During her student address, Brooklynn Leonhardt (Philosophy ’17) asked her fellow graduates what they would do when faced with injustice.
Interview with the dean | INSIGHTS

THE LAS Signature

Creators have a signature—a unique approach, a particular texture, a style of their own. In the same way, the College of Liberal Arts and Social Sciences (LAS) has a distinctive signature that helps its graduates stand out in the 21st-century workforce. Dean Guillermo Vásquez de Velasco explains.

What do you mean when you describe the “LAS signature”? Our brand of liberal arts is special, different from that at other universities. We draw upon the liberal arts to empower leadership for the common good. That’s our signature, our distinctive persona.

Where did our signature come from? It’s always been our mission to be at the core of what the university does, and that’s not surprising. We were the first college of the university and, even as DePaul evolved, we have remained at the core. There’s a very good reason why we are entrusted with the coordination of the first-year experience and the liberal studies program that virtually all undergraduates take. We provide that common denominator of intellectual experiences and fundamental skills that make a DePaul degree something greater than the sum of its parts.

What are the elements of the LAS signature? We start with the university’s mission, to do good and do it well. Its fundamental role is to tell us what is important. What are the priorities? What should we pay attention to?

Next, we are a large group of disciplines with a shared purpose. We know the world is full of challenges that require people to collaborate across fields as well as time zones. Fortunately, we’re naturally predisposed toward multidisciplinary integration. Each one of our disciplines, of course, provides our students with a very rich knowledge base.

So, the mission helps us identify the problem. Our knowledge base allows us to understand the issues. The third component of our signature is this very special ability we have to deliver. We move into action. That is very signature to us. We don’t just recognize a problem, understand it, and then stay quiet. We’re activists. We’re collaborators. We are leaders.

What do we do differently than liberal arts programs at other universities? That’s our secret recipe: the LAS signature learning experience. This isn’t something that can happen in a traditional 300-seat lecture hall with very little interaction between faculty and students. We learn in classrooms and seminar rooms that function like liberal arts studios, where the dynamic is directed towards clear learning objectives but largely unscripted. Peer interaction is very, very high. We bring outside actors into the equation—alumni, collaborators, and even entire communities in many instances. We’re project-driven. We do more than learn. We act.

What is a “signature learning experience”? It is a highly enhanced learning opportunity. It might be a program, a course, a project, even a single assignment, but these experiences bring together all the elements that make LAS special: service for the common good, multiple disciplines, collaboration and interactions outside the classroom. It’s a very powerful way to learn. It takes on a life of its own and is remembered forever by our students.

What does that mean for LAS students and graduates? By the time our students graduate, they are T-shaped individuals. They know something about everything and everything about something, the latter being their field of study. If I may say so, because of that particular cognitive profile, they are professional collaborators.

We know that in the 21st-century workplace nothing is done by a single individual. Everything is a product of collaboration, and our students bring that. They facilitate collaboration thanks to their multidisciplinary knowledge base, highly transferable skill set, and—very important but sometimes overlooked—their dynamic, cooperative attitude and culture.

Embracing a culture of collaboration means that teamwork is not viewed as something that you have to do, that you must do, but something that you get to do. It is a source of richness and enjoyment, and our graduates bring that feeling to the workplace. They become key members of the collective, and soon they are identified as leaders among peers. It’s not only true that liberal arts graduates have far-reaching careers and can go to high places, but also that they can do it in the fast lane, because they bring to the table the flexible culture, knowledge base and skill set that are most needed. Employers see that. They’re not just problem solvers; they are problem seekers.

What do you mean by that? They don’t just take the problems that people bring to them. They are proactive in going out and identifying key problems and issues, guided by a moral compass. The beauty is that when they have that attitude, the solution to a problem and the definition of the problem are interactive. They are not limited to the need of raising the bridge to let the boat go through. Now they can say, “Why don’t we lower the river?” Or, “Why don’t we do both things, half and half?”

LAS graduates have a repertoire of creative responses that your typical problem solver doesn’t have. Many universities claim to create leaders. What we do is to create leaders who know how to drive change for the common good. That’s much more rare and impactful. That’s our brand.
ESSENTIAL ELEMENTS
INNOVATIVE COURSES LINK LAS STUDENTS TO THE WIDER WORLD

WHAT ARE THE INGREDIENTS FOR A SIGNATURE LEARNING EXPERIENCE IN LAS?

MISSON-BASED.
MULTIDISCIPLINARY.
EXPERIENTIAL.
BEYOND THE CLASSROOM.
CREATING LEADERS FOR THE COMMON GOOD.

HERE’S HOW THEY LOOK IN PRACTICE.

LAS signature courses | INSIGHTS

LATINO COMMUNITY SERIES
Learning goes both ways when students in her classes spend time providing homework help to children in low-income neighborhoods, says Lourdes Torres, professor and chair of the Department of Latin American and Latino Studies. She developed Growing Up Latino/a in the U.S., one of three service-learning courses that enable students to explore Latino culture while learning about it from young mothers, children and middle-school students. Her students always gain more than a different perspective.

“They develop leadership ability. They learn how to conduct small-group activities or focus groups. They learn how to engage with, or how to reach out to, someone who might be reluctant to engage. They learn how to problem-solve when things don’t turn out as they expected,” she says. “Working in the community encourages students to be more flexible and to know that there’s not just one solution to a problem.”

Dominic Carranza (Arabic ’17) took Growing Up Latino/a so he could explore neighborhoods he’d never seen before and work with children from his own ethnic background. He and fellow student Michelle Domínguez (English Literature and Community Psychology ’17), both of whom were raised in non-Latino communities, also enrolled so they could explore their heritage. The experience was both insightful and surprising, Domínguez says.

“Sometimes the kids wouldn’t know as much as I thought they would, so being able to share things that I’ve learned—that not everyone who is Latino speaks Spanish and that we’re from a lot of different countries—was really cool. We were teaching each other,” says Dominguez.

MISSION-BASED.
MULTIDISCIPLINARY.
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CREATING LEADERS FOR THE COMMON GOOD.

HERE’S HOW THEY LOOK IN PRACTICE.

REFUGEE AND FORCED MIGRATION INTERNSHIPS
The Master of Science in Refugee and Forced Migration Studies “is a very self-consciously interdisciplinary program,” says Shailja Sharma, program director. It also develops students’ leadership skills, particularly in service delivery and development of public policy.

“It’s geared to students who have skills in different areas like law, public service and nonprofit management, along with academic subjects like history and international relations,” she says. Students draw on all those disciplines when they work directly with refugees through internships either in Chicago or abroad.

“(Chicago-based students) do everything—help refugees with their paperwork, teach them English, help them adjust to high school. They also are working in advocacy positions for refugees,” she says. “Our overseas students are working on journals that help set policy or raise public opinion around refugee issues.”

Through her internships, Tessa Lavdiotis (Peace, Justice and Conflict Studies ‘14, MS Refugee and Forced Migration Studies ‘17) worked with Syrian refugees in Greece, with the American Red Cross in Chicago and with Field Ready, an NGO that meets humanitarian need by transforming logistics through technology, design and new ways of engaging people.

“Working on the ground gave me insights that I would not have had through simply studying this subject,” she says. “Working with Field Ready helped me learn many aspects of nonprofit management, such as grant and report writing, communications, budgeting and various other elements. I’ve become not only more confident in my skills, but also have been able to learn what a leader looks like through many of the extremely experienced and talented individuals I have worked with.”
Restorative justice

PUSHING THE FRONTIERS OF JUSTICE

Reframing the discussion has been at the heart of LAS’s Inside-Out restorative justice program since it began in 2011. “We all have ideas about what we believe prison is like and about who prisoners are,” says Jacqueline Lazú, associate dean and an associate professor in the Department of Modern Languages. Lazú built the Inside-Out curriculum through the community service studies minor, a partnership between LAS and the Steans Center for Community-based Service Learning. “The Inside-Out experience allows our students to insert themselves into this critical issue in our society and see the humanity of the people who are dehumanized by a flawed system, moral disengagement and public attitudes about crime and punishment.”

DePaul’s Inside-Out Prison Exchange Program launched with Restorative Justice: Engagement with the Prison, a 10-week course taught at Stateville Correctional Center in Crest Hill, Ill., by Kimberley Moe, an instructor in the Department of Philosophy. Through readings, papers and peace circles, student and inmate pairs explore the concept of restorative justice, which asserts that offenders are rehabilitated by repairing harm to victims and the community.

The popularity of the initial Inside-Out course and a curriculum development grant awarded to Lazú led to the creation of two new courses: Law and the Political System, taught by John Zeigler, associate professor in the Department of Political Science, and Masculinity, Justice and the Law, taught by John Zeigler, director of the Egan Office of Urban Education and Community Partnership in the Steans Center. (See the story in the fall/winter 2016 issue of Insights.)

The program expanded outside of LAS in spring 2017 when Laura Biagi, a visiting multicultural faculty member in The Theatre School, taught a class on healing narrative at Cook County Jail. “I’m excited to be able to welcome other colleges and other disciplines into this network,” Lazú says. “It’s a natural extension of DePaul’s collaborative strength.”

Starting in January 2017, inmates at Stateville began earning college credit for the courses they take with DePaul students. Providing credit to inmates has always been a goal, says Lazú. Inmates feel pride and a renewed sense of purpose when they earn credit, and recidivism drops substantially among ex-convicts who further their education. This arrangement certainly would please St. Vincent de Paul, who ministered to ex-convicts who further their education.

This is a direct reflection of our mission to treat people, regardless of their situation, with dignity,” says Howard Rosing, executive director of the Steans Center, which administers the program. “It’s always been clear that Inside-Out is a transformational experience for our ‘outside’ students, our DePaul students, but it’s equally important that this is a transformational experience for our ‘inside’ students as well,” Lazú says.

Faculty enthusiasm around restorative justice is an example of the issues-based clusters that will define LAS in the 21st century, says Dean Guillermo Vásquez de Velasco. “It’s issues-based, mission-based, multidisciplinary, experiential. These groups that span discipline-based departments can innovate and educate in a way that is unique to our college, to Chicago and to DePaul.”

“This is a direct reflection of our mission to treat people, regardless of their situation, with dignity.”

CRIMINOLOGY DEGREE COMPLEMENTS RESTORATIVE JUSTICE CURRICULUM

DePaul’s distinctive new bachelor’s degree in criminology capitalizes on the university’s strong network of community partners, some developed through the restorative justice curriculum, and LAS’s multidisciplinary expertise. Social justice is at the heart of the program, which debuts in the fall of 2017. Concentrations are offered in community justice, criminal justice administration, and race, class, gender and justice.

“Through our requirements, we insist students understand our system of justice as one that is complicated by issues of inequality and how we as a society respond to it,” says Jacqueline Lazú, associate dean and an associate professor in the Department of Modern Languages.

Students will have extensive interaction with professionals in the field, public officials, community organizations, activists and people who come in contact with the criminal justice system. The highly experiential program will create gateways into a wide variety of careers, including public policy, social work, corrections, law enforcement, politics and law.

More importantly, graduates will be prepared to take leadership roles in changing the justice system for the better. “What really makes our program different is our commitment to transforming the conversation,” Lazú says. “We’re in a position to bring all these stakeholders together to problem-solve. We mean to impact discourse and practice.”
“YOUR EXISTENCE IS RESISTANCE.”
Brooklynn Leonhardt (Philosophy ’17) dedicated her student address to those without degrees who labored long so that the graduates in the audience could receive a diploma.

“I’m a first-generation multiracial student. I’m the eldest of seven siblings. I’m the daughter of indigenous peoples, the product of colonialism, violence and oppression, but also brilliance and survival,” said Leonhardt (see brief on page 16). Although their classwork is complete, “we will always be students, including the knowledge that life places on us” through adversity, she said. She called on her fellow graduates to “labor with love and compassion” throughout their careers. “DePaul has instilled within us the importance of creating intentional community and continuing to encourage discourse on pressing issues.”

While some will enter careers that directly connect to service and social justice, others need to decide how social advocacy will fit in their future. “We are left with the task not only to radically redefine ourselves, but also our world. What kinds of words will you articulate when you are faced with injustice, and what will you teach future generations?” she asked.

The audience erupted in a standing ovation when Leonhardt concluded, “Your existence is resistance.” The Rev. Dennis H. Holtschneider, C.M., outgoing DePaul president, added, “Your comments today were DePaul at its best.”

"CHICAGO IS IN YOU."

“It is the leadership of global cities that is truly shaping the world’s destiny,” said keynote speaker Craig Hartman (DHL ’17). An acclaimed architect, he designs buildings and neighborhoods that reduce social inequality and slow climate change.

“Environmental degradation, climate change, social inequity and especially poverty seem intractable, but they are not laws of [science]. Political constructs, not the limits of science and our imaginations, are the biggest barriers to solving these challenges,” he said.

City governments are addressing critical social and environmental issues worldwide, and LAS graduates, with their backgrounds of service and civic engagement, are uniquely prepared to contribute to their communities and challenge the status quo. “Graduates of DePaul … are educated in critical thinking, ethics and discernment,” he said. “Be an empathetic advocate. Listen and speak up.”

He urged graduates to “find a way to travel. You will witness firsthand that the world is full of rich culture and smart, resourceful, kind people.” Then, he told graduates to return to Illinois when their “hitchhiking thumbs” are worn out. “Chicago is in you, and it wants you back.”

“ONE LAST LESSON”
Fr. Holtschneider said that commencements serve as one last lesson for graduates, and he urged them to study how Hartman uses his career to improve the world. “He rethinks whole neighborhoods, how people can live together in tight places,” Fr. Holtschneider said. “He thinks about the sustainability of the human community and what we should build. He thinks about how what we build affects social inequity, either reinforcing it or undoing it. He thinks how design serves the common good. And he thinks about beauty and space and light and ease of function because he cares about how the built environment affects people.”

LAS Dean Guillermo Vásquez de Velasco recalled being awestruck when he first visited the Cathedral of Christ the Light, designed by Hartman, soon after it opened in 2008. “As a trained architect, I knew that great architecture can be a strong source of expression, but I did not expect to feel emotionally lifted the way I did,” he said. He also was moved by Leonhardt’s student address. “I was uplifted by her commitment to the common good and filled with hope for the future.”

Rather than consuming knowledge, we will become makers of knowledge.

"LAST LESSONS" REVEAL OPPORTUNITIES IN CHALLENGES

"LAST LESSONS" REVEAL OPPORTUNITIES IN CHALLENGES

The quest to upend political and cultural “laws” with compassion, beauty and persistence infused LAS’s 119th commencement on June 11. Coordinated only by their embrace of Vincentian values, each speaker evoked enthusiastic applause as they urged the new graduates to wield their knowledge for good.
Inside the Cathedral of Christ the Light

Architect to lead alumni tour

The Cathedral of Christ the Light in Oakland, Calif., is both breathtaking and one of the most architecturally significant buildings of the past 125 years. Here’s how Dean Vásquez de Velasco describes his first visit.

“As I approached the cathedral, I was inspired by the duality of its reflectiveness and transparency. Upon entering, I found extraordinary conditions for emotional engagement with the space beyond the doors. The amazing wealth of light, uplifting void, art and forms in the interior of the cathedral filled me with admiration and hope.”

Interested in exploring this magnificent building with the man who designed it? Alumni Relations is working on arranging a tour for DePaul alumni with architect Craig Hartman (DHL ’17) of Skidmore, Owings and Merrill. More information will be available soon.

LAS’s first endowed chair furthers Vincentian scholarship

The new Rev. Dennis H. Holtschneider, C.M., Chair in Vincentian Studies is not only the first endowed chair in LAS, but the first such chair in the world.

“The Holtschneider Endowed Chair in Vincentian Studies will help ensure that DePaul will continue to be the premier international site for Vincentian research,” says the Rev. Edward Udovic, C.M. (History ’76), senior executive for university mission, secretary of the university and vice president for teaching and learning resources. “No other Vincentian university has such an endowed chair.”

During his 13-year tenure as DePaul’s president before he stepped down in July, Fr. Holtschneider worked to elevate Vincentian values within the university. During his 13-year tenure as DePaul’s president before he stepped down in July, Fr. Holtschneider worked to elevate Vincentian values within the university.

The Chair in Vincentian Studies is of critical importance in translating the Vincentian question, “What must be done?,” into the call for leadership in social justice that LAS holds at its core. A search among preeminent Vincentian scholars to identify the inaugural holder of the chair began in July. Emanuele Colombo, chair of the Department of Catholic Studies, is enthusiastic about the potential impact of the new scholar, who will oversee the expansion of the Vincentian studies curriculum and teach courses.

“Students want to have an idea about the origin of the university … and know more about the Vincentian tradition in today’s world,” he says. These courses fulfill liberal studies requirements, and there is high demand for them from students across the university.

In addition, the new scholar will provide important perspectives on Vincentian history, vision and spirituality to the ongoing discussion of the meaning of Catholicism among faculty and students at DePaul, the nation’s largest Catholic university.

“The scholar who will fill this chair also will work to improve and disseminate the research on St. Vincent de Paul, St. Louise de Marillac, the Vincentians and the Daughters of Charity,” Colombo says. In addition to continuing his or her own scholarship, the scholar will guide the Vincentian Studies Institute in its research and publishing, which includes the Vincentian Heritage journal. The first endowed professorship in LAS, the LeRoy D. Sanders and Mary Clare McHugh Sanders Endowed Professorship in the Department of History, also was created in 2016-17. See the story in the winter 2017 issue of Insights.
Using statistics to change the world

Faculty leader

IN SIGHTS

One in five babies born in some Chicago neighborhoods weighs less than 5.5 pounds, the medical threshold for low birth weight. It doesn’t have to be that way.

“There’s nothing natural about the health disparities that we see in Chicago,” says Fernando De Maio, associate professor in the Department of Sociology and affiliated faculty member in the Master of Public Health program. He’s been digging deep into public data, comparing Chicago’s 77 neighborhoods with those in its Canadian twin, Toronto.

“Canada’s universal health care system is remarkably uniform across Toronto, even when comparing apples and oranges,” De Maio says. “There’s nothing natural about the health outcomes for residents, as well as problems with racial and ethnic segregation of communities.

In Toronto, the best-off communities had a low birth weight prevalence of about 3 percent, comparable to that of the best-off neighborhoods in Chicago. But in Toronto, the worst-off communities fared much better than in Chicago, with a low birth weight prevalence of only 11 percent.

“Toronto shows us what’s possible,” says De Maio, who grew up in that city and earned his undergraduate degree from the University of Toronto. “It is possible to have a far more equitable city of many, many millions of people—with a diverse population, problems with unemployment, poverty, just like we do—and break the link between social determinants and the health outcome.”

His study, which was published in Critical Public Health earlier this year, is one of the first to come out of the Center for Community Health Equity. De Maio is co-director of the center, which is a collaboration between DePaul and Rush University Medical Center that investigates the root causes of health inequities. He’s also served as a committee co-chair for Healthy Chicago 2.0, the city’s plan to improve the health of residents over the next five years.

“I look at the patterns of inequality and social divisions and how those manifest in unfair health outcomes,” he says. “Chicago is a hotbed of disparities. There’s a 15-year gap in life expectancy between residents of Lincoln Park and West Garfield Park. Infant mortality is three times greater in deeply segregated neighborhoods. There are similar differences in the rates of asthma, mental health issues and ‘all kinds of preventable suffering.’

Protesting that suffering is what drives De Maio’s work. It’s also what makes his research classically Vincentian.

“When we use statistical methods not only to describe the world, but to change it, statistical analysis becomes a radical research methodology,” he says. “I’m interested in social justice. I don’t want to see correlations and impact. We’re building an online visualization tool that lets users by different types of emission data over intensive weather patterns so they can see correlations and impact.

12:52 P.M. Just got back from lunch. We’re brainstorming about data sets and what we want to include in the final project.

10:59 A.M. We’ve got our project! We’ll map severe weather conditions against the presence of local atmospheric aerosols to identify potential connections. We’re running a regression analysis.

1:30 P.M. After orientation, we split into teams and started coming up with ideas. My teammates are students and researchers from all kinds of disciplines at area universities.

3:25 P.M. Part of our group is still seeking 2014 precipitation data. You’d think this data would be more accessible than it actually is.

4 P.M. My teammate found the precipitation data set! Now two of my group members are running a regression analysis.

9 A.M. On my way to the NASA space hackathon! It focuses on earth science, and I think it will be cool to apply what I’ve learned at DePaul about geotechnology. But I forgot to get coffee—hope I can get some!

10:30 A.M. After orientation, we split into teams and started coming up with ideas. My teammates are students and researchers from all kinds of disciplines.

10:41 A.M. We order pizza and discuss all that we have left to complete. I’m tired, but we still need to make the front end of our app visually appealing.

2:10 P.M. We’re calling our project Silver Lining. I’m working on the video for our project page while my teammate is looking for songs for the soundtrack. We end up picking a song by Icelandic composer Jóhann Jóhannsson.

3:03 P.M. We’ve compiled all our data and research on aerosols. Now we’re writing the project description for our web page.

4:01 P.M. One hour left! Time to finalize the user interface on the front end of our app.

5 P.M. We present our work! Our project was sent on to the global competition. Check it out at bit.ly/DePaulSpaceApps.

SATURDAY, APRIL 29

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12:52 P.M. Just got back from lunch. We’re brainstorming about data sets and what we want to include in the final project.

2:44 P.M. We’ve decided to focus on Chicago and the Great Lakes for our analysis of aerosols and precipitation. Now we’re looking for 2014 precipitation data.

3:25 P.M. Part of our group is still seeking 2014 precipitation data. You’d think this data would be more accessible than it actually is.

4 P.M. My teammate found the precipitation data set! Now two of my group members are running a regression analysis.

SUNDAY, APRIL 30

9 A.M. Decision time. Right now we have 15 different data layers in the user interface.

Jóhann Jóhannsson.

10:32 A.M. We’re keeping all 15 layers, and my teammate and I just finished defining one. Now our group has to decide which spatial regression tools to add.

11:55 A.M. We order pizza and discuss all that we have left to complete. I’m tired, but we still need to make the front end of our app visually appealing.

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NASA apps challenge

Silver Lining

PLAYBOOK

IN SIGHTS

It’s been an exhausting two days, but I’ve learned a lot, met some pretty great people and found out about some new spatial software systems. It definitely piqued my interest in learning more about computer programming. I plan to do more hackathons!
Which one is faster, your bike or UberPool?

Do area cyclists use the Chicago stop or the Idaho stop?

Can you really tour downtown Chicago on a Divvy bike?

Civic leaders from California to Chicago are digging into the data and recommendations from several recent transit studies conducted by students through the Chaddick Institute for Metropolitan Development. Improving cycling infrastructure is a fast and inexpensive way to reduce automotive congestion and air pollution, and commuters love it, says Joe Schwieterman, director of the institute: the seven-mile bike ride into downtown one day, and it starts snowing or raining. I need to throw my bike up on the bus or the train. That’s an important relationship.”

Jenna Caldwell (MS Public Service Management ’16), who swapped her car for a bike nine years ago, investigated a common Chicago practice with an out-of-state name: the Idaho stop. When approaching stop signs, nearly all cyclists she observed slowed and prepared to yield, but preserved their momentum by not stopping completely. That’s legal in Idaho, which enacted regulations allowing it in 1982, but not in Chicago.

“Cyclists are really practicing behaviors that are in the best interest of their safety while maintaining their momentum and getting from point A to point B as fast as possible,” she says.

Although a London study showed that the Idaho stop was actually safer for cyclists, Chaddick usually doesn’t make that sort of recommendation, Schwieterman says. Instead, the institute provides the data that allow civic leaders and cycling enthusiasts to “have an honest discussion about what’s best for the city.”

This year’s Fulbright winners and their destinations are:

- Salma Ghalyoun (International Studies ’15), Malaysia
- Carolyn Kammer (Psychology and Spanish ’17), Guatemala
- Ani Karapetian (Arabic and Spanish ’16), Jordan
- Christina Ongi (International Studies, Spanish, Geography ’17), Mexico
- Kyla Patterson (Writing, Rhetoric and Discourse ’17), Czech Republic
- Daniel Rosiak (PhD candidate, Philosophy), Colombia

This year’s Boren winners and their destinations are:

- Tom Rietz (student, Political Science and Economics), Jordan
- Dina Abdalla (International Studies and Geography ’17), Oman

DePaul’s ability to prepare students to succeed in prestigious awards enabling them to study abroad for an academic year. Six won U.S. Fulbright student awards—tying the DePaul record set in 2015—and two won Boren awards. The winners, who include college seniors, graduate students and young professionals, undergo a challenging and highly competitive application process. They are coached by Phillip Stalley, associate professor in the Department of Political Science, and supported by a 13-member faculty committee that reviewed application essays, wrote letters of recommendation and offered career advice.

“That’s how award-winner Tom Rietz neatly summed up the feelings of the eight students and alumni with LAS degrees who won awards enabling them to study abroad for an academic year. Six won U.S. Fulbright student awards—tying the DePaul record set in 2015—and two won Boren awards.

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“W"as I very impressed by the caliber of this year’s Fulbright and Boren applicants, particularly by their commitment to community service,” says Stalley. “One Fulbright winner, for example, lives in the Vincent and Louise House. Other applicants donated their time via student government or DePaul service immersion trips. One volunteered in a Syrian orphanage, while others worked in Chicago public schools or organizations that work with refugees or teach English as a second language. They are a cause for optimism.”

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DePaul’s ability to prepare students to succeed in prestigious awards enabling them to study abroad for an academic year.
IN BRIEF

PROFESSORS LEAD GALLERY TALKS
Joanna Gardiner-Huggett (left), associate professor in the Department of History of Art and Architecture, discussed “Self Portrait of My Sister” by Chicago artist Gertrude Abercrombie during DePaul University Night at the Art Institute of Chicago. Simone Zurawski, also an associate professor in the department, and Mia Lopez, assistant curator at the DePaul Art Museum, led other gallery talks. The biannual event celebrates DePaul’s extensive partnership with the Art Institute.

FIRST-GENERATION STUDENT WINS LATINO CAUCUS SCHOLARSHIP
Michelle Nathalie Ramirez, a first-generation student of Mexican and Salvadoran descent, won one of 25 Illinois Legislative Latino Caucus Foundation Scholarships for 2016-17. Ramirez was selected based on her past involvement in and future impact on issues facing the Latino community. She graduated in June 2017 with a double major in sociology and Latin American and Latino studies and a minor in peace, justice and conflict resolution studies.

WORLD CATHOLICISM WEEK
Five centuries after Martin Luther nailed his “Ninety-Five Theses” to a church door in Wittenberg, Germany, initiating the Protestant Reformation, theologians and scholars from around the world gathered at DePaul to explore the lingering repercussions on world Christianity during World Catholicism Week in April. Prominent speakers from India, Nigeria, Brazil, Chile and Sri Lanka discussed challenges to ecumenism—the promotion of unity among Christian churches—when faced with scarce resources and competition for adherents, especially in the global South. The annual event is hosted by the Center for World Catholicism and Intercultural Theology.

McNAR SCHOLARS EARN TOP BERTHS
Brooklynn Leonardt (left) and Cynthia Mamero Ramos have a lot in common. Both completed their bachelor’s degrees in philosophy in 2017. Both were awarded fully funded admission to dual doctoral programs in philosophy and women, gender and sexuality studies at Penn State University. And both were part of DePaul’s nationally respected McNair Scholars Program, a federally funded initiative to help first-generation or underrepresented students prepare for and pursue graduate study. Leonardt minored in English literature and Spanish, while Mamero Ramos also majored in American studies and minored in African and black diaspora studies.

BUCKING APPOINTED TO SANDERS PROFESSORSHIP
Scott Bucking, associate professor in the Department of History, was named the Sanders Endowed Professor for 2017-18. The first endowed professorship in the college, made possible by a bequest from Leroy D. “Lee” Sanders in honor of his late wife, Mary Clare McHugh Sanders, will support Bucking’s continued work on his project “The Avdat in Late Antiquity Project: An Archaeological Investigation of ‘Urban’ Monasticism.” This archaeological field project is based at the UNESCO World Heritage Site of Avdat in the Negev Desert of southern Israel. Bucking will hold a visiting researcher position at the Blaustein Institutes for Desert Research of Ben-Gurion University of the Negev in Sde Boker, Israel, in the winter quarter.

ROYAL BALLET DANCER INTERPRETS TRANSFORMATION
“All arts have their purpose. Dance can say something that words can’t. It can also interpret music. It can make you hear something that you wouldn’t have … just by listening to it. When you see someone moving to that same music, you might hear something or feel something different.” So said Edward Watson, principal dancer for the Royal Ballet in London, as he discussed his lead role in “The Metamorphosis,” based on Franz Kafka’s novella of the same name and adapted for the stage by choreographer Arthur Pita. Watson won the 2012 Olivier Award for Outstanding Achievement in Dance in the role. He spoke at DePaul through two series held by the DePaul Humanities Center, Transformations and In Conversations with Great Minds. Explore this season’s schedule at go.depaul.edu/transformations. All events are free and open to the public.

JUNIOR WINS FIRST PLACE IN STATE COMPETITION
As a junior, Alex Temes won first place in the Illinois Geographic Information Systems Association student poster competition in May. His project, which used remote sensing to analyze a 2002 Arizona wildfire, was originally developed for a course taught by Patrick McKaffee, associate professor in the Department of Geography.

OSTROWSKI NAMED ARTIST-IN-RESIDENCE
Zack Ostrowski, associate professor in the Department of Art, Media and Design, is the artist-in-residence for the fall semester in the 2D design department of his alma mater, the prestigious Cranbrook Academy of Art in Bloomfield Hills, Mich. Also known by his alias Beverly Fresh, he is an artist, designer and musician who has exhibited and performed throughout the United States and internationally. He will perform his “Wild American Dogs Real Big Tent Revival Show,” pictured above, at the Detroit Institute of the Arts as part of its instrumental performance festival this fall.

ANTI-DEATH PENALTY ACTIVIST SPEAKS
“The only way anything gets changed is when you have knowledge. Knowledge empowers you to act.” Sister Helen Prejean, C.S.J., the ardent anti-death penalty activist who donated her personal archives to DePaul, spoke at a breakfast hosted by the Department of Catholic Studies and during a panel discussion held by DePaul’s Office of Mission and Values on April 19. She makes an annual visit to talk with students and meet with faculty and staff about death penalty issues.

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Leadership has a lot of different kinds of hats to it.

A

s she rose through the ranks of the Chicago Public Library (CPL), Annie Miskewitch (English ’00, MA Writing ’03) made an important discovery about leadership: one size does not fit all.

“I’ve learned a lot by observing and critically thinking,” says Miskewitch, division chief for business, history, science and government documents at Harold Washington Library, CPL’s flagship location in the South Loop. “You have to be exposed to a lot to know how to adapt your style to get the best outcome from all. Leadership has a lot of different kinds of hats to it.”

With a staff of 65 and a customer base in the millions, Miskewitch credits the broad perspective she gained at DePaul with helping her guide her team, her patrons and the library’s collections.

“Empathy is crucial,” she says. “It’s incredibly important not only to be exposed to other people, but literally to try that other shoe on sometimes and have an idea of how someone else can possibly think or feel.”

Miskewitch worked at the library as a circulation clerk while she was earning her undergraduate degree. After graduation, she missed being in the collaborative environment in LAS so much that she earned a master’s degree in writing. Her rigorous LAS education prepared her to get an online degree in library science from the University of Illinois, enabling her to become a full librarian.

Miskewitch’s former boss recognized her potential, promoting her to manager of the branch and encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem solver and was encouraging her to reach higher. “She always thought that I was a great problem sol...
Join former classmates and fellow alumni for a trip down memory lane! Events include a signature Saturday night reception, tours of campus, family-friendly activities, DePaul Day at the Art Institute of Chicago and Sunday Mass.

For more information and to register, please visit alumni.depaul.edu/alumniweekend.