Barbara Radner works with Chicago Public School students at the Chicago History Museum to illustrate Common Core State Standards. Read more on page 5.
Notes from the dean

Alumni often tell me that our faculty were the best part of their School for New Learning (SNL) experience. As with our full-time faculty, our part-time faculty are diverse in their interests and areas of expertise. They are artists, doctors, writers, judges, zookeepers and lawyers, as well as business and not-for-profit leaders. They are practicing professionals who bring to the classroom what they have learned through their formal education and real-world experience. Please meet a few of these extraordinary faculty members.

Iranian writer Ezgat Goushegir lends her expertise to students in her playwriting class. Goushegir has received several awards, and two of her plays, “Medea Was Born in Fallujah” and “Now Smile,” have been anthologized. Her first collection of poetry was published in Fallujah. Peter Forster transfers his experience of directing more than 40 theatrical productions to the classroom with a course on creative expression. Nicholas Hayes applies to his curricula a variety of leadership courses is Career vs. Calling: Life’s All About the Hyphen. Leftfoot teaches business continuity and computing courses while serving as director of business continuity and chief security officer at Advocate Health Care. Michael Lightfoot leads software development, project management, networking, systems auditing, application software development, project management and systems hardware, and software training.

Clinical medical ethicist and thanatologist Kyle Nash teaches students about end-of-life care for both children and adults, humanism in medicine, professionalism in medicine, and spirituality and medical healing. Through her teaching and civic engagement, Elisabeth Lindsay-Ryan (EDU MA ‘00) helps advance SNL’s commitment to social justice and diversity. She has been involved as a volunteer, an activist, a board member, an advisor and a consultant for more than 150 organizations that address a range of issues, from rape to cancer awareness.

Together with Assistant Professor Akhía Martin, Jo-Elle Mogerman, vice president of institutional planning and inclusion at Brookfield Zoo, designed a course entitled “Science for Citizens.” Dornic Calderis (SNL MA ‘01), head zoookeeper for the great apes at Lincoln Park Zoo, explores the animal world and the human experience at zoos in a brand-new course, while dental Patricia Stifter offers Nutrition for a Lifetime as her newest course.

Twenty-five-year advertising veteran Dorothy Bababanso, president of DJB Communications Group Inc., teaches advertising and marketing courses. Gregory Gilmore’s teaching encompasses his more than 40 years of leadership in diverse fields, including downtown development, performing and visual arts, real estate development and construction. Among his complement of leadership courses is Career vs. Calling: Life’s All About the Hyphen. Leftfoot teaches business continuity and computing courses while serving as director of business continuity and chief security officer at Advocate Health Care. Michael Lightfoot leads software development, project management, networking, systems auditing, application software development, project management and systems hardware, and software training.

Of course, in highlighting some faculty, I leave out so many more who bring a wealth of experience and knowledge to the classroom. I encourage you to visit our website and check out our faculty practitioners and the unique courses they teach.

In addition to his work with news coverage, Alfonzo consults with the sales team at Telemundo, stressing the importance of targeting marketing efforts to the Hispanic and Latino communities in both English and Spanish. “If you were brought up in a Spanish-speaking country—even if you are bilingual—when you hear something in Spanish, it’s almost like having some comfort food,” he relates. “It’s something that you don’t have to think twice about to understand what is being said.”

His focus on the importance of multiculturalism led Alfonzo to pursue a career in market research. He recalls thinking, “Instead of waiting for somebody else to tell my story or market to [the Hispanic and Latino] community, I might as well do it myself.” While at DePaul, he fine-tuned his marketing focus from a sociological standpoint thanks to SNL resident faculty member Pat Ryan. “I was really inquisitive in asking people to go deeper and understand how every individual has formed their own opinions,” he remembers.

Alfonzo takes everything he learned while at SNL—from how to present compelling ideas to making sure his approach is grounded with valid research—and applies it to his day-to-day job to better relate to and understand Telemundo’s target audience. “I have the opportunity to share information that will build and mobilize our community,” he says. “Information and knowledge are the keys to moving forward toward a more just and equitable community, and I am happy to be a part of creating the conditions of what people picture as the American dream,” he says.

John Alfonzo’s tips for market research professionals:

Know the entire package.

A well-rounded research professional should understand how all the moving pieces work together—research design, data collection, data validation and data analysis.

Learn everything about the category.

Identify primary players and innovators, product benefits and usage. One must become an expert in the category and the market dynamics.

Assess how research insights help clients.

Defining research objectives is vital to formulate methodology and identify questions we should ask. It also helps clients make informed decisions.

Build relationships with mentors.

A mentor provides you with guidance throughout your professional career—but remember a mentor is not a contact who is responsible for getting you a job.

The face of traditional news coverage is changing. With so many people checking social media for breaking stories and up-to-date coverage, it’s a constant struggle for television news programs to captivate audiences. That’s where John Alfonzo (SNL ’06), programming research manager at Telemundo Chicago, steps in. By analyzing viewership data, Alfonzo breaks down stories of interest to Hispanic and Latino viewers based on analytics provided by Nielsen, a leading global information and measurement company.

 “[The Nielsen ratings] really help me understand if the news should be structured the way it is,” he explains. “Do people really want to consume this kind of news, or is it that’s the only kind of news that we’re offering, so they have no other choice?” By looking at gender, ethnicity, profession, education and household income, Alfonzo explores these questions and provides recommendations for programming. “I create a profile of our viewer, and based on the type of stories we are broadcasting, [I can tell] what the appropriate tone, or some stories, as well as others in local news,” he says.

For example, Alfonzo has found a “love-hate relationship” with high volumes of crime stories. “Many people say that they are tired of seeing it, but they still want to know,” he elaborates. Also, Alfonzo believes viewers tune in to see more comprehensive coverage than they can get scanning other news sources. “[Viewers] want a high overview of headlines, but then they want two or three stories that are more in-depth so that they can gain a better understanding and an unbiased opinion of what’s going on,” he asserts.

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Honorary degrees awarded to social justice crusaders

SNL has chosen two key social justice and women’s empowerment figures to receive honorary doctorates during the 2013-14 academic year. Ugandan activist Sister Rosemary Nyirumbe (DHL ’13) was recognized at the Dec. 7, 2013, ceremony at Tangaza College in Nairobi, Kenya, while critically acclaimed American author Sandra Cisneros will receive her honorary degree at the commencement ceremony on June 14.

Named a CNN hero in 2007, Nyirumbe serves as director of St. Monica’s Girls’ Tailoring Center in Gulu, Uganda. The center, which was the subject of the 2013 documentary “Sewing Hope,” offers vocational training in dressmaking and catering as well as an academic education to women who suffered kidnapping, rape and mass displacement during the Ugandan civil war. Additionally, Nyirumbe developed a program to help students earn money by making purses from pop tabs. “It’s a way of restoring their lost dignity, getting them integrated back into society and gaining respect from people,” Nyirumbe explains.

If there’s one lesson Nyirumbe hopes individuals take away from her work, it’s that “there are people out there who need to be supported ... not just by giving, but by letting them work.” She feels a kinship with DePaul, which made the honorary doctorate all the more meaningful for her.

“What we are doing is aligned with DePaul and following exactly what St. Vincent de Paul did,” Nyirumbe says. “It’s pleased my sisters to know that we are all working to promote the disadvantaged.”

Across the Atlantic, Cisneros lends a voice to the underrepresented Chicano and Latino communities in Chicago and beyond. Author of “The House on Mango Street,” “Woman Hollering Creek and Other Stories” and “Loose Woman,” among other works, Cisneros explores themes of identity, misogyny and poverty through her writing. “We’re living in a time in which people are very careless with words and language,” she says. “I’ve been given the gift of words. It makes me feel more responsible, more conscientious, about eliciting a way of opening others, without a personal agenda, without fear, then I am doing work of the spirit. This is the highest work I can do.”

Returning to Chicago to receive this honorary degree is important to Cisneros, especially because one of her nephews will be graduating from DePaul this year. “I cannot repeat often enough the gratitude I feel for this invitation because it’s from my hometown,” she says. “It feels like now that I’m older, there’s a lot of resolution to past ambivalent feelings I had when I was younger and living in Chicago, so I thank DePaul for being part of that healing.”

The ‘L’ tracks lend character to the city landscape, silhouetted against the high-rises and skyscrapers of downtown Chicago. The clamping of the trains snaking through neighborhoods contributes to the ever-present white noise of the city, but that wasn’t always the case. Barbara Radner, associate professor and director of DePaul’s Center for Urban Education, explains that the origins of the trains lies with the 1893 World’s Columbian Exposition. “It’s an icon of transportation from the past,” she asserts. “It represents a solution to a problem, which was how can we get more people to the world’s fair?”

Serving as scholar-in-residence at the Chicago History Museum through 2015, Radner works to integrate more people to the world’s fair?“ SNL scholar brings Chicago history to life for K-12 students

The Center for Urban Education’s website, teacher.depaul.edu, provides sample classroom activities, including how to best utilize the Chicago History Museum’s vast array of resources. Radner suggests incorporating Chicago history into pre-existing classroom units, like those surrounding Black History Month and nonfiction literature. By learning about Chicago architect Daniel Burnham’s impact on city planning or President Barack Obama’s work as a community organizer in Chicago, students will feel empowered to make their own mark on the city, she believes.

“Kids may not feel they have the power to make important decisions,” she stresses. “They may not realize that what is on their streets is the result of somebody making a choice. Our kids shouldn’t leave school without understanding the choices people have made in Chicago and the changes that have happened. It’s their turn to make the next choices.”

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Serving as scholar-in-residence at the Chicago History Museum through 2015, Radner works to integrate more local history into elementary and high school curricula. Her efforts align directly with DePaul’s Vision 2018 strategic plan, which, among other things, seeks to deepen the university’s connection with the global city of Chicago. “There’s a very important need for our kids to know more about their city,” she says. “I emphasize having the kids read, write and do math about Chicago because it makes it more meaningful, more relevant.”

Radner frames her activities around the Common Core State Standards, which are sets of universal learning goals that outline what students should know and be able to do at the end of each grade. This, she feels, correlates with the mission of SNL. “SNL is all about competence, and these are standards for competence in kindergarten through grade 12,” she explains. For instance, instead of the previous Illinois literacy goal of “reading with understanding and fluency,” Radner believes the new Common Core State Standard of “reading closely, then inferring with evidence” provides a clearer learning objective. “That tells teachers exactly what the kids are supposed to be able to do, and if they do it with Chicago history, they learn about their city as well as develop reading competence.”

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The freedom SNL offers students to customize learning experiences led these individuals to construct focus areas that helped them chart their nontraditional career paths. This flexibility remains a unique component of SNL’s undergraduate, competence-based program with individualized focus areas. While many choose business-related concentrations, students can explore their interests in a multitude of ways.

**Proper nutrition is the best medicine.**
The naturopathic benefits of nutritious foods guide third-year student Nicolette Applebaum’s approach to nutritional science. “If you eat a healthy, balanced diet, you lower your risk factors for systemic diseases like cancer,” she explains. “Nutrition plays an important role in disease management, and I think that’s a huge aspect of nutrition that needs more studying.” Through customized courses, externships and research seminars, Applebaum has been able to explore her theory of food as medicine. “People will go to the doctor and get pills, but they don’t realize that the food they are eating has a huge effect on their overall health,” she says. “That area of medicine gets ignored, and that’s the part I want to change.” Applebaum plans to pursue an advanced degree in nutrition so that she can work as a registered dietitian, which is why she designed her pre-dietetics focus area based on the prerequisites for graduate school. “The thing I like most about SNL is that all of the courses offered seem to have real-world applications across multiple disciplines,” she says. “I’m becoming a much more well-rounded person through these courses—more than I would be if I had been studying concepts from a bunch of textbooks.” Eventually, she’d like to go into research, particularly nutritional epidemiology. “I want to make the process more efficient, user-friendly and beneficial for customers,” she says. Hoye applies the skills he learned in communication and efficient, user-friendly and beneficial for customers.” He says. His degree supplements 21 years of railway experience and helps him adjust to technological innovations with ease, which comes in handy with his current role as superintendent of the Chicago Transportation Coordination Office at the Belt Railway Company of Chicago. There, he assists 14 carriers in moving rail traffic through the Chicago gateway and oversees the CREATE program, a partnership between the U.S. Department of Transportation, the State of Illinois, the City of Chicago, Metra, Amtrak and freight railroads that helps increase the efficiency of train operating infrastructure to improve rail service, reduce freight rail congestion and lessen motorist delays. He hopes to open the lines of communication between railroads and their customers. “I want to make the process more efficient, user-friendly and beneficial for customers,” he says. Hoye applies the skills he learned in the classroom, specifically in his project management, work-life balance and biopsychosocial change classes, to his day-to-day work. “These classes help me with my current position and any future positions I will have,” he recalls. “Everyone needs to understand change and how it affects them.”
As part of the Office of Institutional Diversity and Equity’s diversity signature series, Vernese Edghill-Walden, provost for the City Colleges of Chicago, spoke on “Breaking Barriers and Building Bridges of Hope” at SNL’s Annual Forum on Race, held Feb. 22. Anghesom Atsbaha (SNL ’85, MA ’93), bridge program director, and Arnold Romeo, director and community liaison with the City of Chicago’s Commission on Human Relations, also offered remarks.

The Center to Advance Education for Adults held “Introducing Agile Learning and Development Strategies for a Changing World” on March 18 as an introduction to concepts that would help inform its two-day adult learning innovation institute, held April 23-24. Chicago-area learning and development professionals, as well as DePaul faculty, staff and students, attended the event, which was led by Center Director Pamela Meyer. Professor Catherine Marienau co-facilitated the institute.

Maria Hinojosa (DHL ’10), Sor Juana Inés de la Cruz Chair of the Latin American and Latino Studies program and host of NPR’s “Latino USA” show, spoke April 24 to a group of faculty, students and community leaders about the growing Latino population in the United States and its implications in American society.

Nineteen students graduated from Tangaza College in Nairobi, Kenya, on Dec. 7, 2013. Sister Rosemary Nyirumbe (DHL ’13), director of St. Monica’s Girls’ Tailoring Center in Gulu, Uganda, received an honorary doctorate at the ceremony that awarded degrees in leadership and management. Read more about Nyirumbe on page 4.

Alumni and friends gathered at the SNL Annual Rev. Martin Luther King Jr. Symposium on Social Action and Social Justice, held Jan. 27, to listen to Connie Lindsey, executive vice president and global head of corporate social responsibility for Northern Trust, speak about “WWKSDT: What Would King Say and Do Today?” Nyirumbe also spoke at this event.

Members of the SNL Africa Diaspora Committee recognized Deborah Wood Holton with an award for her many years of service at the Sankofa Gala Reception on Feb. 21. The event celebrated 40 years of black experience at SNL, and attendees participated in an archiving project, sharing words, photos and other memorabilia that offer a glimpse into black life at SNL.
SNL community sounds off on important social, educational issues

According to The OpEd Project, 85 percent of commentators on important public issues are males who echo the same sentiments over and over again. In an effort to help provide more balance, several women from the SNL community are serving as public voices fellows in The OpEd Project, which strives to increase the range of voices and quality of ideas in the media. Through a series of workshops, these women are learning effective means to get their voices heard on a larger scale.

SUSANNE DUMBLETON

In GlobalPost, Professor Susanne Dumbleton advocates for continued American strategic support of Aung San Suu Kyi and the people of Myanmar in their “non-violent transition from despotism to democracy.” She notes that although many changes have taken place, news from January 2014 suggests that the military, which ruled the country for 50 years, continues to hold control and makes promises it will not keep. Read more at bit.ly/oped02.

Dumbleton, who is studying women leaders for social justice, takes what she has learned about Sister Helen Prejean (DHL ‘00) to reveal the broken system of capital punishment. In the Tampa Tribune, she argues that Florida’s new Timely Justice statute will result in speed, but not justice. She explores the failings of Florida’s system in the context of a larger national problem, calling for abolition of the death penalty. Read more at bit.ly/oped03.

In Truth Out, Dumbleton takes up the issue of capital punishment in Massachusetts. She argues that in seeking the death penalty for the accused Boston Marathon bomber, Attorney General Eric Holder “violates his [own] personal opposition, Boston public opinion [Massachusetts does not have a death penalty] and growing nationwide resistance to execution as criminal punishment.” Read more at bit.ly/oped06.

MICHELLE NAVARRE CLEARY

Michelle Navarre Cleary, associate professor and associate dean of curriculum, instruction and assessment, defends competence-based programs in her piece for Inside Higher Ed. Navarre Cleary debunks claims that “competence-based education represents a dumbed-down, discounted degree” by providing data recounting student success rates that are equal to or above traditional programs. Read more at bit.ly/oped4.

In an op-ed piece for The Atlantic, Navarre Cleary asserts that traditional methods of teaching grammar are not effective. Instead, she encourages instructors “to teach how to write grammatically by letting [students] write,” stating that “once students get ideas they care about onto the page, they are ready for instruction,” through which they learn grammar as they learn to revise and edit their own writing. Read more at bit.ly/oped5.

“I’m going to be proud to be a DePaul graduate, and I can’t wait to get to a point financially where I can give back.”

As part of a work-study program in high school, third-year student Kiran Gummadi picked a job at an insurance broker at random. Seventeen years later, he’s still employed in the insurance field—only now, he’s an account representative himself, working at State Farm. When he started college, Gummadi was a chemistry major, but he switched to economics after being inspired by a macroeconomics class. “The material really spoke to me,” he recalls, laughingly adding that he “didn’t mind drawing those supply and demand charts.”

However, a year and a half shy of obtaining his degree, Gummadi had to drop out due to financial constraints. He’d always viewed his bachelor’s degree as “unfinished business,” and nearly six years later, he was finally in a position to return to school. “Things were going to be tight, but one of the advisors told me to apply for scholarships,” he says. “Every quarter I’ve been eligible, I’ve gotten a scholarship, and it’s helped out big time.”

Gummadi, like many of his peers, depends on financial assistance to make college more affordable. In an effort to meet the increasing need for scholarship support, the university launched All for DePaul, an alumni participation challenge with a 9,000 donor goal. “When I saw the amount of scholarships out there, I was stunned to see that many people—that many alumni—were donating and making funds available for returning students,” he says.

Gifts of any size make a difference, and donors can choose to contribute to any fund they find meaningful. With more than 88 percent of the donor goal achieved, alumni need to rally to meet the challenge before All for DePaul concludes on June 30. Gummadi was moved by the overwhelming support he received when he returned to school. “I didn’t think scholarships would be available for students like me,” he explains. “I’m going to be proud to be a DePaul graduate, and I can’t wait to get to a point financially where I can give back.”

To make a gift today, please visit alumni.depaul.edu/allfordepaul.
We welcome your story ideas, questions and comments. Please contact Melissa Smith at (312) 362-5266 or msmith134@depaul.edu.

Office of Alumni Relations
alumni.depaul.edu
dpalumni@depaul.edu
(800) 437-1898

School for New Learning
snl.depaul.edu
snl@depaul.edu

Office of Advancement
giving@depaul.edu
(312) 362-8666

Editor
Melissa Smith

Designers
Francis Paola Lea
Susanna Ludwig

DePaul University
Office of Advancement
1 E. Jackson Blvd.
Chicago, IL 60604-2201

Stay connected to DePaul through our online communities, including Facebook, LinkedIn, Flickr, YouTube, Twitter and Instagram. Visit alumni.depaul.edu to sign up today.

May 23
VETERANS’ VOICES
Friday, May 23, 5:30 p.m.
14 E. Jackson Blvd., Lower Level 102
This Memorial Day weekend, learn about mental health issues facing service members, veterans and their families at this President's Signature Series performance presented by Erasing the Distance.

May 29
ALUMNI RECEPTION
Thursday, May 29, 6–8 p.m.
Petterino’s, 150 N. Dearborn St.
Join us for a special reception featuring remarks by Dean Marisa Alicea, PhD.
Contact the Office of Alumni Relations at alumnireceptions@depaul.edu or (800) 437-1898 to register.

Visit snl.depaul.edu/40 for additional events or call (312) 362-7697 for more information.