



2015-2016 | FALL/WINTER

## Reflections on comfort and words of wisdom

By Ashley Fisseha  
SPS graduate assistant

Our chartered flight finally landed in Prague at 2:53 a.m. on a Tuesday, after spending 40 hours in a deteriorating airport in Alexandria, Egypt.

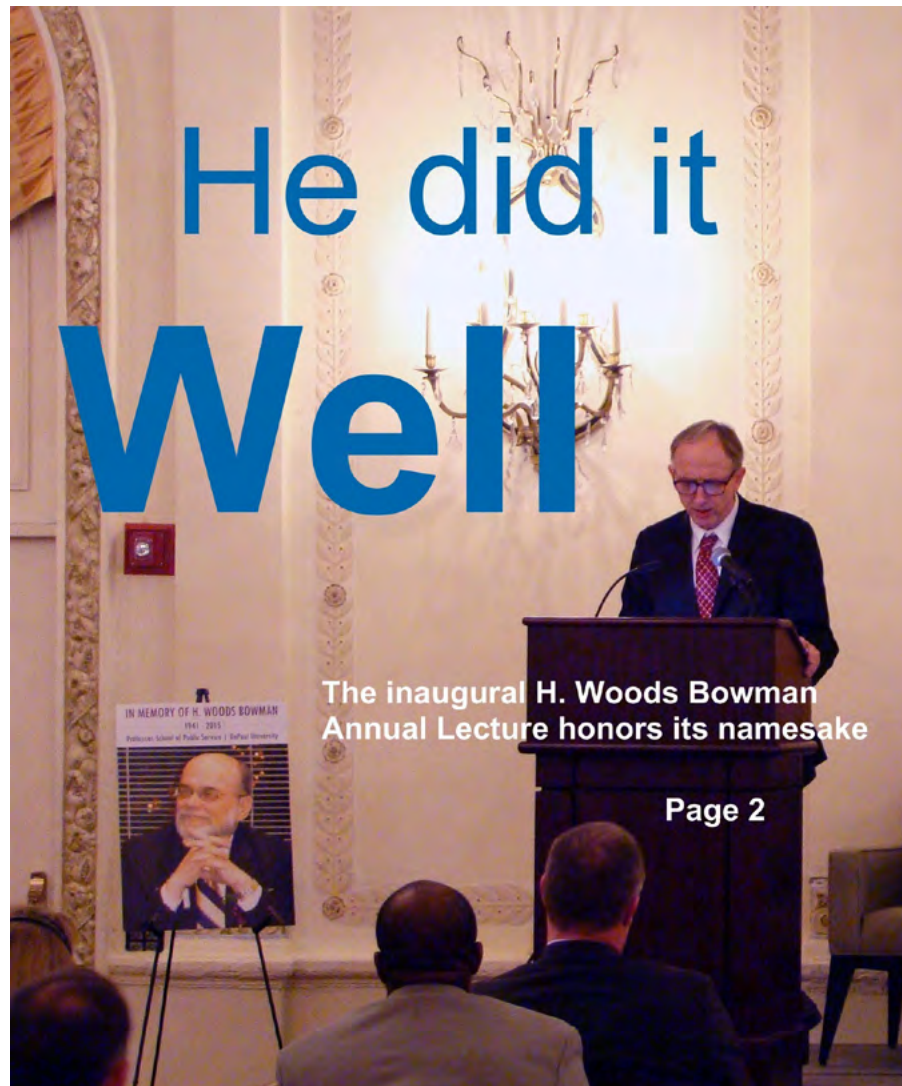
Having slept to the smell of tear gas and the sounds of gunfire and protests just nights before, I settled into my single, king-sized hotel room with saccharine decor, a warm shower, a complimentary breakfast menu, and clean, brisk winter air flowing through my window.

I found the juxtaposition shocking. And it changed me.

It was Feb. 1, 2011, and I had just left a country that had fallen into [revolution and chaos](#). Amid my sudden luxuries, I could not sleep. I thought about the people who had protected our apartment complex day and night. What were they doing? Were they in danger? Did the tanks on our street stay to patrol the neighborhood raids?

What about the family with young children who had asked if we had extra room on our flight for them? When the family approached us, we didn't have a flight or even a destination yet, but that hardly mattered to a mother desperate to get her children to safety.

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Courtney MacIntyre/School of Public Service

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## SPS's connection to change in Rwanda

In the work they do, a School of Public Service graduate and her business partner trumpet an East African proverb: "Little by little fills the bowl."

Those words greet you upon your visit to the website of [Atikus Investments Inc.](#), a socially focused for-profit enterprise that SPS graduate Mary Miner co-founded through a mission and vision that aligned with her head and heart.

"I really love what I'm doing,"



Miner

said Miner, who graduated from SPS in 2013 with a degree in Public Service Management. "I don't even think of it as work."

Atikus aims to help financial companies increase access to loans to underserved people, particularly women, all over the world. It does that through

use of data, technology and credit insurance — plus a commitment to, as the company says, "unlocking the economic potential of the underserved — one loan, one business, and one entrepreneur at a time."

Atikus? You guessed it. It's a tribute to Atticus Finch, the father, lawyer and hero who stood up for the powerless and the underserved in Harper Lee's 1960 literary masterpiece, "To Kill a Mockingbird." The company even

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# Woody 'left his mark'

*The School of Public Service honors H. Woods Bowman*

By Pete Reinwald

School of Public Service

The moment you arrived at the conference-room entrance, you saw him.

You saw him with elbows on the table, with fingers interlocked but relaxed — and with that kind, confident, unassuming smile that said, “I’ve got something amusing and amazing on my mind.”

It also said “I’m here.”

The smile graced a photo-poster that carried the title “In Memory of H. Woods Bowman.”

SPS students, faculty and staff, plus dignitaries from the university, the City of Chicago and the State of Illinois, filled a conference room at the Chicago Hilton in early November for a night of memories and celebration of [Woods Bowman](#), the SPS professor emeritus who in [a July car crash](#) lost his life but not his legacy.

“This is the inaugural H. Woods Bowman Annual Lecture,” declared SPS assistant professor [Adrienne Holloway](#) as she introduced the event.

Bowman, 73, taught in the School of Public Service from 1995 through his retirement in 2012. His professional career spanned parts of six decades, beginning in the 1960s, and it also featured stints in politics, finance, economics and the nonprofit industry.

An overflow crowd turned out to remember him and to learn from him.

State representative [Barbara Flynn Currie](#) spoke. So did SPS professor [Joe Schwieterman](#) and Northfield committeeman [Michael Kreloff](#). They represented Bowman’s broad connections to the world of teaching, politics, government and service.

“He left his mark on this institution,” Currie said. “He left an important legacy to the people of Illinois.”

Bowman’s wife, Michele Thompson, was among those who came to hear tributes and stories that would endure. SPS director [Robert Stokes](#) gave a heartfelt welcoming greeting.

Many in the crowd would attend a memorial service for Bowman about a week later at St. Vincent de Paul Church on the university’s Lincoln Park campus.

The inaugural H. Woods Bowman Annual Lecture served more than to remember a man who gave most of his life to public service. It

IN MEMORY OF H. WOODS BOWMAN

1941 - 2015

Professor, School of Public Service | DePaul University



*‘It is not enough to do good. It must be done well.’*

— St. Vincent DePaul

showed students, faculty and staff an example of a public servant who, in the spirit of [St. Vincent DePaul](#), transcended doing good. He did it well.

Bowman embodied that, Holloway told attendees. The brochure agreed: “21st Annual School of Public Service Lecture. A Life Spent Leading by Example. In honor of H. Woods Bowman.”

“You can do it,” Currie told attendees. “And people like Woody show you a way.”

Speakers shared stories of charity, honesty, advocacy and integrity. Bowman led change and advancement as a professor in the School of Public Service and as an expert in finance and economics in government, including as a state representative and as Cook County finance chief.

Currie said Bowman stood up for the defenseless and powerless, championing issues such as the environment, human rights, health, education, social services and the poor and homeless.

“Woody’s heart was in human services,” she said.

Yet he stayed true to his principles of fiscal responsibility in government, Currie said, pointing out that Bowman advocated as a state representative from 1976 to 1990 for a number of initiatives, including a “rainy day” fund that would avoid implementation of new taxes.

“We’re continuing to work on creation of a rainy day fund,” Currie said.

Bowman joined DePaul in 1995 and wrote the draft of the first mission statement of Management of Public Service program, which would become the School of Public Service. He also wrote the program’s [mission statement](#), which remains intact, and played a role in creation of addition degree programs, Schwieterman said.

“He is really part of why you’re here tonight,” he said.

Schwieterman spoke of “walking with Woody,” a reference to city tours that Bowman would give new and prospective faculty members. He spoke of “Ask Woody” columns in Nonprofit Quarterly, in which Bowman would [respond to questions](#) on ethics from readers.

And he spoke of two long-time colleagues of Woods — SPS assistant director [Ron Fernandes](#) and former SPS director [Patrick Murphy](#).

“Please, when you get this degree, think of the people who came before you,” Schwieterman said.

Kreloff pointed to Bowman’s role as Cook County’s finance chief in the adoption of the county’s first sales tax and in the construction of a hospital. Officials said at the time that the sales tax, which exempted food and medicine, would fund urgent county services and help avoid a dramatic rise in property taxes.

“I knew him as a reformer, a visionary and a political leader,” Kreloff said.

As part of the event, Holloway announced the induction of SPS students Krista T. Kenney and Jennifer T. Liu into the [Pi Alpha Alpha Honor Society](#), which recognizes outstanding scholarship and accomplishment in public affairs and administration.

They no doubt left the inaugural H. Woods Bowman Annual Lecture knowing what they needed to do and that they could do it.

And that they needed to do it well.

“As long as we carry on,” Kreloff said, “it keeps Woody alive.”



## INAUGURAL H. WOODS BOWMAN ANNUAL LECTURE



*Photos by Courtney MacIntyre,  
School of Public Service*



**Top left:** a campaign poster from Woods Bowman's days as a state representative; **top right:** SPS director Robert Stokes talks with Bowman's widow, Michele Thompson; **center:** SPS director Robert Stokes provides the welcome address to an overflow crowd at the Chicago Hilton; **bottom left:** speakers Barbara Flynn Currie, Joe Schwieterman and Michael Kreloff during a question-and-answer session; **bottom right:** former SPS director Patrick Murphy with College of Liberal Arts and Social Sciences interim dean Lucy Rinehart. **On the cover:** SPS professor Joe Schwieterman gives his presentation.





Photo courtesy of Ashley Fisseha

*‘With communication systems down (in Egypt), did the families we left behind connect with their loved ones?’*

### *Continues from Page 1*

With communication systems down, did the families we left behind connect with their loved ones?

Though my Arabic program in Egypt ended all too soon, I spent the next 11 months in Morocco during a rather subdued version of the Arab Spring — the [February 20 Movement](#). Through this unpredictable adventure, I identified my passion for conflict studies and development, particularly education. After graduating with my bachelor’s degree, I worked in the nonprofit world for two years and decided I wasn’t yet fulfilled. I needed to go back to school.

Like the majority of my peers, I entered the [School of Public Service](#) without the slightest idea of what my final capstone or thesis project would study. I knew that I was passionate about conflict, development, and women’s issues, but I had just too many areas to investigate in two years’ time.

My interests have certainly informed my research at DePaul, but the relationships I built with faculty propelled me down the path towards my capstone topic. I am lucky to have received two sage pieces of advice.

In my first quarter of the International Public Service program, I met frequently with the program’s chair, Dr. [Ramya Ramanath](#), to discuss my interests and woes. She encouraged me to focus each class project on topics at



Photo courtesy of Ashley Fisseha

least tangentially related to my passion. Aside from simply maintaining my enthusiasm during class, this has been extremely helpful in narrowing my interests. I also now have a plethora of research that I can refer to as I continue to develop my capstone.

The second words of wisdom came from SPS’s new faculty member, Dr. [Meghan Condon](#). She asked me, and I mean really asked me, what I wanted to do after school. (Dr. [Michael Diamond](#) encourages a similar practice involving spreadsheets and a bit of wine — ask him about it!) She asked me to reflect on my personality and what I’d learned over the past year. She asked me about previous work experience and organizations that interested me. I landed on a few ideas, and she suggested that I model my capstone

or thesis after research and programs these organizations produce. I could use my work later in job interviews to demonstrate my capabilities and interests and why I would be a good fit for the position. This is simple, yet genius!

I’ve since spent too much time — outside of my normal job and Netflix responsibilities — reading these organizations’ research and thinking of what I can do to add a similar project to my portfolio. I’ve also attended more networking events, and even recently held an informational interview for the first time. I thereby aim to expand my network, thus potentially expand job opportunities, and build a network of experts that I could call on for topical advice for my capstone.

My capstone focuses on the education-conflict nexus using a case study of the [Trans-Sahara Counterterrorism Partnership](#). I still have a long way to go, but the wisdom of Dr. Ramanath and Dr. Condon has guided me through my quarter-life crisis. I genuinely thank them for that, and I thank all of the School of Public Service for its advice and guidance.

In the process of developing my capstone, I often think of the families and friends I left behind in Egypt. I think of their smiles, their fear, their children, their struggles, their opportunities. This drives me to continue my work.

# My best friend, a refugee

*What she has taught me and what we as global citizens must learn*

Unlike many American friendships in college, we did not meet over cheap beer in a raucous, dingy college bar. We



Fisseha

did not meet in a residence or dining hall. We did not meet in a sorority. We met in Arabic class. Aside from my husband, Jamila is my best friend. She is also a refugee. She is also Muslim. She is also a wonderful person, a professor, a volunteer. The lessons she (unknowingly) taught me will stay with me for the rest of my life.

Her family initially settled in Kenya as refugees from the Pakistan-India border. More than a decade and three children later, her family resettled to a second location — Iowa. Their father moved first, as is typical for many refugees. Then the rest of the family moved. Jamila was eight years old when she left her friends and everything she knew home to be. She quickly adjusted to her new school, learned English, and made new friends.

It is easy to see a refugee child's everyday struggles: fitting in, taking care of their parents, acting as the family's interpreter, working as a teen, never staying out late. But what about the additional layer of being a Muslim refugee in America?

This question particularly moves me. As I reflect on the recent terrorist attacks in Paris, Beirut and elsewhere and on many state governors' rash [opposition to refugee](#)



[resettlement](#), I imagine how different my best friend's life would be if she were a new refugee.

My friendship with Jamila, whose name I changed for this essay to protect her privacy, provides an insight into Muslim refugee life I otherwise wouldn't see as part of the white majority. Questions as simple as "Where are you from?" turn into five-minute superficial conversations peppered with skepticism. "Oh, so you're Kenyan? Or Pakistani? Or Indian? Wait, you're Muslim? But what kind? So ... why do Muslims hate America?"

How is she, an American woman who loves her country, supposed to answer that question? What is expected of her? Should she take the easy

route by answering with the expected, or should she take it upon herself to speak on behalf of nearly a quarter of the world's population?

A story: One day our friend, a Bosnian Muslim refugee, was driving home from Friday prayers wearing a hijab. Sitting at a red light, a man next to her shook a cross at her, honked, and proceeded to follow her. She was afraid to lead the man home, so she drove around the neighborhood until he gave up. Another story: Our Palestinian friend, also a refugee, grew up in the West Bank until she moved with her father to the U.S., which accepted him as a refugee. Her father left her grandmother behind and continues to feel guilty for it. Her grandmother

cannot visit her family. That means our friend has to wonder if her grandmother is alive and well after every news clip airs after recent Israeli-Palestinian skirmishes.

The American majority does not see these things, does not wonder if their grandmother was hurt in conflict, does not wonder whether the person in the car next to them fears them for what religion they follow, and does not have to answer on behalf of [1.6 billion people](#).

The lessons Jamila shared drive me to reflect in light of the recent terrorist attacks. Hate and fear fuel these attacks with the intent to breed more hate and fear. It's a ploy to polarize our world. This is what [Daesh](#) survives on, and it is exactly what we must not afford Daesh. We must not marginalize fellow human beings brutalized by the same group.

After news broke about state governors opposing refugee resettlement, I contacted Jamila in disbelief. The governor of the state that once welcomed her now didn't welcome other refugees.

What would I ever do without my best friend? How would her life be different? She wouldn't be teaching in a university. She wouldn't have volunteered for a year in China. She wouldn't have invested in our economy. She wouldn't have the appreciation and love for America that she does now. By letting hate and fear cloud our judgment and humanity, we lose the opportunity to see refugees as contributors to society and as human beings.



# A human approach to Chicago's gun violence

Sometimes, the solution to a problem isn't in changing laws. Instead, it's in changing minds, and it's in emphasizing the good in humanity.



Lenou

Consider gun violence in Chicago. From Jan. 1 to Oct. 6 of this year, a shooting took place every 2.84 hours for a total of 2,349 shootings in Chicago, according to [the Daily Caller](#).

DePaul School of Public Service's distinctive competency lies in the teaching of our namesake, St. Vincent DePaul, who said: "Make it a practice to judge persons and things in the most favorable light at all times and under all circumstances." Vincent's words inspire me to address this problem from two perspectives: public policy and public service.

The City of Chicago should not wrestle with this issue alone.

Up until recently, the city had relied on a holistic approach to solve gun violence. It did that through adoption of [CeaseFire Illinois](#), a local branch of a national program called CureViolence.

The program uses former gang members age 30 to 40 to serve as "credible messengers" to treat at risk-individuals through counseling, [according to a paper](#) by Charles Ransford, Candice Kane and the program's founder, [Gary Slutkin](#) of the University of Illinois at Chicago.

But [PBS reported in 2013](#) that "CeaseFire had at times a "tense relationship" with Chicago police, who said they'd received tips that "some interrupters had slipped back into criminal activity." PBS reported in the same article that the city had cut its funding of CeaseFire.

A [2014 report from CPD](#) entitled "The impact of illegal guns on violence in Chicago" showed that the city started to focus more on a legalistic approach that emphasizes toughening the penalties for gun

violations and creating a database for law enforcement to track shifting gang alliances. In its conclusion, the report declared: "Chicago's violence problem is largely a gun problem."

I suggest the city use a humanistic approach, one that stresses the good in human behavior.

We should not treat gang members as eternal villains. Rather, the police department should incentivize them to join its network and collectively address gun violence.

Solving this problem strictly through a structural frame that prioritizes policies over relationships hinders cooperation and



fosters mistrust between gang members and law enforcement. CureViolence/CeaseFire was a good start in that respect because the initiative aimed to put a lid on the gang members' assertion that law enforcement was only targeting them. Yet I think CPD made a mistake in painting all gang members with the same brush, especially since some clearly had given CeaseFire a chance.

My humanistic approach stimulates social capital and mobilizes civil society as a new solution to gun violence.

To have an effect on gun violence, the City of Chicago should again extend its outreach — to educational, religious,

business and nonprofit organizations. Since some gang members and troubled youth do not trust law enforcement, those civic institutions can fill this vacuum of trust. Once CPD builds social capital among its various stakeholders and mobilizes civil society, it could implement my Alternative to Gun Violence (ATGV) initiative.

To ensure effectiveness, law enforcement must evaluate ATGV through performance-based management. Gang members should take a leadership role and design rules and policies in consultation with the state and nonprofit sector. They would receive incentives in the form of job placement and expungement of non-violent criminal records only if the city sees a significant and steady drop in the violent crime rates.

We cannot solve this problem only from a public policy perspective; public servants should also address gun violence through a public service lens.

I encourage the DePaul community to volunteer with nonprofits such as [Freedom4youth](#) that rely on college students, ex-gang members and former troubled youth to fight gun violence. I also recommend a summit on gun violence in which students identify three data-driven gun-violence strategies that the City of Chicago can adopt to ensure everybody's safety.

Candidates for the 2016 presidential election seem to agree on the need for universal background checks for weapons purchases. Although it would restrict the access to guns for certain unfit people, such a move would fall short of solving the underlining problem of gun violence in cities such as Chicago.

Resolving the issue of gun violence is not simply about changing the laws. It is about changing the minds of gang members and troubled youth.

A humanistic perspective, through its provision of social capital and mobilization of civil society, is the first step that we must take.

**'My humanistic approach stimulates social capital and mobilizes civil society as a new solution to gun violence.'**

# Don't forget: I'm here to serve

Questions make up the heart of my role at the School of Public Service. I thrive on your questions. That's how I serve in the School of Public Service.

I serve as academic advisor for all SPS students, and it is my goal to ensure that students reach theirs. So I remind you that I'm here to serve.

I shape my advice in a variety of ways based on the student and on his or her unique needs and expectations for the program.

SPS students frequently remark, "Time in the program goes by extremely fast!" What should a student do with such a short period of time? How can our students make the most of it?

It's my pleasure to answer: Students can make the most of their time by building positive relationships with their peers, advisors, and professors, by picking the right courses, and by incorporating experiences to build on their own professional development.

I give students assistance in course selection/planning and referrals to other university offices, faculty, and staff. I help students with any questions or concerns. If the student needs other direction, I connect them with the right people.

I also pair students with a faculty member to serve as their mentor. Faculty mentors help guide students on how to use their time here wisely. Our students also build great relationships with their instructors. SPS instructors know our students' skills and thereby help our students learn,



*Chances are, when she's not advising SPS students, Katie Duclo is either traveling or thinking about traveling.*

grow, and thrive academically and professionally.

Each of our programs provides students with some course selection. Choosing classes wisely allows students the opportunity to dive deeper into topics that truly interest them.

That's where I come in, and that's why I urge students to work with me. I aim to help all students get everything they can out of the School of Public Service. I want to help shape public service leaders. I also want to help shape well-rounded students who will feel prepared once they complete the program.

I recently met with a student in the second and final year of

the program. "I should have met with you and my faculty mentor sooner!" the student said.

The student wanted to take a variety of courses that would not fit into their schedule — but might have had they met with me or their mentor sooner. I urge students to work with their advisor and mentor. That's key to identifying courses and topic interests and how to fit the courses you want and need into your schedule.

The SPS faculty and staff typically have the scoop on course offerings. When it comes to course selection, take it from me: We're your best friends!

As a best friend should, I'll tell you to constantly think about the end game. What

are your professional goals? What kinds of professional development experiences should you partake in?

DePaul and SPS offer programming geared specifically toward professional development. We offer regular university- and department-sponsored events, workshops, and lectures. We also work with students to find internships. Whether a student needs an internship for program credit or for their own professional interest, SPS is eager to help with the search.

Again, time here at SPS goes by quickly. As a unit, we work diligently to provide resources and programming to assist our students academically and professionally. I urge you see us as an essential and accessible resource.

Now, what are your questions?

*Katie Duclo, assistant director for academic advising, has been working at the School of Public Service since February 2013. She has a bachelors degree in Secondary Education and a masters degree in Educational Leadership with a focus on Higher Education/Student Affairs. For a short time before earning her masters degree, she was a high school teacher but moved on to higher education, focusing on academic advising. Before coming to DePaul, she worked as an academic advisor at the University of Illinois at Chicago. You can reach her at (312) 362-5564 or by email at [kduclo@depaul.edu](mailto:kduclo@depaul.edu).*





SPS graduate Mary Miner, right, helps with financial-literacy training in Rwanda.

### Continues from Page 1

offers the financial institutions it serves a product called LoanSkout, named in honor of “Scout,” daughter of Atticus and narrator of the book.

Atikus is the brainchild of CEO Kate Woska, a fan of the book, a New York University Stern School of Business graduate and a veteran of Citibank who sought ways to help small-business lenders empower low-income people. Woska combined minds and mission with Miner, who focused on microfinance at the School of Public Service and who had experience in multiple African markets.

The Manhattan-based company is piloting its products and services in Rwanda, an agricultural-based East African country of 12 million people whose government, after a [2006 microfinance crisis](#), enacted policies to facilitate microfinance lending.

“The country is moving forward with financial inclusion at an amazing rate,” said Miner, the company’s director of social impact.

Rwanda today boasts more than 500 microfinance-lending institutions, one within walking distance of every citizen, Miner said. “We just felt a disconnect between the organizations (that support underserved borrowers) and the lenders,” Miner said, “and we built a tool that bridges that disconnect.”

That’s LoanSkout. And here’s how it and the company work.

Atikus offers credit insurance to financial institutions that provide loans to micro, small and medium enterprises, or MSMEs. Through its products, the company works to minimize risk to those lenders — and thereby increase the number of loans to the underserved.

LoanSkout allows loan officers to enter all relevant information, including photos, into a mobile application. The app streamlines the underwriting processes to, as the company says “create a safer, more efficient lending environment with more predictable performance forecasts.”

Then there’s FINCH — another “Mockingbird” reference — a messaging-enabled tool that helps lenders identify and communicate with underserved people who have graduated from a financial-literacy program that the company approved.

“Not only do we want to expand access to capital, we want to diversify portfolios and democratize opportunities for the underserved,” Miner said. “We hope to change lenders’ perspective and perception on what is risky.”

Miner said her SPS experience “prepared me to be an entrepreneur” because the program encouraged her to take a wide variety of courses, including finance and sustainable international development. Also, she said, associate professor [Chris Einolf](#) encouraged her to go to Ghana, where she worked for a microfinance company.

Today, when she visits Rwanda, Miner said she senses excitement over services, economic development and opportunities for all citizens. “People are really united around economic development,” she said. “You feel that in the country.”

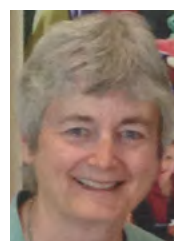
As for whether she and her business partner considered a starting Atikus as a nonprofit, Miner said: “We were really interested in the for-profit model from the beginning. But it’s really a tried and true social enterprise. And we think we can do social good when we’re making a little bit of money.”

## News on ‘Fundraising Strategies’ and more

Vincent on Leadership: the Hay Project moved forward during the summer and fall quarters on a number of activities and collaborations.

In July, the Hay Project published “[Fundraising Strategies](#): Stories from the Field Inspired by Vincent de Paul,” a book featuring chapters by various Vincentian authors. It is available at the DePaul libraries and in both paperback and eBook formats through Amazon. For more, visit [the book’s website](#).

In the area of leadership development, Hay continued its work with the [Chinese Leadership Initiative](#), a collaborative effort with the Asia Province of the [Congregation of the Mission](#) to provide a four-week leadership course for Chinese priests at DePaul in the summer.



Bombard

It continued to work with the [Society of St. Vincent de Paul](#) in Australia over the summer and fall to offer a hybrid version of its [Values-Centered Leadership Level I](#) course for leaders, members, staff, and volunteers in the states of Victoria and South Australia.

In October, director [Patricia Bombard](#) traveled to Australia to assist the Victoria working group in offering Level II of the Values-Centered Leadership course as a week-long, residential experience. She also offered a keynote address on “Vincentian Spiritual Leadership” at a Regional Council Presidents Gathering in Melbourne.

Meanwhile, during the fall quarter, the Hay Project continued to offer an online version of its Values-Centered Leadership Level I. Dr. Bombard also taught MPS 520 Values-Centered Leadership for the School of Public Service and coordinated preparations with [Ron Fernandes](#), assistant director of the School of Public Service, for a study abroad extension focused on leadership and sustainability for SPS students at [Adamson University](#), a sister Vincentian university in Manila, Philippines, scheduled for December 2015.

Collaborative efforts also included continued work with the members of the Vincentian Family in Chicago to support DePaul’s under-resourced students. These efforts began in recent meetings of the Vincentian Family and have resulted in short-term and long-term goals. Partners in this include [Depaul USA](#), which has initiated a home-host program for students with housing insecurity, and [Shenay Bridges](#), DePaul’s assistant dean for community services.

The project hosted bi-weekly conversations for staff and faculty on the book “[Understanding and Engaging Under-resourced College Students](#).” These conversations raised awareness of specific student needs. For more information on these efforts, email Hay at [hayleadership@depaul.edu](mailto:hayleadership@depaul.edu).

The Hay Project welcomes back Krys Komperda as a graduate assistant during his studies in DePaul’s College of Computing and Digital Media. It also welcomes Diego Gallon, an SPS Coverdell Peace Corps Fellow who is interning with the Hay Project for the 2015-2016 academic year.



## Awakening, advancing

**Vincent on Leadership:** The Hay Project awakens and advances the vision, values and leadership practices of St. Vincent de Paul in people and organizations worldwide. It accomplishes this through research, training, education and collaboration.

The Hay project, a partner of the School of Public Service, has sponsored Inspiring Voices: DePaul's Leadership Legacy in Action, a program at DePaul University in collaboration with the Student Leadership Institute. Speakers have shared their leadership stories and have spoken about ways in which students can use their leadership experiences in school and beyond.

The organization offers courses and events, and its website features Web resources and relevant podcasts, including one featuring director Patricia M. Bombard, chairman J. Patrick Murphy and William Hay.

The Hay project invites you to browse its website and find a resource, article or event that is useful to you or your organization.

Visit:

[Vincent on Leadership: The Hay Project](#)

## When trails transform

Join fellow graduate students and alums for "When Trails are Transformative: How Linear Corridors & Pathways Can Improve Communities & Promote Real Estate Investment." The event takes place Thursday, Dec. 3, from 9 a.m. to 11:30 a.m. at the DePaul Center, 1 E. Jackson Blvd. It's a half-day annual conference co-sponsored by the Chaddick Institute and the DePaul Real Estate Center. The event offers a limited number of sharply discounted registrations —\$10 for students and \$25 for alums. The regular price is \$45.

[Click here](#) for more information or to register.

**Dec. 17:** Chaddick Holiday Reception. 5:30 p.m., 243 S. Wabash, Suite 9000. **Free.** Light refreshments, good discussion. To RSVP, email [chaddick@depaul.edu](mailto:chaddick@depaul.edu).

**Jan. 11:** Unveiling of "2015 Year In Review of Intercity Bus Service" study. 4-5 p.m., Embassy Suites Convention Center, 900 10th Street NW, Washington D.C. **Free.** Email [trf-chicago@depaul.edu](mailto:trf-chicago@depaul.edu).

Visit:

[The Chaddick Institute for Metropolitan Development](#)

### SPS STUDY ABROAD

#### Northern Ireland

Belfast, Northern Ireland, was the center of attention and controversy from the early 1970s until the peace accord of 1998. Since that time, Belfast and the creation of the Northern Ireland Assembly has worked to further peace and reconciliation.

Participants in this program will experience the current structure and situation in Northern Ireland first-hand with meetings in the Northern Ireland Parliament and governmental leaders from all political factions, plus community organizations and public safety leaders.

For details on SPS study abroad programs, visit the [School of Public Service website](#)

Interested students should [apply now](#) through the DePaul University Study Abroad website. They'll take either MPS 594: Ethical Leadership in Public Service, or MPS 604: Special Topics: Conflict & Peace Resolution in Northern Ireland with Professor [Nick Kachiroubas](#); or MPS 564: Public Safety Administration and Planning with Professor [Robert Stokes](#) in the Spring 2016 quarter. Travel happens June 19-24.

### NEWSLETTER STAFF

**[Pete Reinwald](#)**, editor



**Ashley Fisseha**  
Graduate assistant

Ashley Fisseha is in her second year of the MS International Public Service degree at DePaul. She holds a B.A. in International Relations from Drake University, where she focused on the Middle East and North Africa and conflict resolution. She has held positions in the nonprofit and government sectors and currently serves as a graduate assistant for SPS.



**Romuald Lenou**  
Graduate assistant

Romuald Lenou graduated from Northeastern Illinois University with a bachelor of arts in political science. His research interests center on local and state government management, human resources management, public policy implementation (economic development), organization theory, and research methods. He's enrolled in the Master of Public Administration program at SPS.