie earned a master’s of public administration from the Illinois Institute of Technology in 2015 and comes to us from a position at National-Louis University. She is currently enrolled in a doctoral program in higher education at Aurora University. In her role as program administrator, Danette is developing processes that encourage a student-focused environment in the areas of program development, data and analytics, and budget.

Please contact Danette at dbuie@roosevelt.edu or (312) 341-2165.

April Barron is a CAS alumna who completed a master’s degree in English in 2001. She returns to Roosevelt, where she was the former assistant director of international admission, after a long career as a campus and executive recruiter. April is working with CAS students, faculty members, alumni, and employers to identify and expand internship opportunities for CAS students.

Please contact April at abarron@roosevelt.edu or (312) 341-3672.
Pat Harris (BA in public administration, ’80) was elected as the 12th chair of the Roosevelt University Board of Trustees in June. Ms. Harris first joined the board in 2010, serving as vice chair of the board and chair of the University’s Presidential Search Committee. Harris has been the global chief diversity officer and vice president of global community engagement of McDonald’s Corporation since 2006. Ms. Harris joined McDonald’s in 1976 as an administrative assistant, gradually earning positions of higher authority. Harris stated, “I am very excited about the opportunity to chair Roosevelt’s Board of Trustees. I look forward to a great partnership with our new president, Ali Malekzadeh, the board, staff, and faculty. As a Roosevelt alumna, I take this role very seriously and I look forward to doing everything possible to help our students today and in the future.”

Heather Dalmage, professor of sociology and director of the University’s Mansfield Institute for Social Justice and Transformation, was appointed to the Illinois Department of Juvenile Justice School District 428 Board of Education for a three-year term. Professor Dalmage is an expert on race, education, and family and is an advocate for providing essential services to youth with disabilities caught in the Cook County Juvenile Justice System. “I look forward to doing all I can to continue to challenge structural inequalities while addressing the needs of the most disadvantaged youths so they can have a chance to receive the services they need in order to have a future with hope rather than prison,” Dalmage said.

Sergiy Rosokha, associate professor of chemistry, completed work on a multi-year National Science Foundation (NSF) funded research project entitled “Halogen elucidated halogen bonding between organic and inorganic counter-parts, advanced understanding of the nature of this interaction and identified its effect on the reactions of halogenated molecules.” Under the leadership of Professor Rosokha, 18 Roosevelt students and one high school student improved their knowledge of chemical bonding, thermodynamics and kinetics, data treatment and analysis and experimental skills, as well as teamwork and leadership skills. Students presented their work at the Argonne National Laboratory and the Chicago Organic Symposium. Six students joined Rosokha as co-authors in leading peer-reviewed chemical journals: undergraduate students Ursula Juszkiwicz, Eric Loboda, and Maria Sholota; graduate students Amar Kumar and Emoke Lukacs; and high school student Shubhangi Joshi.
Roosevelt’s Illinois Consortium on Drug Policy (ICDP), headed by Kathie Kane-Willis, received several grant awards to further its work on drug policy. The Chicago Community Trust provided $60,000 in funding for the consortium’s Unite2Impact Illinois project, which will provide a single source of information to address the unique challenges of individuals with substance use disorders and criminal histories, and will build a coalition to represent their unique needs. The Community Mental Health Board and River Forest Townships awarded $15,000 to the ICDP to research youth substance use in Oak Park and River Forest. The research culminated in a white paper that includes both the research findings and policy recommendations, which will help the communities build a strategic plan for youth substance use.

The ICDP report “Diminishing Capacity: the Heroin Crisis and Illinois Treatment in National Perspective” was funded by a $25,000 grant from the Drug Policy Alliance and examined Illinois’ treatment capacity since 2007. The August 2015 report found that Illinois’ treatment capacity dropped by more than 50 percent since 2007, the largest decline in the country, making Illinois one of the worst states for drug treatment nationally, ranking just above Texas and Tennessee. The research was featured in the Chicago Sun-Times, Chicago Tribune, The Economist, and on various television and media outlets throughout the state. Roosevelt student researchers were included as authors on the report.

The ICDP’s director, Kathie Kane-Willis, CAS alumna Chelsea Laliberte (BA in integrated marketing communications, ’07), and supporters from around the state successfully lobbied Illinois state lawmakers to override Illinois Governor Bruce Rauner’s veto of the Heroin Crisis Act in September. The act (which is once again law) provides heroin users with easy access to Naloxone, an emergency overdose-reversal drug, and makes treatment available to Medicaid patients. Laliberte’s foundation—Live4Lali—was founded in 2009 after her 20-year-old brother died from a heroin overdose. Today, Live4Lali has more than 40 volunteers who work to increase awareness and education about the heroin crisis in Chicagoland’s Cook and Lake counties. “The veto made no sense, and I knew we had to do something about it,” said Laliberte, who credits her Roosevelt education with giving her an understanding of the importance of civic advocacy and for making her a social justice change agent.

Kane-Willis was a panelist for Chicago Ideas Week in October, where she spoke about the nation’s heroin epidemic with fellow panelists Governor Peter Shumlin of Vermont and Professor Carl Hart of Columbia University.

For more information about the work of Roosevelt’s Illinois Consortium on Drug Policy, contact director Kathie Kane-Willis at kkane@roosevelt.edu or (312) 341-4336.
Study abroad opportunities continue to expand for CAS students. This past spring, biology and integrated marketing communications faculty members led 21 students on trips to Belize to study tropical biology and to Prague to study international marketing cultures. Faculty-led trips such as these allow students to study subject matter on campus during regular class meetings and to immerse in the topics and cultures during their 10- to 14-day trip.

In addition, the number of CAS students studying abroad for a semester, a summer, or for an entire academic year is on the rise. For the 2014-15 academic year, 29 CAS students studied abroad for all or part of the year in the following locations: the Cayman Islands, Denmark, England, Fiji, France, Greece, Italy, Korea, the Netherlands, South Africa, Spain, and Semester at Sea. The students’ majors run the broad gamut of CAS majors: economics, English, history, integrated marketing communications, international studies, journalism, political science, psychology, social justice studies, and sustainability studies.

Students who study abroad during their college careers gain important experiences and knowledge, including the chance to see the world, experience new cultures, and improve language skills. In addition, students who study abroad can receive advantages in the job market. An October 6 USA Today College article, “Panel: Study Abroad Applicants Have a Leg Up in Job Market,” covered a forum featuring executives, university administrators, and higher education journalists discussing the many benefits of study abroad. A panel called “How Does Study Abroad Build a Globally Minded Workforce?” featured Jon Marcus, an editor at the Hechinger Report; Peter Hancock, president and CEO of AIG; Peter Lengyel, president and CEO of Safran USA; and Eduardo Padrón, president of Miami Dade College. The panelists said that students who study abroad exhibit the confidence, empathy, teamwork, and cultural awareness necessary in today’s global workforce.

For more information about study abroad opportunities in CAS, contact Associate Dean Chris Chulos at cchulos@roosevelt.edu or (312) 341-3711.
In addition to the selection of summer course offerings designed to help students catch up, stay on track, or get ahead, CAS continues to offer innovative summer courses and programs to attract new populations to the University and to serve our community.

The second annual award-winning Black Male Leadership Academy, offered by the University’s St. Clair Drake Center for African and African American Studies, and generously funded by Robert and Rose Johnson (BA, ’58) and the Efroymson Family Fund, brought 30 young black men from area high schools to our campus for a residential living and learning experience. The students were guided by CAS peer mentors and experienced a college curriculum called “Chicago: A Tale of Two Cities,” developed by associate professor of sociology Stephanie Farmer and adapted for them by sociology graduate assistant Ashley Baber. Professor Farmer offered this course at the college level as part of the CAS inaugural Chicago Summer program.

CAS successfully launched Chicago Summer this July for 40 students (current Roosevelt students, visiting international students, and students from other four-year universities). The program featured three Chicago-themed courses on Chicago Transit, Chicago as a Tale of Two Cities, and Chicago Architecture. Led by professors Stephanie Farmer, David Faris and Kathleen Skolnik, students and faculty traversed Chicago and visited the Frank Lloyd Wright Museum, Art Institute of Chicago, and historic Pullman neighborhood, and biked the new 606 trail. CAS will offer Chicago Summer in July 2016 with four course offerings.

Summer 2015 marked the third year of partnership between CAS and the Office of First Generation Student Support Services (FGSSS) to offer the Summer Bridge Enrichment Program to incoming students. The program combines leadership development, study skills, cultural and social outings, a residential experience, and courses in English composition, mathematics, and the history of Roosevelt’s social justice mission. This summer, 17 students were enrolled in the program led by FGSSS director Pamela Thompson-Hill, lecturer in mathematics Cathy Evins, and lecturer in English composition and college assessment director Amanda Wornhoff. Wornhoff was featured in the July issue of the Roosevelt Review: http://roosevlt/Amanda-Wornhoff

Summer of 2015 saw a new initiative at the Schaumburg Campus: a Summer Teacher’s Academy for suburban high school biology teachers. A cohort of 12 science teachers from suburban high school district 211 began the 14-month program by taking four custom-designed courses across biological science. When the students complete their cohort work in the summer of 2016, they will be halfway through the MS degrees at Roosevelt.

The college plans to expand the program to in-service cohorts from other high schools and community college districts and to add teachers from other disciplines, including history and mathematics.

For more information about College of Arts and Sciences summer offerings, contact assistant dean Juli Rowen at jrowen@roosevelt.edu.
CAS STUDENTS GAIN REAL-WORLD EXPERIENCE

Internships help CAS students connect their classroom learning to real-world experience and form an important part of their education and career development. The following are some examples of recent CAS student internships:

Andrea Canas (economics) interned in the Los Angeles office of the American Red Cross on the Disaster Action and International Services teams.

Shannon Conway (sustainability studies) spent three weeks this summer in Iceland at the Danish Institute for Climate Change and Glacier Modeling.

Christian Harvey (English with a creative writing concentration) interned this summer at the Danielle Ashley Group, a marketing firm in Chicago, writing portions of grant proposals for the firm.

Martin Hayford (mathematics) was an intern at MRI working with market research data.

Laura Miller Hill (sustainability studies) interned this summer at The Field Museum of Natural History.

Kyle Holmes (English with a creative writing concentration) interned this summer at the University of Chicago's Regenstein Law Library. Kyle plans to pursue a master of library science degree and gained firsthand experience working in a library by assisting in the library's server migration and by coding and indexing library databases.

Tamara Jordan (social justice studies) interned at the Northern Illinois Food Bank where she assisted clients with SNAP (supplemental nutrition assistance program) applications and provided research on food insecurity issues for members of the Illinois State Legislature.

Arthur Lamounier Moura (biology) completed an internship at the Pritzker Molecular Lab of The Field Museum of Natural History. Working with Norbert Cordeiro, associate professor of biology, and a number of other national and international colleagues, Arthur used sophisticated molecular techniques to isolate and “fingerprint” ancient DNA from a dated bird specimen. Roosevelt alumna Kellie Murdoch (BS in biology, ’09) served as one of Arthur’s mentors.

Jenny Paddack and Emily Rhea (sustainability studies) interned at the Hawaii Wildlife Fund in Maui.

William Torres Amnesty (actuarial science) interned at Milliman, one of the largest providers of actuarial products and services. William was offered a continuation of his internship for the fall semester and will work at Milliman part-time while he continues his graduate program in actuarial science.

SUMMER SCIENCE RESEARCH

Summer is a busy time for Roosevelt science students as they work on experiments and research alongside faculty mentors. The department’s NSF STEP grant funded students Abdul-Awwal Adebayo, Autumn Chomenko, and Stephanie Korziuk working with Susan Weiner, assistant professor of biology, to collect pollinators from Roosevelt’s prairie reconstruction in Schaumburg, as well as two other local prairies, to better understand the impact of small prairie reconstruction on pollinator diversity. The grant also funded Dan Lim, who worked with Neil Voss, assistant professor of biology, to isolate bacteriophage from mycobacteria for future use in 3D structure research.

Rodolfo Alanis conducted undergraduate research to evaluate the usefulness of the Stanford University beta-released “FoldScope” paper microscope in clinical and field studies, and Deborah Eng worked on her master’s thesis research on bacterial contamination of therapeutic massage tables in clinical and commercial settings, both under the guidance of Vicky McKinley, professor of biology.

Chemistry major Cameron Liss worked with associate professors of chemistry David Szpunar and Josh Telser on experiments to help quantify the electron donor and acceptor ability of ketimide ligands in coordination complexes. Cameron's and professors Szpunar’s and Telser’s research project results have been published in the Journal of the Chemical Society.

Crystal Nguyen and Clayton Pedigo worked with Oluseye Onajole, assistant professor of chemistry, on developing novel analogs of coumarin carboxylate with the goal of identifying a potent and less toxic anti-tuberculosis drug candidate.
CAS STUDENTS MAKE HEADLINES

Asmah Dauod and Fatma Walli (left to right) were selected for the competitive internship for the Council on American-Islamic Relations (CAIR) in Chicago. David Faris, associate professor of political science and department chair of political science and public administration, recommended Dauod, a political science and women’s and gender studies major, and Walli, an international studies and economics major, for the summer internship program. Dauod was responsible for monitoring breaking news related to Muslim Americans. She also helped set up meetings with public officials regarding issues impacting their Muslim American constituents. Walli frequently took phone calls from across the Midwest about children and the elderly being bullied because of their Muslim heritage. Both students wrote essays for CAIR’s online Chicago Monitor, which provides critical perspectives on mainstream media’s handling of Muslims and Muslim-related issues.

MPA students Paul Dismukes, Amanda Hong, and Cheyne Johnson (MBA with health services concentration) presented their research at the Mt. Sinai Summer Research Institute in New York. Paul Dismukes and Rachel Dalton (MPA), together with the Roosevelt University United Nations Student Organization, secured more than 5,000 signed petitions to support ONE.org and the United Nations efforts to address global poverty. MPA students Mary Andoh, David Combs, Amanda Hong, Yamna Oussir, and Monica Thomas participated in “Under One Sky-Chicago” at Chicago Daley Plaza in September. The students read the goals to be presented to the United Nations which demonstrated a commitment to ending extreme poverty and inequality and to promoting action on climate change.

JP Hochbaum, senior in computer science, used principles learned in his Big Data course to create a computer algorithm called the Correlated Run Contribution (CRC) for the Chicago Cubs. The algorithm predicts which players are the most capable of bringing runners on base in to score. Professor Eric Berkowitz said, “It was a huge undertaking, a project that really stands out, and which has the potential to be golden.” (Perhaps Chicago Cubs management will use Hochbaum’s work next season to advance the Cubs through the NLCS to the World Series!)

Hermano Zenaide Neto, biology student, researched literature on the effects of land use on microbial communities. He will contribute to a book chapter in Series Advance in Environmental Microbiology: Understanding Terrestrial Microbial Communities.

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Michael Bryson, professor of sustainability studies, published an essay about the Chicago River in the book *City Creatures: Animal Encounters in the Chicago Wilderness*, published by the University of Chicago Press and produced by the Center for Humans and Nature.

James Choca, professor of psychology, presented papers this summer in Chile: “El uso de Hermann Rorschach administrador y scoring assistant Computer program” and “Rescatando el Rorschach de la casa de empeños empíricos estadounidense” at the Congreso Latinoamericano de Rorschach, Santiago de Chile, Chile. Professor Choca also presented a workshop “La evaluación Neuropsicológica” at the Universidad de Concepción, Concepción, Chile.

Steve Cohen and Ming-Jeng Lin, both associate professors of mathematics, led students in a new industrial mathematics course to work on projects to analyze the validity of data collected from the Field Museum of Natural History's Microplants project, located on the citizen science site Zooniverse. The project was partially funded by a sub-award from the MAA's PIC-Math Project (Preparation for Industrial Careers). The department received a second year of the grant and will continue to partner with The Field Museum of Natural History and other institutions next year.


LaVonne Downey, associate professor of public administration, was the key speaker at the United Nations Food Security Conference. Her talk addressed the role food insecurity plays in global conflict and development and how empowering and engaging women with technology, capital, and education will help address the issue around the world. Professor Downey was a featured guest speaker at “Under One Sky-Chicago” at Chicago Daley Plaza in September. The event demonstrated a commitment to ending extreme poverty and inequality and to promoting action on climate change on the eve of the United Nations Launch of its Sustainable Development Goals. In addition, Professor Downey published a book *The United Nations Millennium and Sustainable Development Goals* with Roosevelt United Nations Association students as contributors. The book is a compilation of the United Nations Association USA Student Chapters.

Cathy Evins and Mary Williams, lecturers in mathematics, presented work on the Department of Mathematics and Actuarial Science college algebra redesign at the SENCER (Science Education for New Civic Engagements and Responsibilities) Summer Institute in Massachusetts. Wanwan Huang, assistant professor of mathematics and actuarial science, presented a poster detailing curricular design work for an actuarial mathematics course at the same conference.


John Fountain, professor of journalism, served on a panel discussion at the City Club of Chicago on the topic of “Chiraq” and the highly publicized controversy over film director Spike Lee’s movie about violence in Chicago.

Phil Hultquist, assistant professor of political science, published an article “Is collective repression an effective counterinsurgency technique?” in *Conflict Management and Peace Science*.


Lisa Lu, associate professor of psychology, was awarded membership in the 2015 Leadership Institute for Women in Psychology, sponsored by the American Psychological Association. This competitive process identifies mid-career women psychologists for potential leadership roles. The program empowers, prepares, and supports women psychologists as leaders to promote positive change in academic institutions.


Anna Marie Schuh, associate professor and director of the public administration program, published an article “Thank You for Your Service” in *PA Times* in September. Professor Schuh reflects on her own recent experiences with government agencies and develops a framework for improved service in which she highlights five common problems: an insincere script, untimely service, promises not kept, poor listening, and inadequate feedback.
ALUMNI ACHIEVEMENTS

Jessica Anne Chiang (MFA in creative writing, '14) was a finalist for the 2015 Noemi Press Book Award for her work of fiction, A Manual for Nothing, scheduled for publication in spring, 2017.

Kelly Cagin (BS in biology, '15) was accepted into a PhD program at Rush University this fall.

Gerald Cavanagh (BA in biology, '15) entered the Roosevelt University PharmD program this past summer.

Olivia Channon (BS in biology, '15) was accepted into a master’s program at Central Connecticut State University.

Courtnie (Coco) Keith-Dandridge (BA in English, '13) graduated from the New York Film Academy and produced and filmed a documentary about her travels in the Dominican Republic called “Faces of Samana.”

Norhan Elsayed (BS in biochemistry, with honors, '14) received multiple offers and will attend Midwestern University College of Osteopathic Medicine in Downers Grove, Illinois in fall, 2016.

Lauren Gifford (BS in biology, '13) was accepted into the dentistry program at Midwestern University in Downers Grove, Illinois.

Nausheen Khan (MS in biology, '14) co-published “Isolation and Development of Microsatellite Loci in an African Woodpecker (Campethera nivosa) using Polymerase Chain Reaction and DNA Sequencing” in Biomedical Research Central Research Notes.

Franklin Latin (MA in economics, '94) is employed by the U.S. Department of Labor in foreign labor certification and is the founder of the Westside Writing Project. The project offers middle school through high schools students from Chicago Public Schools on the West Side the opportunity to improve their communication skills through journalistic storytelling and digital media.

Allison Mason (PsyD in clinical psychology, ‘08) was featured on CBS Chicago in a story “Chicago Clinical Psychologist Enjoys Wearing Different Hats.” Dr. Mason is the director of training and the mental health team leader at the Isaac Ray Center, which provides comprehensive mental health services for detained youth within the Cook County Juvenile Temporary Detention Center. “Every day I use the knowledge and clinical skills that I learned at Roosevelt University,” Mason said.

Rebecca Quesnell (BA in sustainability studies, '15) was hired as Roosevelt University’s Sustainability Operations Coordinator.


Ryan Sheldon (MS in biology, ‘15, and current Roosevelt MBA student) was accepted into the Medical Education Readiness Program (MERP) at Ross University of Medicine. This 15-week biology intensive program prepares students for medical school success. Ryan was offered conditional acceptance into Ross University Medical School and will enroll in the fall after successful completion of MERP.

Ricardo (Rico) Torres (MS in journalism, '11) won a second place Catholic Press Association Award for Best Investigative/Analysis News Writing for his story “Immigration Frustration.”

Calvin Trapp (BA, ’10 and MA, ’12, economics) was recently hired as an economist/statistician by the U.S. Bureau of Labor and Statistics.

Darryl Tyndorf (MA in economics, ’08) defended his doctoral dissertation “Two-Year and Four-Year Tertiary Education: Measuring Human Capital Effects on Economic Growth in Developing and Developed Countries with the Uzawa-Lucas Model” at Old Dominion University, Norfolk, Virginia.
The estate of Marjorie L. Bredehorn gave an additional $160,000 toward her endowment for scholarships to students in the College of Arts and Sciences, in memory of her brother William Bredehorn, Jr. (BS, ’49).

The estate of Dorothy M. Wright (MA, ’75) gave $32,400 toward scholarships for psychology students.

The estate of John S. Brown (MPA, ’72) gave $20,000 to the Roosevelt University Annual Fund for Student Success.

In the 2014-15 academic year, CAS alumni gave $600,000 in student support to Roosevelt University.

CAS alumni who are interested in reconnecting with the college and the University may contact Yvette Garcia, director of alumni relations, at ygarcia@roosevelt.edu or (312) 341-3626.

To discuss support for the College of Arts and Sciences, contact Jan Parkin, interim vice president for advancement, at jparkin01@roosevelt.edu or (312) 341-4327.

Support for the college may be in the form of contributions to the Dean’s Fund for Excellence, Departmental Funds for Excellence, scholarships, lectures, workshops, centers, institutes, the Gage Gallery, and more.

The College of Arts and Sciences, Department of Mathematics and Actuarial Science, and Office of Career Development hosted an inaugural Actuarial Science Career event on October 8 for current students and for program alumni. Employers, students, and alumni connected with industry professionals to investigate internship and employment opportunities. Representatives from Allstate, Blue Cross/Blue Shield, CNA, DW Simpson, Ezra Penland, Fidelity, Prudential, and the International Association of Black Actuaries attended.

Students and alumni also learned about the department’s Actuarial Science Alumni Affinity Group which meets for social and professional networking.

Roosevelt has offered actuarial science classes since 1977, but the mathematics department has placed new emphasis on the program in recent years and is working toward the designation of “Center of Actuarial Excellence” from the Society of Actuaries. Wanwan Huang, assistant professor of mathematics and actuarial science, is optimistic about the future of the program at Roosevelt. “I expect we’ll be one of the strongest programs in the United States,” she said. “It takes time, but we are confident. That’s the goal.”

For more information about the actuarial science program, contact Wanwan Huang at whuang05@roosevelt.edu.
The Roosevelt University Mansfield Institute for Social Justice and Transformation will host the annual “One Book One University” lecture on February 4, 4:30-6 p.m. in the University’s Murray-Green Library, 430 S. Michigan, Chicago, IL. David Axelrod will discuss his new book *Believer: My Forty Years in Politics* (Penguin Press, 2015).

For more information, contact Professor Heather Dalmage, director of the Mansfield Institute at hdalmage@roosevelt.edu.

The Roosevelt University Montesquieu Forum for the Study of Civic Life will host a conference “Of the Spirit of Commercial Republics: Money, Music, and Morals” on April 14-15 in the Sullivan Room, 430 S. Michigan, Chicago, IL. The keynote speaker - David Womersley, Thomas Warton Professor of English Literature, University of Oxford - will speak on “Was Gibbon a Civic Humanist?” The keynote address will take place on April 14, at 4:30 p.m. The conference will continue on April 15 with a series of lectures and a musical accompaniment by a Roosevelt Chicago College of Performing Arts student quartet.

For more information, contact Professor Stuart Warner, director of the Montesquieu Forum at swarner@roosevelt.edu.