

# JOURNEYS

 **DEPAUL UNIVERSITY**  
COLLEGE OF LIBERAL ARTS AND  
SOCIAL SCIENCES

A PUBLICATION FROM THE STUDENTS OF THE SCHOOL OF PUBLIC SERVICE  
2018 | SPRING & SUMMER



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# Leading by Learning

## School of Public Service

The School Sisters of Saint Francis of Milwaukee made a very strong positive impression on Barbara Kraemer from a young age. The Sisters who ran Alvernia High School, located off Irving Park Road in Chicago (now serving as a CPS charter high school), incited in Barbara a passion for education, service and faith. So impressed by the sisters, she ultimately joined them and graduated from Alverno College (also run by the sisters) in 1965. After graduation, Barbara returned to her hometown of Chicago to teach elementary school. Investing further in herself and her students, Barbara went off to St. Louis to earn a master's degree in education from Washington University in 1970. It was there that Barbara developed an innovative approach to social



Photo from School Sisters of Saint Francis

Dr. Barbara Kraemer, OSF, second from the left, shown here after being elected to the international leadership team

studies education through primary sources, as opposed to textbooks. And considering the social and political turbulence of the time—a flow of events that no textbook publishing schedule could remotely keep up with—this innovation was both a timely and smart approach to teaching young people about our dynamic society. She then guided the implementation of this technique in three Catholic schools in the Archdiocese of Chicago.

After more than a decade of elementary and secondary school teaching, Barbara decided to dig a bit deeper into an intellectual field that was coming to define how public policy was understood in the US by earning a master's degree in economics at DePaul, where she wrote her thesis

on affordable housing in Costa Rica. It is no surprise that someone with her background and training would be drawn to the emerging social, economic and political struggles facing Central America in the 1970s and 1980s. Soon after graduation, she left for Honduras to work at a national socio-religious institute of the Honduran bishops, where she taught theology and Catholic social teaching to pastoral leaders. Fluent in Spanish, Barbara also spent six months doing similar work in Nicaragua following the country's revolution. Dr. Kraemer described how she taught workshops “on economic systems... Because there was a lot of fear of the Cubans who were coming to teach during the literacy campaign in Nicaragua, we taught about the difference between economic systems and political systems.”

By 1980, Kraemer's passion for international service was recognized by her religious community, who elected her to their international leadership team. She served as Vice President for eight years, guiding the congregation's growth from Europe and the Americas to India. After eight years in this role, she earned a Ph.D. in public policy analysis at the University of Illinois at Chicago, while teaching and later serving as associate dean of faculty at St. Augustine College. She would go on to found a Center for the Study of Religious Life at Catholic Theological Union—and then hold another leadership position with the School Sisters of Saint Francis—this time at the US Provincial level. During this time she helped form a ministry that creates a welcoming presence on each side of the US-Mexican border. In reflecting on these different roles, she remarked that she enjoyed them “because leadership always offers the opportunity to start new things.”

For the past six years, Sister Barbara has served as a key member of the SPS faculty. From teaching, mentoring, working on our accreditation process, to leading student trips down Jackson Street to the Federal Reserve Building, or down the continent to Panama City, Panama, Barbara has proven her dedication to our school's mission. Alas, her nearly life-long dedication to the excellent work of the Sisters of Saint Francis has a strong pull.

### *An Educator and Learner*



*Photo from Dr. Barbara Kraemer, OSF*

Two years ago Sister Barbara served on the committee for Alverno College's presidential search, and she will soon return to Milwaukee to again serve on the School Sisters of St. Francis' international leadership team. When asked where this passion for service comes from, she reflected for a moment. "I see myself as an educator—that's who I think I am—and a learner. At every step in my life, whatever I have been doing, I have been connecting with individuals and trying to identify what their needs are, and respond to those needs... What I like about SPS and DePaul, and what I will miss, is that students want to be in public service. They want to respond to the needs of people, and they want to do that through organizations, because you can make a greater impact with other people. And my colleagues, the faculty, also want to contribute in the same way. I appreciate being with people that have the same ideals and values, because so much more can be accomplished."

As she prepares to leave for her new role, we would like to recognize Dr. Barbara Kraemer's many contributions to the School of Public Service. Everyone at DePaul and SPS will certainly miss Sister Barbara.

## Shaping Programs for Success

### School of Public Service

If you happened to read the 2017 autumn edition of this publication, you may have noticed that the School of Public Service received accreditation for a new program: the Master of Public Policy degree. The MPP officially replaced the former Master of Leadership and Policy Studies degree in 2016, and the announcement of its accreditation may have made some of you wonder more about the new program.

The leadership and policy studies (LPS) degree was an excellent program that taught many of the same competencies as the MPP. However, the changing environment of policy analysis requires specific skills that are better taught in an MPP program. For example, our MPP program focuses less on management than the LPS degree had, and instead focuses more on the data analysis that future graduates will need in a policy analyst career. By updating the program, we have been able to make the degree more reflective of the current skillset that our graduates will need. This transition from the LPS degree to an MPP degree also clarifies the program's purpose and to students and employers because an accredited MPP degree is "a known name in the field," says Dr. Robert Stokes, the

director of the School of Public Service.

But for those graduates who appreciated the social and community-based aspects of the LPS degree, fear not. The MPP degree continues to emphasize community-based nature of the previous LPS degree, and still teaches the advocacy and lobbying skills that may not be typical of other MPP degree programs. It is an ideal combination, which Dr. Stokes described as teaching both "policy analysis... and on the ground skills needed to make you a politically accessible person, which our faculty are particularly well suited to teach" given their collective experience.

The School of Public Service continues to grow and shape its programs to reflect the environments in which our students will be working, as demonstrated in the creation of the MPP. So, with a new name and an adjusted curriculum, the MPP degree at the School of Public Service provides students with the skills they will need to be effective in their future careers, while maintaining the core principles of public service that were integral to the LPS degree and are inherent in the school's name.

# A Place to Call Home – The Importance of Stories in Policy and Planning

By Julia Martinez

Ramyra Ramanath is an Associate Professor here at the School of Public Service. Her accolades include a Bachelor's degree in Economics and a Master's in Social Work from institutes in India, along with a Ph.D. in Environmental Design and Planning from Virginia Tech. She has numerous published peer-reviewed articles, book chapters, and book reviews. However, *A Place to Call Home: Women as Agents of Change in Mumbai*, is her first published book.

I first met Professor Ramanath through my graduate assistantship at SPS during my first quarter last fall. I immediately knew her experiences were vast and expectations high. Throughout the quarter, I helped find peer-reviewed articles to supplement the book, and was introduced to the realities of slum-resettlement. While some of the articles focused on technical aspects of urban planning, others explored the quality of life within the slums, the resiliency involved in being removed from the only home one had known, and understanding that simply residing in informal, legally insecure settlements (slums) does not deem a person dispensable. The latter articles are a constant reminder of the actual lives influenced by policies and practices decided by those removed from the outcome. I recently sat down with Professor Ramanath to learn more about the writing process and her thoughts on the finished product.

As some may know—especially if you have had the privilege to join her—Ramanath leads the SPS study abroad trip to Maharashtra, India. It is through these repeated trips, along with her time spent in Mumbai, that the essence of the book came alive. Ramanath has known the lives of the women depicted in the book for about 16 years, and says the realization to write this book stems from a desire to share the women's "eloquent, quick, and convincing" storytelling abilities. The four-year systematic research process of focus groups and one-on-one interviews began in August 2012.

Ramanath notes the broad diversity of the 120 women and how it influences their stories, namely, their experiences with slum resettlement. Often, the women were moved from



Photo from Dr. Ramya Ramanath

Dr. Ramanath shown here while conducting research in Mumbai

rural villages into larger cities and persevered to make a life for themselves while living in the informal settlements. Then, usually without their input, the state or an outside state-actor resettled them again. Ramanath explains the women and their families were resettled into high-rise apartments uniquely situated in a posh suburb of the city. While processes such as these claim to be inclusive and advertised as the residents receiving free homes, Ramanath clarifies, "there is nothing free about it—it is a very costly process," noting the loss of their former communities, livelihoods, and sense of place. Additionally, Ramanath reports that the women deem it to be incredibly exclusionary, as they do not feel they belong and are often reminded so by the surrounding community.

I asked her what she hopes will be the major takeaways of her published work. She reflected for a few moments before saying, "how hard the women work, but with so much joy, to make their place a home." She hopes that readers grasp the value in truly listening to others—especially women—about their experiences, and how these experiences can be instructive, across the planet, to city planners and policy makers.

## *Stories in Policy and Planning*

Ramanath admittedly asserts it is hard to tell a story about stories, especially as “no single story exists for one single person.” When I asked her if she had a favorite chapter or if a certain chapter proved more difficult to write, she simply said, “Every bit was hard—joyfully hard.” She explains how she wanted to ensure she was doing justice to each woman’s story. Writing in an interdisciplinary voice, Ramanath hopes the stories will resonate with readers in multiple ways across various fields as every chapter draws on their voices. She chuckles as she recalls the women were surprised to hear their daily experiences were being shared widely, yet quickly pressed Ramanath on what would be done regarding resettlement processes.

She says she was careful to not make false promises. Nevertheless, she does hope the book will reach the hands of government leaders and influence them to implement changes the women see as necessary within their city. Notably, she points out that the notion of a “home” extends beyond four physical walls.

As one might expect, Professor Ramanath already has two new projects underway. While not giving too much away, she says that one relates to higher education and the other centers around international not-for-profits. In my final question to Professor Ramanath, I asked if she found certain aspects or ideas being reinforced throughout the research and writing process. She responded, while beaming I might add, “that I love India!”

## A More Social Network

By Tom Benedetto

Before I enrolled in the School of Public Service, “networking” was not a word I connected with (pun intended). I saw it as more of a business-y term that I needn’t be concerned with. My LinkedIn page was collecting dust as the “networks” I was most familiar with had names like Cartoon Network, Food Network, and one we could all relate to: Lifetime Movie Network. Despite my initial hesitation to seek networking opportunities, the truth is, SPS does a fantastic job of facilitating events that help one grow a professional network both formally and informally.

The Chaddick Pub Night is a great example of a formal networking opportunity. This event, which was held this year in March, allowed public service-minded students and alumni from several colleges within DePaul to meet up at the Plymouth Pub to network with others in the SPS community who might have similar interests, aspirations, or taste in beer (after all, this SPS event featured a cash bar). I spent a lot of time connecting with fellow classmates, and also various fried appetizers. SPS does this event every year.

I’ve also learned that the school builds in networking hours into various educational lectures and events. The H. Woods Bowman Annual Lecture series and the Authentic Conversations series do exactly that; there is usually about an hour before and after the event to meet and chat

with fellow attendees. Not only are these quality learning opportunities, they are quality networking events, and they occur several times per year.

Informal networking takes place whenever you are able to freely communicate with fellow classmates and public servants. This can be before and after class, out in the field, on the SPS Facebook group, etc. These are everyday occurrences, so you may not even realize you’re networking. But in fact, by building friendships and relationships, your network is growing!

My time at the School of Public Service changed my idea of what it means to grow a network. Despite my previous cynicism, a professional network can be both simple to grow and advantageous to have. It wasn’t people running around asking “HEY!!! WOULD YOU LIKE TO BE IN MY NETWORK?!” It really was a simple slip of a card to someone in my field after a pleasant conversation (one that could include a discussion over the most recent Lifetime movie. Or not. Just saying).

If you’d like to hear more about networking with SPS, contact Michelle Latka ([mlatka@depaul.edu](mailto:mlatka@depaul.edu)) to be included on an email list for future events. Alumni and current students are also encouraged to check the SPS e-memo, Twitter, and Facebook for upcoming events.

# Dedication to Public Service

By Matthew Bork

Dr. Nick Kachiroubas suggested we start a new series for the publication that features SPS alumni who show a continued commitment to public service. When I first discussed this series with Dr. Kachiroubas, he said I should talk to Dorothy Miaso. As I quickly learned, and as anyone who knows her could tell you, Dorothy is a prime example of an alumna who has shown a true commitment to public service. In fact, her impressive career in public service started before she even began at DePaul University.



DePaul University

Having always been interested in education, Dorothy entered Northeastern Illinois University as an English major and thought she would become a teacher. “I knew I didn’t want to be a nurse,” she told me with a smile, “and back then, those were your two major choices.” But by the time she graduated, she knew she wanted to do something different. Dorothy worked on several political campaigns following her graduation, and was soon hired as the Administrative Assistant to Cook County Commissioner Carl R. Hansen, in 1974. By 1977, she moved on to the Lieutenant Governor’s office, serving for Lt. Governors Dave O’Neal and James Thompson, and briefly for George Ryan. She began by writing speeches and working on the advance team, then became a director of programming for senior citizens, later leading the Senior Action Center until 1983.

It was in this role that Dorothy became close with the non-profit sector, particularly those relating to seniors. She became the Assistant Director of Operation ABLE, a non-profit which provides employment and training opportunities to those aged 45 and older. Later, in 1986, she decided to go back to school for a master’s degree.

Like many of our students, Dorothy worked full time while taking evening classes for her MPS degree. Though she had to take time off during her degree, she finished her thesis on older-worker employment in the autumn of 1991. It was then that Dorothy moved into a new position as the Executive Director of Literacy Volunteers of Illinois (LVI).

It was then that Dorothy moved into a new position as the Executive Director of Literacy Volunteers of Illinois (LVI).

LVI has served as a training agency for volunteer literacy programs in Illinois, particularly adult literacy, since 1979. However, when Dorothy started at the nonprofit in 1992, it was considerably smaller than today. At that time, “it was just me and a part-time book keeper, and a part-time consultant” she said. LVI had just lost a significant government grant when funding was directed away

from support-oriented organizations like LVI, to different literacy initiatives that provided direct services. However, with Dorothy’s experienced leadership, LVI grew rapidly.

Within a year, LVI was expanding and adding new positions, including VISTA members. By 1995, Dorothy had worked with a network of literacy organizations in Illinois in order to create AmeriCorps literacy programs. Through the collaboration between LVI and the other literacy organizations, they could jointly qualify for 20 AmeriCorps members, the minimum number for a single AmeriCorps program, with each organization receiving a few of the members. The collaboration succeeded, “we started with 20 [AmeriCorps] members, then went up to 24, then 30,” she explained. Then they competed nationally for AmeriCorps Competitive, a national grant that would allow the literacy programs to receive even more AmeriCorps members. “We figured that if we were going to compete nationally, we would go for broke. So, we requested 52 members,” she said, laughing, “We got 48.”

Through the years, LVI’s volunteers have served in community and faith-based organizations to promote literacy programs. Dorothy has worked with teachers and different state agencies to create the “Jump Start” program, which matches well-trained volunteer tutors and teachers with incarcerated youth in order to promote literacy levels among those incarcerated. The program has been noted as not only providing literacy education, but tutoring for other subjects such as math, as well as emotional support.

### *Distinguished Alumni*

Dorothy's commitment to public service even goes beyond Literacy Volunteers of Illinois. A few years after becoming the Executive Director of LVI, Dorothy was appointed a commissioner on the State of Illinois' Commission on Volunteers and Community Service (now typically called the "Serve Illinois Commission"). The Commission had helped to facilitate the AmeriCorps program among the literacy organizations back in the 1990s, and continues to promote AmeriCorps among Illinois non-profits. As a commissioner, Dorothy had the opportunity to

work with and support many other non-profits throughout the state, especially in supporting AmeriCorps programs.

In October of 2017, the Serve Illinois Commission created a new lifetime achievement award, which it presented to Dorothy Miaso. So dedicated has her service been to the State of Illinois, that the Commission named the award the Dorothy Miaso Lifetime Service Award. We congratulate Dorothy Miaso on her well-deserved recognition; she is an alumna who exemplifies dedication to public service.

## Learning Through Experiences

By Mallory Livingston

I've never been very comfortable with purely theoretical learning. This may sound odd coming from someone who majored in philosophy for her undergraduate studies, but it's true. If I am going to spend time and hard-earned money in a classroom, I would much prefer to walk away with concrete skills and real-world examples, rather than to discuss hypothetical scenarios and theoretical frames.

As a result, I had my reservations about entering DePaul's Master's in Public Policy program. Although it boasted high rates of employment after graduation and offered electives that appealed to me, I was worried that its courses would be a bit too "in the clouds" for my liking. Nevertheless, I stuck with the School of Public Service because of its emphasis on producing well-rounded researchers and leaders, and I hoped that I would gain the knowledge I needed for real-world policy work.

Now that I am one short quarter away from finishing my degree, I have had time to reflect on this choice. My experience at DePaul provided a key element that was far more valuable to my professional development than any computer programming proficiency could be—namely, the ability to apply my more theoretical classwork through a number of hands-on study trips. Over the past year alone, I have traveled to Minneapolis, MN; Milwaukee, WI; Washington D.C.; Brussels, Belgium; Aurora, IL; and Charlotte, NC, all through the School of Public Service. In Minnesota, I served as part of a delegation presenting primary research to conference attendees from around the globe. In Milwaukee, I met with the head of the city's Environmental Collaboration Office, and learned about their

department's efforts to increase Milwaukee's sustainability and natural ecosystem. In Brussels, I toured the European Parliament, spent a day at NATO headquarters, and discussed immigration policy with a researcher at a local think-tank.

Each of these experiences gave me something that no amount of class time, no computer programming courses could have provided. For example, the lessons and assignments in my "Advocacy and Lobbying" course took on an entirely new light while in Washington D.C. and Springfield, IL. While there, I was able to witness first-hand just how the various relationships between lobbyists, representatives and researchers can foster different working environments at the state and national levels. More importantly, I was able to picture myself in each of those roles and examine precisely where I—with my particular combination of skills and passions—might be best suited for long-term professional growth.

From each of these trips, I gained concrete, practical information about myself, about possible career trajectories, and about ways to develop my own portfolio. I also gained invaluable insight into specific types of public service, and the individuals who dedicate their life to such work. Last, I gained an incredible appreciation for the School of Public Service, and the Public Policy program in particular, because its emphasis on well-rounded graduates and real-world experience has made me uniquely well-positioned for my next career step. Regardless of the challenges to come, I know that I can rely on both my theoretical and applied knowledge that I have gained through these experiences.

# Teaching for Change

By Alicja Feduniec

Yecenia Moran is the second of four children. Before she was born, her parents fled the turmoil of 1980's Honduras and settled in one of Chicago's Latino neighborhoods on the city's west side. They expanded and raised their family making Chicago not only home, but also a place where the Morans taught their children the value of hard work and dedication. "My father was always the provider for our family. He instilled in us the belief that only through hard work can we accomplish our goals and dreams".

This motto has stayed with Ms. Moran from her younger years until today. As a student in the prestigious international baccalaureate program at Lincoln Park High School, she often felt like a fish out of water. It was the first time she had to learn to navigate an environment completely alien from what she had been used to. No longer was she like everybody else around her—inconspicuous. Now, she was one of the only Latinas and "poor" kids among a sea of wealth and privilege. She describes it as "an alienating and very difficult time for me socially. I felt like I did not belong, like we came from very different worlds. I just focused on my schoolwork."

After completing high school, and earning an IB diploma, Ms. Moran entered Dominican University where she majored in biology and education. This dual degree allowed her to combine her passions for science and social justice. Teaching enabled her to reach students similar to her—coming from modest, immigrant backgrounds.



*Photo of Yecenia Moran by Alicja Feduniec*

Recognizing that many children are not as fortunate as she was to receive so much family support, Ms. Moran was ready to advocate on their behalf.

Since then she has had the opportunity to live out her passion and calling in more ways than one. She spent two years teaching science to eager and talented students in rural Cambodia. This was an inspirational experience for her and showed her just how far kids with very little means are willing to go to improve not only their lives, but those of their families and communities as well.

Upon her return home, Ms. Moran joined Teach for America to continue her service to underserved children and communities. She taught science on the west side, not far from where she grew up. Her talent and hard work led to quick recognition and a promotion, taking her out of the classroom and into leadership. As an assistant principal Ms. Moran coached other teachers to help ensure

that students are receiving the best instruction possible.

Whereas most teachers would be thrilled to climb the educational ladder, Ms. Moran was eager to return to the classroom. She wrapped up her two-year administrative commitment, which allowed her to continue working closely with her students and left her title behind. "It was a great learning experience for me, however I missed the interaction with my students and the inspiration from their passions."

Ms. Moran is again teaching the subject she loves in a school steps away from her childhood home. She is currently working to strengthen her school's STEM program by developing relevant and problem-based curricula. Her ultimate goal is to instill in students an appreciation for the beauty of science and encourage them to use it to better the world. "I want my students to recognize that we participate in science every single day. It is not just about sitting in a dark laboratory somewhere. It is about small, everyday innovations or about picking up that piece of trash on the sidewalk."

Ms. Moran serves as a powerful example to us all that working hard and following one's heart is never a bad decision.

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*Alicja Feduniec is pursuing an SPS degree in International Public Service*

# Reflections from a Graduate

By Lindsey Clark

Elisabet Barrios is a soon-to-graduate public policy student at the School of Public Service. Elisabet is also a full-time Research Assistant to Dr. Meghan Condon. She is working on the “Latino Young Adult Study,” an experience she says changed her life because she had the opportunity to conduct research while connecting with community partners and youth through a shared cultural heritage. After graduating in June, Elisabet will be moving back to California where she will pursue a Ph.D in Sociology from the University of California, Irvine. I asked her a few questions to reflect on her time at SPS.

## Why did you chose the School of Public Service?

When I graduated from college, I knew I was committed to public service, but I was not sure what form that would take. In a quest to figure out how I wanted to serve others, I moved to St. Louis, Missouri as an AmeriCorps service with a Vincentian group. There, I helped the immigrant and refugee community of St. Louis integrate into the healthcare system. Offering direct service opened my eyes to systemic barriers and social injustice, which led to my position in Kansas as a community faith-based organizer. After working on a safe and affordable housing campaign, I realized I needed to learn what makes good policy. So, I chose to attend DePaul, because I wanted to learn in an environment that aligned with my values. I knew DePaul would give me experience in Public Policy and an intellectual space to express my ideas and serve others.

## What was your most impactful experience at DePaul?

I think the strength of the SPS program is in its trips, such as the Madison, WI and Springfield, IL trips, where I bonded with colleagues over their public service interests; these gave me behind the scenes experiences in the public sector, and I learned about history, planning, and politics.



Photo from Elisabet Barrios

Elisabet, far right, shown here receiving the student “leadership and service award” at the Latino Graduation Banquet

## What were your favorite classes in the Master of Public Policy program?

MPS 501: Cross Culture Analysis was a great class because it forced me to think outside the box and realize there are opportunities for collaborations among sectors. I had to reframe my ideology to include the private sector as an avenue for positive community impact. Before this class, I didn’t realize I could have a role outside of public sector, but now I realize the value of the Private and Not for Profit sectors and I feel comfortable branching out.

MPS 542: Policy Design and Analysis. This class was fascinating because I learned that there are no right answers when it comes to policy design; instead, there are several solutions to complex problems. This class demonstrated that there is a wide spectrum of solutions and offered a space for discussions about ideology and feasibility of policy design. It also forced me to think of measuring impact and identify ways to communicate intrinsic value of policies.

## You graduate from the MPP program in June. What’s next for you?

Aside from pursuing a PhD in Sociology, I hope to be champion for research, and propose policy solutions from the local and state level by weaving in the community voices with research and policy decisions.

# Updates

## CHADDICK INSTITUTE

### URBAN DESIGN WALKING TOUR

Thursday, July 19th | 9:30am-12:30pm, with optional lunch available afterwards

Join Professor Schwieterman and the Chaddick Institute for a technical tour showcasing planning strategies in the Village of Barrington, Illinois. The “mobile workshop” features examples of community collaboration via public-private partnerships, and restoration. This is an excellent networking opportunity that is free and open to students, alumni, and the general public. RSVP to [mdrn@depaul.edu](mailto:mdrn@depaul.edu). Bring a friend!



Photo from Chaddick Institute

Plus: Chaddick is pleased to announce that it is entering a partnership with Lyft to study the changing nature of mobility in Chicago. We are one of just a few select universities in the country granted this opportunity and in this exciting project!

## FACULTY & ALUMNI

Rosemary McDonnell, one of our faculty members at the School of Public Service, recently participated in the 2017-2018 Big City Emerging Managers-Emerging Leaders Program. Her group, Drones Rising, researched and wrote a paper on the use of unmanned aerial vehicles (aka “drones”) in emergency management. They presented to the Big City Emergency Managers Conference on March 13, 2018 in Seattle, WA.

## HAY PROJECT

### MPS 520 AND STUDY ABROAD

The Hay Project, a partner of SPS, will be conducting the Values-Centered Leadership course (MPS 520) in conjunction with the study abroad in Kerala, India in the Autumn of 2018. Students will study values-based leadership approaches in the Autumn 2018 Quarter, and use this knowledge to explore leadership challenges in India with students at the DePaul Institute of Science and Technology during the December interim.

Students interested in this study abroad opportunity should apply by July 1 through DePaul study abroad website AND register for the Autumn 2018 course MPS 520 with Dr. Patricia Bombard, BVM. SPS students may apply for a travel scholarship by August 16 at <https://depaul.academicworks.com>. Those with questions may contact Dr. Bombard at [pbombard@depaul.edu](mailto:pbombard@depaul.edu) or 312-362-5522.

### Values-Centered Leadership Certificate

This 10-week, non-credit course engages participants in reflecting on their own values and leadership practices from within their own context in Europe, Africa, Australia, North and South America. Since the course began in the fall of 2010, it has drawn more than 500 participants from 23 countries as diverse as Brazil, Kenya, Haiti, Malta, the Philippines, South Sudan, and Vietnam. Most participants are working in NGOs or non-profit organizations, and report being able to immediately apply their learnings.

[Click here](#) for more details and the online application or visit the Hay Project website to learn more about the Hay Project and other offerings such as their new [eLearning Module on leadership coaching](#).

Visit: <https://resources.depaul.edu/vincent-on-leadership/>

# CONTRIBUTORS



**Matthew Bork**  
Editor, Design, Contributor

Matthew is a graduate assistant at the School of Public Service and will be graduating in the spring of 2018 with a Master of Public Administration degree. In June he will begin a new career as a Policy and Budget Analyst for the State of Wisconsin.



**Nick Taylor**  
Editor

Nick is a graduate assistant at the School of Public Service and will be graduating in the spring of 2018 with a Master of International Public Service degree. He was formerly a teacher, and plans to work on sustainable solutions in international development.



**Julia Martinez**  
Contributor

Julia is originally from Kansas and spent the past two years in San Antonio, Texas completing an AmeriCorps Program, City Year, and working in a corporate staffing firm. She is pursuing a Master of Public Administration degree and is a graduate assistant for the School of Public Service.



**Tom Benedetto**  
Contributor

Tom is a Chicago native and graduate of Butler University. He taught for two years before coming to DePaul, where he is a graduate assistant in the School of Public Service. He is currently pursuing a Master of Public Policy degree.



**Mallory Livingston**  
Contributor

Mallory is a Chicago native, but has spent the last decade on the East Coast. She is a graduate of Colby College in Maine and worked at an International think tank before becoming a graduate assistant for the School of Public Service. She will graduate in the summer of 2018 with a Master of Public Policy degree.



**Alicja Feduniec**  
Contributor

Alicja was born in Poland and came to Chicago when she was 8. She graduated from Loyola University Chicago and later received a Master of Education degree. She has taught in Cambodia, Philadelphia, and Chicago. She is currently pursuing her Master of International Public Service degree at the School of Public Service.



**Lindsey Clark**  
Contributor

Lindsey is a graduate assistant at the School of Public Service and currently pursuing her Master of Public Administration degree. A native of Illinois, Lindsey attended the University of Missouri-Columbia and formerly worked as an AmeriCorps literacy volunteer and Team Leader.