

# ROOSEVELT<sup>review</sup>

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## PUBLISHING NOTICE

After many years of publishing the *Roosevelt Review* in a printed format, this bi-annual print publication will be moving to a digital-only platform. Don't miss Roosevelt's new digital magazine slated to launch in spring 2018. To receive the *Roosevelt Review* digital edition, please update your contact information at [roosevelt.edu/whereRU](http://roosevelt.edu/whereRU).

**"There will be enough women on the  
Supreme Court when there are nine."**

– RUTH BADER GINSBURG  
U.S. Supreme Court Justice



CCPA opera performance student Lani Stait (center) receives a hug on stage at the Auditorium Theatre from U.S. Supreme Court Justice Ruth Bader Ginsburg. Stait sang an aria for Ginsburg, "Ain't It a Pretty Night" from Carlisle Floyd's *Susannah*, and was accompanied on piano by Associate Professor of Opera and Voice Scott Gilmore (right).

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**ROOSEVELT  
UNIVERSITY**

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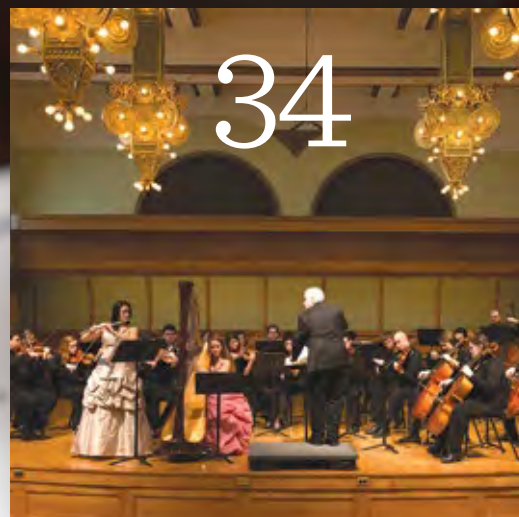


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– ALI MALEKZADEH  
President, Roosevelt University





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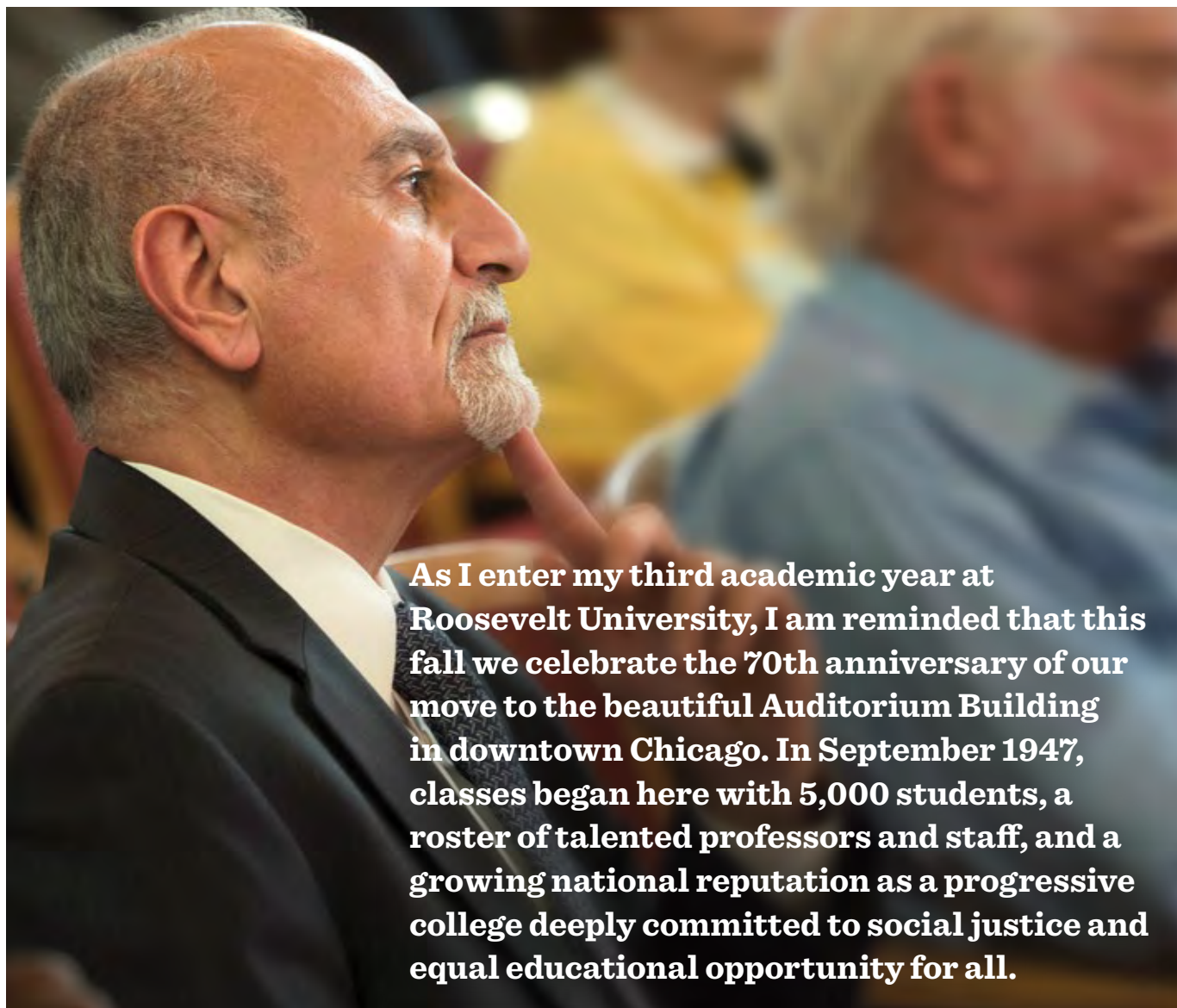
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## President's Perspective by PRESIDENT ALI MALEKZADEH

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**As I enter my third academic year at Roosevelt University, I am reminded that this fall we celebrate the 70th anniversary of our move to the beautiful Auditorium Building in downtown Chicago. In September 1947, classes began here with 5,000 students, a roster of talented professors and staff, and a growing national reputation as a progressive college deeply committed to social justice and equal educational opportunity for all.**

I am proud this legacy has continued. The first community of students, staff and professors was undaunted by the huge Auditorium Building, which had fallen on hard times. Years of renovation and hard work were needed to convert the decayed hotel into a modern college with labs, classrooms and offices. These pioneers were also undeterred by the school's seemingly insurmountable financial challenges, and were unconcerned as Roosevelt weathered attacks from antagonists who labeled us the "little red school house" for our acceptance of black, Jewish, Japanese and refugee students, and our insistence on freedom of speech. Today we remain optimistic and proud of our heritage, as we continue to honor our founding values.

**This year we celebrate two other anniversaries.** The first is the 50th anniversary of the restoration of the wonderful Auditorium Theatre (see page 54). Completely renovated, it reopened in 1967 as Roosevelt's gift to Chicago's cultural life — the original vision of our founding president Edward Sparling. The second is the 150th anniversary of the Chicago Musical College, which joined with Roosevelt in 1954. Along with the theatre program, the Chicago Musical College is the core of our thriving Chicago College of Performing Arts (see page 34).



And we continue to celebrate our legacy. Over the past two years, we have endorsed national movements to protect our immigrant, refugee, international and undocumented students; advanced work on sustainability and climate change initiatives; continued support for our LGBTQ community; and confirmed our legacy of nondiscrimination. We have expanded programs to enable first-generation and marginalized students to succeed in the classroom, built a professional mentorship program pairing students with successful alumni, trustees and friends; created new programs and enhanced continuing majors and, above all, worked to create a culture of academic excellence to prepare students for their futures as citizens and leaders. We have further enhanced our connections to the region's community colleges.


All this in the face of serious financial issues, caused in part by the lack of a state budget for two years, leading to the loss of state Monetary Award Program (MAP) grants that enable our students to afford their education, and help us meet our own debt burden and enrollment challenges.

**The good news:** Our alumni and friends have stepped up with very generous gifts to build scholarship and academic resources, led by our largest gift ever — a \$25 million bequest from the Rosaline and Jacob Cohn family. We achieved even more success during recent months, raising another \$16.3 million in major grants and gifts (see chart at right). With the restored Illinois budget, MAP grants are again available to needy students.

In addition, and with help from our hardworking Board of Trustees, we have made very difficult decisions. We have put on the market or sold two of our properties: the Gage Building and University Center. We have created the “Building a Stronger Roosevelt” initiative that has enabled us to restructure academic and administrative units and downsize our faculty, administration and staff, in the process saving millions of dollars. Over the past two years, we have built a team of outstanding administrators and faculty who are working hard to increase enrollment, retain students, and create a comprehensive and effective college curriculum.

Finally, we have brought thousands of people to Roosevelt University to examine the meaning of the American Dream at the second annual American Dream Reconsidered Conference this fall, featuring U.S. Supreme Court Justice Ruth Bader Ginsburg. Over the past two years, our faculty, students and national leaders have argued, debated and reflected on what this dream means for our community. Watch for news of the third annual American Dream Reconsidered Conference in 2018.

**What's ahead?** With your support, we envision a strong and vibrant future. We are aiming for an enrollment of 5,000 by 2020. We will make Roosevelt a destination for students seeking an urban, non-sectarian university with distinctive programs in liberal arts, science, business, performing arts, pharmacy and education. In fact, at the same time that we recognize our 70 years in the Auditorium Building, we have been updating, remodeling and creating classrooms, offices and labs to accommodate today's students. We will offer students expanded internships and unique opportunities for civic engagement, as well as a rich array of lectures, workshops and seminars for students, alumni and friends of the University. We will continue our proud legacy of inclusion, academic excellence and student success.

I am constantly reminded of the leadership of Eleanor Roosevelt in the early years of our University. I will end with her very first speech on behalf of the newborn college in 1945, when she proclaimed that Roosevelt would be “dedicated to the enlightenment of the human spirit through the constant search for truth, and to the growth of the human spirit through knowledge, understanding and goodwill.” 

**PLEASE DON'T HESITATE TO LET ME KNOW YOUR THOUGHTS AND IDEAS ABOUT ROOSEVELT UNIVERSITY.** Write me at [amalekzadeh@roosevelt.edu](mailto:amalekzadeh@roosevelt.edu). As always, I look forward to hearing from you!

#### MAJOR GIFTS/GRANTS IN 2017

**\$6.8M**

**CCPA Gloria Miner gift**  
for arts education, capital projects, music scholarships

**\$2.4M**

**U.S. Department of Education grant**  
Illinois Dual Language Teacher Leadership Project

**\$2.0M**

**Roosevelt transfer student scholarships**  
anonymous donor

**\$1.4M**

**National Science Foundation grant**  
Noyce Teacher Scholarship Program

**\$1.16M**

**U.S. Department of Education grant**  
McNair Scholars Program

**\$1.04M**

**Heller College of Business**  
Clearing Corporation Charitable Foundation (CCCCF) Fellows Program

**\$1.0M**

**CCPA anonymous foundation gift**  
for student scholarships

**\$500K**

**College of Education scholarships**  
Joseph (MA, '69) and Katherine Triolo

**\$16.3M**

Total for 2017

## CCPA Social Justice Program Opens Doors for Performing Arts Projects

One of the missing links between refugees and Swedish citizens is performing arts. At least, that's what Roosevelt music composition student Sean Hussey argues in his latest project.



**"WE WANT STUDENTS TO USE THIS PROGRAM TO ASK THEMSELVES WHAT MORE THEY CAN DO AS ARTISTS BESIDES PERFORMING AT CONCERTS IN THE COMMUNITY."**

- THOMAS KERNAN  
CCPA Faculty Member

*Above: Performing Social Justice resident Allen Otte (standing) speaks with faculty and students; members of Åkervinda perform in Sweden (left). Opposite page (from left): Cheryl Frazes Hill, Allegra Montanari.*

The recipient of a Performing Social Justice Seed grant offered annually by the Chicago College of Performing Arts (CCPA), Hussey spent two weeks with vocal quartet Åkervinda in residence at the Inter Arts Center in Malmö, Sweden, where he spoke with musicians, refugees and locals about the often-problematic integration of refugees in the Scandinavian nation.

"The [Social Justice Seed Program] could not have been more perfect," Hussey said. "We needed funding for an idea, and every other funding opportunity required us to have a product. We didn't have that. Our goal was to figure out what we wanted to do."

Discoveries made by Hussey during the experience could form the basis for a future book and provide him with countless opportunities to grow the project in the future. This is exactly the kind of outcome CCPA music history professors Thomas Kernan and David Kjar had in mind when they launched the Performing Social Justice Seed Program two years ago.

"We want students to use this program to ask themselves what more they can do as artists besides performing at concerts in the community," Kernan said. "We want them to explore what social justice should look like as a performing artist in the 21st century."

"When musicians and creative types move themselves into other worlds and get to know others, they end up learning more about themselves," Kjar added.

The two preside over the program that awards grant money, which has ranged from \$500 to \$3,500 per project. The faculty members mentor awardees in their work, giving them a financial head start in pursuing ideas that bridge performing art with Roosevelt's mission of social justice.

Recent projects include a critique of gender inequality in the opera world, by Heidi Joosten. CCPA students Ian McGuffin and Cassandra Kaczor worked on the "Dried Tobacco Project," a musical exploration of the emotional risks within the LGBTQ community.

"What's been most satisfying about the program is that there's a community starting to form in which CCPA students are sharing their ideas on how, as performing artists, they can best put social justice into action," Kjar said. "All those who've applied for grants are joining periodically to meet, inspire others and give advice."

CCPA students can apply for Social Justice Seed grants starting in their second semester. Applicants prepare proposals explaining why their idea relates to social justice, the support they need and plans for the future. A group of CCPA faculty members reviews the proposals, working with students to refine ideas before a project begins.

It is a process that Hussey followed in order to get the grant that took him to Sweden, an eye-opening experience that has led to his growth both as a performing artist and a socially conscious citizen.

"This project has opened doors for new ways of thinking about my future and looking into PhD programs," Hussey said. "It's been remarkable to have the guidance of CCPA faculty members, and this wouldn't be possible without their time and effort." **R**



# CCPA's Frazes Hill Named Milwaukee Symphony Chorus Director



**Cheryl Frazes Hill, associate professor of music education and director of choral activities at Chicago College of Performing Arts (CCPA), was named director of the highly acclaimed Milwaukee Symphony Chorus in May.**

"The Milwaukee Symphony Chorus is one of America's finest orchestral choruses, with a very long and important tradition," said CCPA Dean Henry Fogel. "For Cheryl to be chosen after a major international search process is a strong demonstration of the quality of her work as a choral leader."

**"THIS IS AN OPPORTUNITY OF A LIFETIME FOR ME TO BE SELECTED TO LEAD A SYMPHONY CHORUS."**

**- CHERYL FRAZES HILL**  
Associate Professor of Music Education

Trained by the notable founder and first director of the Chicago Symphony Chorus, Margaret Hillis, Frazes Hill has been a noted Chicago Symphony Orchestra Chorus singer and member of its conducting staff for more than 40 years, including more than 20 years assisting current CSO chorus director and conductor Duain Wolfe. She has also spent 15 years leading CCPA's choral activities.

"This is an opportunity of a lifetime for me to be selected to lead a symphony chorus," said Frazes Hill, who regularly commutes between Chicago and Milwaukee.

This season, Frazes Hill has led the Milwaukee Symphony Chorus in performances of Bach's *Magnificat*; Bernstein's *Chichester Psalms*; Beethoven's Symphony No. 9; as well as Handel's immensely popular *Messiah* series, to be held in December.


Meanwhile, Frazes Hill remains engaged with student and alumni singers at Roosevelt. Among this season's highlights, she prepared CCPA's choirs for movements from Mozart's *Requiem* with the Chicago Sinfonietta, performed at the Naperville, Illinois Wentz Auditorium, and at Chicago's Orchestra Hall in November.

She also will be working in spring 2018 with CCPA's choirs, which will perform an evening of music honoring Black History Month joined by the Providence St. Mel High School choir and guest artist Roosevelt A. Credit on Feb. 21, and Honegger's *King David* with the CCPA Wind Ensemble on April 3. Both performances will be in Roosevelt's Ganz Hall.

"I am glad that I still have the opportunity to guide the next generation of singers and music educators," Frazes Hill said.

She hopes to be able to engage Roosevelt alumni living in the Milwaukee area in Milwaukee Symphony Choir activities, and looks forward to an opportunity for future

collaboration between the Milwaukee Symphony Orchestra and CCPA students.

"It's something that I have in the back of my mind," Frazes Hill said. "That would be exciting for our students and I would certainly enjoy it." 

Leadership was created earlier this year with the mission of educating "a new generation of socially conscious artistic leadership."

"Performing is not the only aspect of the arts that's important," Fogel said. "Arts organizations need creative, imaginative leaders to guide them into the future."

**"WE WANT TO HELP STUDENTS FIND THEIR PURPOSE AND EMPOWER THEM TO LIVE AUTHENTICALLY AS ARTISTS. IT'S ABOUT PRACTICING WHAT WE PREACH."**

**-ALLEGRA MONTANARI**  
Director of The Center for Arts Leadership


The center's new director is Roosevelt alumna Allegra Montanari, a 2012 master's in cello performance graduate who started Sharing Notes, an award-winning nonprofit group of volunteer musicians, including many Roosevelt students and alumni who perform regularly for patients at Chicago-area hospitals.

"In the past, CCPA students have been encouraged to apply the principles of social justice to their work as artists," but without much guidance about how to do it, according to Montanari. "With the Center for Arts Leadership, we're taking that next step toward finding ways to engage with the community and providing students with opportunities to take what they've learned in the classroom and put it into action."

Leadership takes many forms, so the new center is taking a multi-pronged

approach in helping CCPA students to think more expansively about their potential role as artists and citizens in the larger community.

Among its initiatives, the center is sponsoring guest lectures and

panel discussions with professionals who use their arts backgrounds in various creative and original ways. These events are also intended to acquaint students with resources that are available to them through the center, including internships, group activities and grants. 

## Training Tomorrow's Arts Leaders

**This fall, students in Roosevelt's Chicago College of Performing Arts (CCPA) will begin seeing a variety of programs, lectures and panel discussions sponsored by an organization with an unfamiliar name: The Center for Arts Leadership.**

The brainchild of CCPA Dean Henry Fogel and his staff, the Center for Arts





## New Real Estate Director Plans Big for Future

**Well-known Chicago real estate professional Collete English Dixon has hit the ground running since joining Roosevelt University over the summer as executive director of the Marshall Bennett Institute of Real Estate and chair of real estate in the Heller College of Business.**

A real estate practitioner with more than three decades of experience in transactions, finance and joint ventures, English Dixon recently led the Institute's 16th annual real estate gala, which has become one of the premier real estate networking events in Chicago.

"It was great to be able to bring hundreds of leaders in the industry together for this important occasion," English Dixon said of the Nov. 9 gala, which honored real estate icon Patrick Fitzgerald and featured a keynote address by high-profile commercial real estate developer Steven Fifield.

English Dixon is no stranger to commercial real estate development. She had a distinguished career as executive director and vice president of transactions for PGIM Real Estate

(formerly Prudential Real Estate Investors), where she co-led national disposition efforts.

Previously, she served as vice president of Midwest Region Acquisitions for PGIM, where she led new investment efforts in seven Midwest markets. Among her top projects were the development of 550 West Washington; Lincoln Center II and III in Oakbrook Terrace, Illinois; and the acquisition of a three-property Kimpton Hotel portfolio in Chicago, Denver and Salt Lake City. She is also a member of the Economic Club of Chicago and three major real estate associations.

"I'm very excited about joining the University and the Marshall Bennett Institute leadership team at

this important point in the Institute's development," English Dixon said. "We have big plans for the future of the real estate program, which we hope to grow in size, scope and visibility."

Among her goals, English Dixon plans to introduce an undergraduate real estate degree program. Roosevelt currently offers a Master of Science in Real Estate and an MBA with a concentration in real estate.

"With an undergraduate program, we can put our students onto a career path in growing numbers of entry-level positions that are available throughout the industry," English Dixon said.

During 2017-18 and beyond, the new real estate program director will be revamping the Institute's promotional materials and website, and wants to increase speaking opportunities and visibility for the Institute's world-class faculty. Fundraising and doubling the Institute's enrollment are also top priorities. [R](#)



**"WE HAVE BIG PLANS FOR THE FUTURE OF THE REAL ESTATE PROGRAM, WHICH WE HOPE TO GROW IN SIZE, SCOPE AND VISIBILITY."**

**- COLLETE ENGLISH DIXON**

*Executive Director of the Marshall Bennett Institute of Real Estate and Chair of Real Estate in the Heller College of Business*

*Above: Collete English Dixon; right (from left): David Banks, business management instructor Dennis Tucker, Anastasia Luca, Guillermo Fernandez. Opposite page: A Heller College of Business hospitality and tourism management class.*

## Shoe Game: Roosevelt business students strategize a win

**The margin of victory was close (one bonus point in the final round), but a team of Roosevelt University business students fought hard last semester to win the prestigious International Business Strategy Invitational.**

Three Roosevelt business students competed as a team in the online game-style competition that pits students from around the world against each other in a simulated capitalistic free-for-all.

The winning Roosevelt students were Guillermo Fernandez, Anastasia Luca and David Banks. They came together in Roosevelt business management instructor Dennis Tucker's



Business Policy and Strategy class, the capstone course for the University's undergraduate business program.

In the course, Tucker uses a teaching tool called The Business Strategy Game, in which classmates divide into teams of three and are assigned to co-manage a fictitious athletic shoe company.

Each team starts its company with the same budget and metrics, but from there every decision the team makes — branding, marketing, production, pricing, inventory, compensation, financing, investment, etc. — is fed into a computer and analyzed.

The cause-and-effect dynamics of each team's decisions are then compared, and points are awarded or subtracted based on an algorithm that predicts how their decisions would play out in the real world. No single strategy can win and, much like chess, the success or failure of a tactic depends entirely on what a team's competitors are doing.

"I like the game because it gives students the opportunity to experience the kind of live decision-making that's really involved in running a company," Tucker said. "It allows them to make decisions, see the consequences of those decisions, and recognize the inter-relationship among all of a business's function areas."


Winners of the classroom competition were eligible to participate in the Business Strategy Invitational, a version of the game in which students from around the world compete against each other over a two-week period.

This spring, Roosevelt's team — which named itself G RU Shoe — defeated 10 other teams from as far away as Greece and Thailand. How did the team win? By changing strategy — and not sleeping much.

"Our initial strategy wasn't working, so we had to adjust to survive," said Fernandez, whom his teammates refer to as "The Boss." During the competition, the team often worked through the night. "Mr. Tucker said we'd probably lose some sleep, and he was right. Sometimes we didn't finish until 5 a.m."

"The game is a great tool for the capstone course in business," Banks said. "It makes you think about all the elements in running a business, and it's very realistic. You get to pretend that you're the CEO."

This isn't the first team from Tucker's class to win the international competition. Over the past 18 years, he has fielded five winning teams, an accomplishment he modestly attributes to the students he teaches.

"It's a kudo to Roosevelt students, not me," he said. "I'm just the facilitator." 



## The Hospitality Biz: The bond for a strong future

**Hospitality and tourism are the engine of Chicago's economy, and for decades Roosevelt University has served the city's need for leadership in these industries through the Manfred Steinfeld School of Hospitality and Tourism Management.**

One of the most recognized hospitality education programs in Illinois, Roosevelt's degree offerings for undergraduate, graduate and executive hospitality students recently added a new dimension by joining the Heller College of Business.

"The College of Business is a natural fit for us," said Carol Brown, associate professor and chair of the Hospitality and Tourism Management Program. Brown believes the marriage between hospitality and business is important for both practical and symbolic reasons. "Many people think of hospitality management as a trade, but it's not — it's a professional discipline."

In addition to offering certificate, bachelor's, master's and executive master's degrees in hospitality and tourism management, the program will expand to include new MBA programs with concentrations in hospitality management and real estate.

"Many of our courses are business-related: accounting, marketing, project management, etc.," Brown said. "Being a part of the business school will give our program an extra measure of credibility and prestige."

The program launched in 1987 with generous financial support from Steinfeld (BS, Honorary Doctorate, '97), and was the first program of its kind in Illinois to offer graduate-degree opportunities for many seeking

management positions. Today, many of the school's graduates staff and run Chicago's internationally known hotels, restaurants, and meeting and convention venues.

"Our alumni work widely in the hospitality management and tourism field, and embody our program's commitment to service and professionalism," said Brown, who notes that the industry is rapidly changing locally, nationally and globally.

Increased technological sophistication, more complex cultural interactions, broader management responsibilities and a hyper-competitive business environment are among factors boosting demand for hospitality professionals, who are as comfortable using a spreadsheet as they are ordering bed sheets.

"Our graduates don't just want to work in hotels and restaurants," Brown said. "They want to be employed as consultants, by accounting firms, and as management advisors in major corporations."

She believes broader degree possibilities and a firmer grounding

**"BEING A PART OF THE BUSINESS SCHOOL WILL GIVE OUR PROGRAM AN EXTRA MEASURE OF CREDIBILITY AND PRESTIGE."**

**- CAROL BROWN**


*Associate Professor and Chair of the Hospitality and Tourism Management Program*

in an expanding number of business disciplines will position Roosevelt graduates to become the kind of leaders the industry needs. The expansion will also allow Roosevelt's hospitality management program to remain competitive in a rapidly expanding hospitality-education marketplace, according to Brown.

"In most cities and countries, hospitality and tourism are the top economic drivers, which is why so many colleges are adding hospitality management to their curriculum."

This trend is not likely to slow down anytime soon.

"There will never be a shortage of jobs in our industry," Brown said, and demand for competent, qualified professionals is at an all-time high. Add all those factors together, and it spells success for the bond between hospitality management and business.

"It's absolutely right and advantageous for our hospitality management program and Roosevelt's Heller College of Business to be joined together." 

## Roosevelt Receives Math & Science Teaching Grant

**Roosevelt University has received a significant National Science Foundation grant that provides scholarships this fall for students interested in teaching math and science in high-need schools.**

The \$1.4 million grant, including \$800,000 in scholarships, makes it possible for Roosevelt, in partnership with the Chicago Public Schools, Oakton Community College and The Field Museum, to prepare undergraduate and graduate students for classrooms in schools where teacher turnover is high.

"There is a great need locally and nationally for high-quality math and science teachers who are committed to working with students who frequently come from low-income and minority households," said Tom Philion, dean of the College of Education at Roosevelt.

"With this initiative, we are collaborating with Roosevelt's College of Arts and Sciences and a number of venerable Chicago-area institutions to better prepare teachers, and by proxy their students, for college and careers in the Science, Technology, Engineering and Math (STEM) sector," he said.

The Noyce Teacher Scholarship program provides \$10,000 annually for up to two years for juniors and seniors who major in math, chemistry or biology and minor in secondary education; and \$18,000 over two years to graduate students enrolled in Roosevelt's Master of Arts in Secondary Education program. The project is led by Byoung Kim, associate professor of education.

In exchange for scholarships,

students agree when they graduate from Roosevelt to teach for up to four years in public schools where math and science teachers are in demand.

"We have a number of schools where turnover of math and science teachers is common," said Christine Murphy Judson, manager of talent acquisition for CPS, which she estimates annually fills approximately 100 math and science teaching vacancies.


"It's a challenge to prepare our students for college and technology sector jobs without them having a strong foundation in math and science," Judson said. "The Roosevelt program will help address teacher shortages, and

will give students the foundation they need to get ahead in STEM."

Roosevelt's Noyce Teacher Scholarship students do field observation and student teaching in CPS schools, and are eligible for job opportunities

at CPS, or if they choose, at other high-need schools throughout the region.

"This is an enormous opportunity for all of us to work together for the betterment of math and science education for the entire Chicago metropolitan region," said Heidi Rouleau, school learning experiences manager for The Field Museum, which hosts courses, internships and other learning experiences for scholarship recipients and those interested in applying to the program. "It's not just about how to take good field trips," Rouleau said. "Roosevelt students will learn how to apply strategies that we use at The Field Museum to spark interest and curiosity in the sciences when they get into the classroom to teach."

The Roosevelt program will prepare 42 secondary math and science teachers over the next five years. Some of the program's candidates will come from Oakton Community College in Des Plaines, Illinois, where the most popular field of study for students intending to go on to a four-year institution is STEM. Other candidates are career changers with strong backgrounds in STEM content areas and professions. 

**"THIS IS AN ENORMOUS OPPORTUNITY FOR ALL OF US TO WORK TOGETHER FOR THE BETTERMENT OF MATH AND SCIENCE EDUCATION FOR THE ENTIRE CHICAGO METROPOLITAN REGION."**

**- HEIDI ROULEAU**

*School Learning Experiences Manager  
for The Field Museum*



*Above: College of  
Education alumna  
Sheena Ali.*





## Teaching Preparation Program Enhancements on the Way

Roosevelt University's College of Education began a conversation over the summer with faculty, students and alumni on enhancing the college's teacher preparation programs.

More than 40 education professionals from Roosevelt and surrounding Chicago-area schools attended the New Deal Teacher Leadership Summit, where College of Education Dean Tom Phillion shared news about recent curriculum changes, and asked for advice on further enhancing Roosevelt's teaching preparation programs for the future.

"Requests for more attention to things like classroom management come up over and over again," Phillion said. "This is why we have begun to redesign our curricula, and are inviting ... our alumni, who have experience in the field, to help us chart our future."

Over the past four years, the college has made changes to its elementary education program that will lead to additional classroom training in the socio-economic needs of learners and strategies for working with diverse learners.

"Enhancing the structure of programs and curricula is important," said Michael Toney, (EdD, '95). "We all know that Roosevelt's programs are excellent, and bringing together alumni from different backgrounds in teaching will help to make the University's programs and its

teaching candidates more effective."

The redesign of Roosevelt's elementary education program includes a new requirement for a two-week field experience each semester. Teaching candidates complete their field experiences at partner schools, including Irma C.

Ruiz Elementary School in Chicago's Pilsen neighborhood and the Hoover Math and Science Academy in Schaumburg School District 54.

"Interacting with students goes beyond just some management skills," said Dana Butler (MA, '98).

Butler, principal at the Irma C. Ruiz Elementary School, has been working closely with the College of Education to implement changes that enhance hands-on teaching experiences for Roosevelt students learning to teach at Ruiz.

**"REQUESTS FOR MORE ATTENTION TO THINGS LIKE CLASSROOM MANAGEMENT COME UP OVER AND OVER AGAIN. THIS IS WHY WE HAVE BEGUN TO REDESIGN OUR CURRICULA, AND ARE INVITING... OUR ALUMNI, WHO HAVE EXPERIENCE IN THE FIELD, TO HELP US CHART OUR FUTURE."**


- TOM PHILLION  
Dean, College of Education

"The college's new field experiences and changes to the program's curriculum will enhance the skills of your student teachers and help them find approaches that meet the individual needs of every child in the classroom," Butler said.

The college's secondary education program is still in the early stages of redesign. Roosevelt faculty members are looking closely at ideas for enhancing leadership skills and time teaching in middle school and high school classrooms before student teaching begins.

During the summit, Roosevelt alumni with teaching experience shared ideas for engaged teaching and learning.

"I have taught for many years, and when I talk with my students about issues that are not easy to decide, I let them vote," said Gloria Needleman, an award-winning teacher and author who graduated from Roosevelt in 1952. "I always say to my students, 'The classroom is not mine. It is our classroom.'"

"Teaching is the noblest of professions and I always encourage my students to become teachers. That is why I am glad to see that Roosevelt takes into account the long-term teaching experiences of its alumni," said Ned McCray, a teacher and 1953 Roosevelt graduate. "Having this kind of conversation will raise the University's teacher preparation programs to a higher level." 



THE NEXT NEW DEAL TEACHER LEADERSHIP SUMMIT WILL BE HELD IN THE SUMMER OF 2018. IF YOU WOULD LIKE TO ATTEND OR BECOME INVOLVED IN ENHANCING COLLEGE OF EDUCATION TEACHING PROGRAMS, CONTACT  
SABRINA ELMS AT  
[SELMS@ROOSEVELT.EDU](mailto:SELMS@ROOSEVELT.EDU).

*Above (left to right): Dana Butler (MA, '98) and Associate Professor of Education and Reading Elizabeth Meadows; Professor Emerita of Education Antonia Potenza and Gloria Needleman (BA, '52).*



## Summer Reading Clinic Celebrates 30th Anniversary

**Roosevelt University celebrated the 30th anniversary of its summer reading clinic in July, an event highlighted by the academic success of two early students.**

Kristen Iverson and her twin sister, Dana, learned to love reading at the clinic while in first through fourth grade. This fall, the two are freshmen at the University of Chicago and Princeton University, respectively.

"These two women are great examples of the positive influence the clinic has had on the lives of its students," said founder and director Margaret Policastro, a Roosevelt professor of elementary education and reading.

Started in the summer of 1987 at Roosevelt's former suburban campus at Forest View High School in Arlington Heights, Illinois, the clinic — today located at Roosevelt's Schaumburg Campus — has given hundreds of Roosevelt graduate students training as reading specialists an opportunity to teach.

At the same time, it has paved the way for hundreds of young people largely from Chicago's northwest suburbs,

but who also come from as far away as Wisconsin and Michigan, to expand horizons as lifelong readers.

"This is where we learned to love reading and value literacy," Kristen Iverson told the *Daily Herald* during the newspaper's recent visit to the clinic. Its 35 students read aloud and participated in guided reading led by graduate students.

Over the years, Roosevelt's summer reading clinic has become a model for balanced literacy school programs that Policastro established with the help of a multi-year \$3 million federal grant.

Designed to improve teacher quality, the programs Policastro started at elementary schools in Chicago and its suburbs stress the importance and availability of books at school libraries and include emphasis on literacy coaching, as well as other professional development training in literacy for teachers.

Policastro noted that the movement today includes districts all over the country — from Clark County, Nevada to Broward County, Florida.

"Every year I say the clinic can't get any better — and every year it does," said Policastro, who is now planning for the clinic's 31st summer season.

**"THESE TWO WOMEN ARE GREAT EXAMPLES OF THE POSITIVE INFLUENCE THE CLINIC HAS HAD ON THE LIVES OF ITS STUDENTS."**

**- MARGARET POLICASTRO**


*Roosevelt Professor of Elementary Education*



*Top: 2017 summer reading clinic students.*

*Bottom: Margaret Policastro, reading clinic founder and professor of elementary education and reading.*

The secret? Part of its success is due to the quality of Roosevelt's graduate students teaching at the clinic, according to Policastro. It also offers young people an opportunity to learn in an environment many schools can't replicate.

"From the start, I wanted to make reading fun," Policastro said. "That's ultimately what the summer reading clinic is all about." 



## One Psychology Student's Desire to Help Others

As a junior, Siva Sarinas took Families and Children 305 with Roosevelt adjunct psychology professor Barbara Ackles, who required her students to work in the field as part of the course.

Sarinas, who had never worked closely with children before, spent 20 hours a week during the fall 2015 course tutoring children with Down syndrome at Gigi's Playhouse in Hoffman Estates, Illinois.

The experience opened Sarinas' eyes to the good she could do and the joy she has since found by helping disadvantaged children all over the world.

"I try to give all of my students practical experience outside the classroom in what it's like to work helping children and families in need," said Ackles, one of many Roosevelt professors who offer a service-learning component as part of their coursework.

**"LEARNING OPPORTUNITIES OUTSIDE THE CLASSROOM ARE CITED NATIONALLY AS THE EXPERIENCE THAT STUDENTS ARE MOST LIKELY TO REMEMBER ABOUT COLLEGE AFTER THEY GRADUATE."**

- KATRINA COAKLEY  
Associate Provost for Student Success

At Gigi's, Sarinas was an instructor for the Teen Tastic fitness program for teens. She also regularly tutored two teenage girls, ages 14 and 16, teaching them to recognize and sound out words. During this experience, the Roosevelt student found her calling when one of the girls began reading from the book they were looking at together.

"I started crying and my student saw how happy I was. She asked me if she could read what she had learned to her parents," said Sarinas, who was so moved that she decided to stay on as a volunteer at Gigi's — even after her Roosevelt course was over.

Recognizing the impact that learning experiences outside the classroom can have in students' lives, Roosevelt's



Office of the Provost — in conjunction with faculty, staff and students — is currently developing a new general education curriculum with enhanced opportunities for service, internships, research and even study abroad as part of regular coursework. The new curriculum is set to begin in fall 2018.

"Learning opportunities outside the classroom are cited nationally as the experience that students are most likely to remember about college after they graduate," said Katrina Coakley, associate provost for student success at Roosevelt. After a year of volunteering on her own at Gigi's, Sarinas went to Bali through the Green Lion's healthcare program in summer 2016 to teach healthcare essentials to children from impoverished areas of the country.

During the six-week program, she taught preschool to fifth graders everything from the importance of hygiene and nutrition to basic English skills.

"These children were so eager to learn," Sarinas said. "Even though many of them had to come from miles and miles away, they would come early for their lesson. It was another moving experience for me."


Prior to attending Roosevelt, the 31-year-old Sarinas worked as a physician's assistant. At Roosevelt she started a Natural Sciences Club, encouraging student members to volunteer doing community cleanup in Chicago's Garfield Park and working with animals at the PAWS animal shelter in Chicago.



"From the beginning, I could see that Siva had a desire to help others," said Brent Barker, an assistant professor of physics and a faculty advisor for the Natural Sciences Club. "I'm not surprised that she's taken what she's learned and applied it in so many ways to help others."

While her interest in science remains strong, Sarinas has discovered — thanks to a field experience that was part of her coursework — that her first passion is working with children. After graduation in May 2018 with a bachelor's degree in psychology, she hopes to once again join the Green Lion Program, this time working with needy children in India or Africa.

After recently taking Child Abuse and Violence 303 last semester with Ackles — a course that took her to the Cook County Juvenile Detention Center where she worked with wards of the state — Sarinas also hopes to one day work in courthouses in Washington, D.C. with victims of domestic violence.

"Siva's journey is in keeping with the spirit of what we're trying to do with learning at Roosevelt University," said Coakley. "Her story is an example of the transformative path that experiential learning can provide for our students. She is a role model for how experiential learning can help a student find his or her path in life." 

*Above, top to bottom: Siva Sarinas (second from left) at Gigi's Playhouse; Sarinas (back row, center) in Bali.*



## Chicago Summer Program Showcases Roosevelt Academics, Campus and City

**When faculty and administrators in Roosevelt University's College of Arts and Sciences wanted to develop an integrated learning and living experiential summer program, they looked no further than the city of Chicago.**

Roosevelt's Chicago Summer program features Chicago-themed courses, taught in an intensive format, combined with related cultural experiences and social activities. The program allows students to accelerate toward degree completion, while still enjoying the many sights and activities that Chicago has to offer.



**"THE COMBINATION OF CLASSROOM ACTIVITIES AND FIELD TRIPS MADE THE COURSE DYNAMIC AND INTERACTIVE. AND CHICAGO HAS A LOT TO OFFER DURING THE SUMMER."**

- DANBERTRANDS CHI NDIKUM

Visiting Student, London South Bank University

*Above, top to bottom: A Chicago Summer program excursion to the Ukrainian Institute of Modern Art; the class visits a Ukrainian Catholic church. Opposite page: Jacek Halon (BA, '17).*

Since the program's inception in 2015, more than 100 Roosevelt students, visiting international students, and students visiting from other U.S. colleges and universities have taken courses at Roosevelt in Chicago's culture and history.

Taught by Roosevelt faculty who have

real-world experience and community connections, Chicago Summer offers courses in the city's art, architecture, history, ethnic enclaves, gentrification, public housing and transit. Each course includes daily off-campus excursions that allow students and their instructors to explore Chicago neighborhoods, historical landmarks and cultural attractions.

Over the years, students have visited the Art Institute; Chinatown; Jane Adams Hull House; Museum of Science and Industry; Northerly Island; historic neighborhoods such as Pilsen, Pullman and Ukrainian Village; and even biked the 606 trail.

History professor Margaret Rung has taught in the Chicago Summer program for the past two summers. Her course examines Chicago as a place of work and play during the late 19th and early 20th centuries — a time of intense urbanization, industrialization and immigration.

"Whether we were touring historic Pullman Town, visiting Union Park, or walking through the former Union Stock Yard, students brought the stories of the past to life with their perceptive observations," Rung said.

"Without the Chicago Summer program's format of intensive class meetings, our collective journey across the boundaries of space and time would have been impossible."

During the program, students can live in the Wabash Building with access to all student amenities. The University's downtown location allows them to discover Chicago's museums, music venues, theaters, restaurants, festivals and sports teams at their leisure. For those who enjoy outdoor activities, Chicago's parks, lakefront, beaches, and walking and biking trails are ideal diversions.


Classes in the Chicago Summer program are held in two-week sessions in July. Students have come from near and far, including Goshen, Indiana; New York City; Cameroon; and England.

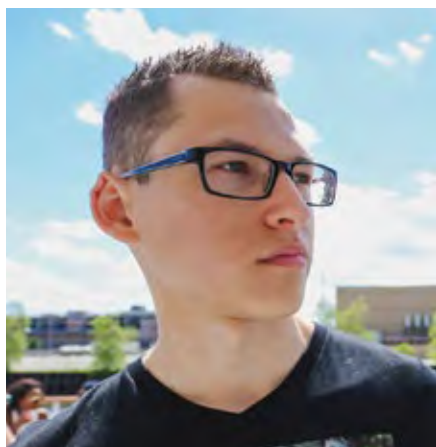
"I had a great time studying at Roosevelt this summer," said Danbertrands Chi Ndikum, a visiting student from London South Bank University. "The combination of classroom activities and field trips made the course dynamic and interactive. And Chicago has a lot to offer during the summer. I attended many free events at nearby Grant Park

and Millennium Park.”

Current Roosevelt students also enjoy the program. “I took summer courses at Roosevelt because I was able to earn full credits in a time-shortened period. This was helpful when I needed to catch up on credits from previous semesters,” said Sarah Portillo, a senior psychology major.

“Not only are Chicago Summer classes convenient,” she said. “Even though I was born and raised here, I’ve been able to see parts of Chicago I’d never seen before. These have been my favorite classes.”

For more information about Chicago Summer, contact Assistant Dean Juli Rowen at [jrowen@roosevelt.edu](mailto:jrowen@roosevelt.edu) or visit [roosevelt.edu/chicagosummer](http://roosevelt.edu/chicagosummer). 



## Roosevelt Making Strides in Cybersecurity

**As Roosevelt University prepares to launch a new degree program in cyber and information security, a recent computer science graduate is becoming a leader in the growing field.**

Jacek Halon (BA, '17) who majored in information technology at Roosevelt, won third prize at the US Cyber Challenge (USCC) Illinois Cyber Camp. The annual invitation-only competition was held in August at Moraine Valley Community College in Chicago's south suburbs. Halon received his certificate from Tony Scott, former Obama chief information officer. More than 1,300 students applied, representing

some 600 colleges and universities nationwide, with only the top 100 invited to attend one of three camps in Delaware, Illinois or Utah.

The five-day intensive boot camp featured classes on trending topics in cybersecurity taught by leading industry executives and government officials. Career panels and hands-on instruction accompanied the lectures. The camp culminated in a virtual cyber-attack and defense “Capture the Flag” competition, where students competed individually and as teams.

“Every bit of data has a story to tell, it just depends on how you look at it,” said Halon. “Working in cybersecurity allows me to take something apart and build a story from the gathered data. Eventually, you learn who was involved, who was affected and, of course, why something was done.”

To support his study at Roosevelt, Halon was awarded the Roosevelt computer science department's Robert Miner Scholarship, established with a generous gift from alumna Florence Miner in honor of her late brother Robert, co-founder of Oracle Corporation.

As part of his Roosevelt degree, Halon completed an internship at aviation and aerospace firm Woodward, Inc. in Niles, Illinois and has since been hired there as a security analyst, working primarily on defensive security to protect the company's network and its users from malicious adversaries.

The recognition for the Roosevelt alumnus comes at a time when the need for cybersecurity professionals is critical. In fact, there could be a need for as many as two million more cybersecurity professionals around the globe by 2019, according to a recent *Forbes* article. To help meet this growing need, Roosevelt will launch a new Bachelor of Science in Cyber and Information Security (CIS) degree program in fall 2018.

“Roosevelt's CIS program will prepare students for a variety of corporate, government, law enforcement and defense careers, in areas including computer forensics, fraud investigation,

intelligence, and terrorism and crime analysis,” said Eric Berkowitz, associate professor and department chair of computer science. “The faculty designed the program so that students earn multiple professional certifications en route to degree completion, and our curriculum follows National Security Agency (NSA) standards.”

Adjunct faculty member Rami Salahieh (BS, '99; MS, '02) teaches cybersecurity courses and consulted on the CIS degree.

“Roosevelt's cyber and information security faculty has strong hands-on experience in computing and information technology,” he said. “They are active in providing cybersecurity awareness and training to our community and to law enforcement agencies. Students

**“ROOSEVELT'S CIS PROGRAM WILL PREPARE STUDENTS FOR A VARIETY OF CORPORATE, GOVERNMENT, LAW ENFORCEMENT AND DEFENSE CAREERS, IN AREAS INCLUDING COMPUTER FORENSICS, FRAUD INVESTIGATION, INTELLIGENCE, AND TERRORISM AND CRIME ANALYSIS.”**


**- ERIC BERKOWITZ**

*Associate Professor and  
Department Chair of Computer Science*

learn in state-of-the-art labs with secure virtual machines.

Our Cyber Club is a great opportunity for students to participate in cybersecurity training, qualifying them for national and international competitions, as well as successful careers in the growing industry.”

Halon was thrilled to learn that Roosevelt has developed a stand-alone cybersecurity degree.

“We are in the midst of a cyber war and while the need for cybersecurity professionals is critical, the shortage of such professionals is due to the lack of specialized educational programs,” Halon said. “There are many talented people who want to work in the field, but they lack the specialized education. Roosevelt's new cyber and information security degree will fill that educational gap and will prepare tomorrow's cybersecurity experts.” 

**FOR MORE INFORMATION ABOUT  
ROOSEVELT'S BS IN CYBER AND  
INFORMATION SECURITY, VISIT  
[ROOSEVELT.EDU/CYBERSECURITY](http://ROOSEVELT.EDU/CYBERSECURITY)**



## Pharmacy Student Wins National Award for Opioid Research



**A Roosevelt pharmacy student received a 2017 U.S. Public Health Service (USPHS) Excellence in Public Pharmacy Award.**

Alex Heinz, 25, now in his final year of Roosevelt's three-year College of Pharmacy (COP) program, was selected for the competitive national award because of his patient-care activism in Chicago's northwest suburbs and his striking research on the opioid painkiller oxycodone.

"The USPHS Excellence in Public Health Pharmacy Award is highly competitive and this is a very significant honor for our student and our program," said Melissa Hogan, dean of COP.

A Roosevelt pharmacy professor initially urged Heinz to apply for the award in part because of a research paper he wrote with two COP students for an elective public health course on the safety and effectiveness of opioids containing ingredients intended to deter abuse.

"I saw a news article that suggested more people are abusing opioids than are abusing heroin, and it got

me thinking that I needed to do something to understand how we can best prevent prescription drug abuse," Heinz said.

Heinz and fellow students Gerry Cavanagh and Julia Gilbert initially reviewed information about more than 20 brands of oxycodone before zeroing in on three types that manufacturers claim can deter abuse.

They looked closely at: oxycodone containing naloxone or naltrexone, which counteracts the opioid when it is injected; formulation-technology oxycodone, which automatically gels up and renders the drug unusable when it is crushed or dissolved; and oxycodone containing niacin, an ingredient that causes unpleasant side effects when ingested.

In their paper, "The efficacy and safety of various abuse deterrent formulations on the prevention of inappropriate use of oxycodone: A systematic review," the Roosevelt students concluded that all three formulations were effective


in deterring abuse. Of the three, formulation-technology oxycodone — such as DETERx — was determined to be the safest, most efficient and versatile.

"I asked my students to research something in public health that they felt strongly about, and what they came back with was above and beyond typical student research," said Abby Kahaleh, associate professor of pharmacy administration.

In fact, the research spawned a poster presentation to more than 20,000 pharmacists from around the world at a meeting of the American Society of Health System Pharmacists. In addition, Heinz has engaged with northwest suburban residents on a number of public-health issues. He talked with children at a Schaumburg day care center about the importance of healthy eating and exercise, administered vaccinations as a volunteer with Walgreens in Des Plaines, contributed to community food drives and did fundraising for children's hospitals, and performed cholesterol screenings at an American Diabetes Association exposition.

"Alex not only excels as a researcher, but also has proven to be a strong public health advocate and community leader," said Lawrence Potempa, the associate professor of biochemistry and immunology who encouraged Heinz to apply for the national award.

After completing a rotation this fall at Advocate Christ Medical Center in Oak Lawn, Illinois, Heinz hopes to land a competitive post-doctorate residency in public health pharmacy. He will graduate in May 2018.

"I am grateful for this award," Heinz said, "which I hope will boost my chances for obtaining a residency." 

**"ALEX NOT ONLY EXCELS AS A RESEARCHER, BUT ALSO HAS PROVEN TO BE A STRONG PUBLIC HEALTH ADVOCATE AND COMMUNITY LEADER."**

**- LAWRENCE POTEPA**

*Associate Professor of Biochemistry and Immunology*

## Roosevelt Professor Named Top Pharmacist in State

**A professor who helped found Roosevelt's College of Pharmacy (COP) is the 2017 Illinois Pharmacist of the Year.**

Cara Brock, who started as a clinical instructor when COP opened its doors in 2011, and today is the college's chair of academic and teaching excellence, received the award from the Illinois Pharmacists Association (IPHA) in September.



*Above, and right: Alex Heinz (PharmD, '18); Cara Brock, assistant professor of clinical sciences and Illinois Pharmacist of the Year. Opposite page: Ishmael Ochir (PharmD, '19).*

Given annually since 1950 to a pharmacist exhibiting the highest level of professionalism and engagement, the Pharmacist of the Year award is IPhA's most established and extraordinary recognition.

**"THIS IS A SIGNIFICANT HONOR FOR CARA THAT REFLECTS HER EXTENSIVE CONTRIBUTIONS TO OUR PROFESSION AND TO ROOSEVELT'S COLLEGE OF PHARMACY,"**

- MELISSA HOGAN  
Dean of College of Pharmacy

"Cara's work at Roosevelt, with our organization and in her specialty field of palliative care, has been amazing. She is certainly deserving of this award," said Garth Reynolds, executive director of the IPhA.

Brock was recognized as "an emerging leader in pharmacy and as an educator on topics of pain and palliative care" by an award nominator, Reynolds said.

Palliative care, Brock's area of expertise, is a relatively new area of practice for pharmacists, and is concerned with helping patients with life-limiting conditions manage pain and symptoms at the end of their lives while in hospice care.

Among contributions in this area, Brock held a faculty placement as a clinical pharmacist for a hospice program at Alexian Brothers Medical Center in Elk Grove Village, Illinois, where she resides. She recently published several articles about the effectiveness of culinary grief therapy and treatment of symptoms at the end of life. Offered at the College of DuPage, this therapy uses cooking as a means to help people cope with loss of loved ones.


Brock also developed a COP elective course for Roosevelt students to learn how to help manage pain and care for patients at the end of their lives in hospice settings. She is a founding organizer of the Society of Palliative Care Pharmacists, which today is a national organization representing approximately 150 pharmacists working in the pain management and palliative care field.

"This is a significant honor for Cara that reflects her extensive contributions to our profession and to Roosevelt's College of Pharmacy," said Melissa Hogan, dean of COP.

At Roosevelt, Brock has been involved in nearly "every aspect of the COP program," Hogan said. "She has been passionate from day one about our students, program, and ensuring that pharmacists give patients quality care."

A native of Oak Park, Illinois and a licensed pharmacist since 2003, Brock

worked in retail and hospital pharmacy before joining COP. Today, she is an assistant professor of clinical pharmacy at Roosevelt, chair of the Conference and Education Committee at IPhA, and faculty advisor to COP student members of the American Pharmacists Association Academy of Student Pharmacists.

"I'm pleased to be recognized for all of my efforts as an Illinois pharmacist," she said. "I believe the pharmacist has a significant role to play in all aspects of patient care, including end-of-life care for patients and their families. I hope I can be an example to students and colleagues to become and stay involved in advocating for their professions and passions." 

## Pharm Aid: Student takes first step to help in native Ghana

**Designing a mechanical monkey thumb isn't the likeliest stepping stone to a pharmacy degree. Nor is starting a non-profit foundation for disadvantaged youth in your spare time, or synthesizing new molecules to make the drug manufacturing process more cost-effective.**

However, Roosevelt PharmD student Ishmael Ochir has done all of these things and more — and he's just getting started.

Ochir's ultimate goal — and the reason he is attending Roosevelt — is to start a new line of affordable pharmaceuticals for distribution in his native Ghana through a chain of pharmacies that he intends to develop, own and operate.

He hopes profits from that enterprise will help fund the non-profit non-government organization (NGO) that he and several friends started last year: Broadway Universal Foundation (BUF), which is dedicated to helping young people in Ghana pursue educational opportunities and improve their lives and communities.

"In Ghana, where I grew up, people need a lot of help," Ochir said. "In general, people don't have access to medications. They can't afford it. Even if a doctor does treat them, all they get are painkillers."

Hospitals in Ghana don't have access to many common drugs, Ochir said, and pharmacies such as Walgreens and CVS simply don't exist.

Ochir wants to change all that. First, he must get his degree, pay back his loans, and connect with world leaders who can help him achieve his goal to do good, improving patients' lives in Ghana. "It will take some time," he said. "Maybe my whole life."

He is off to a good start, in spite of growing up in what he calls a "broken home" that forced him to spend most of his childhood living with friends and surviving on the kindness of others. Those experiences did not crush his ambition. On the contrary, they fueled it.



"During my childhood I came into contact with a lot of people who might have had only one shoe for a year or two, or who didn't own a shirt but were leading a happy life. Sometimes they would get sick, but they had no medical care," Ochir said.

"Whenever I go back to Ghana I try to help, but it's not enough. At some point I realized I could do more."

Since then, "Do more" has pretty much been Ochir's motto.


After graduating from high school in Ghana, he came to the U.S. to attend Chicago's Olive Harvey College, where he was valedictorian, having developed a monkey-thumb exoskeleton as part of a research internship at the Illinois Institute of Technology. He also received a Jack Kent Cook Foundation Scholarship, which he used to obtain a bachelor's degree in biochemistry from the University of Illinois at Chicago. There, while working

on a project to synthesize a better molecule for binding drug chemicals, a professor persuaded him to get a PhD in pharmacology.

**"WHENEVER I GO BACK TO GHANA I TRY TO HELP, BUT IT'S NOT ENOUGH. AT SOME POINT I REALIZED I COULD DO MORE."**

- ISHMAEL OCHIR  
(PharmD, '19)

In 2016, Ochir enrolled at Roosevelt and is now in his second year at the College of Pharmacy (COP). He expects to graduate in 2019.

"Ishmael models the values of Roosevelt University," said Melissa Hogan, dean of COP. "Like many in our program, he is living Roosevelt's social justice mission with a plan of action that I have confidence will one day lead him to make a difference for the better in his homeland." 



| COVER STORY |

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## Revisiting the Dream:

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ROOSEVELT HOSTS SECOND ANNUAL AMERICAN DREAM RECONSIDERED CONFERENCE

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by LAURA JANOTA, JULIAN ZENG,  
NICOLE BARRON AND MONIQUE MITCHELL





**For the second consecutive year, Roosevelt University hosted the American Dream Reconsidered Conference, an event that examined the state of our national ethos during one of the country's most dynamic and challenging eras in its history.**

More than 5,000 people attended the four-day conference, held Sept. 11–14, which featured star-studded guest speakers, touched on hot-button issues and sizzled with news.

"This was a momentous event for our community," said Roosevelt University President Ali Malekzadeh, who first introduced the annual conference in 2016. "Not only was it an occasion to take in differing viewpoints and learn about important issues of the day; this was an exceptional event that gave the University a high degree of visibility."

Highlights of the American Dream Conference included discussions featuring luminaries such as U.S. Supreme Court Justice Ruth Bader Ginsburg; political commentators David Axelrod and Bill Kristol; MacArthur Fellow and author Danielle Allen; noted economist Tyler Cowen; and Roosevelt's own economics alumni, who discussed economic justice and the American Dream.

Immigration, health care, the presidency of Donald Trump, the failure of America's penal system, and Americans' growing complacency were just a few of the topics discussed at the conference.

Like last year, the conference also offered an opportunity for members of the Roosevelt community to volunteer at both the Chicago and Schaumburg campuses for the American Dream Service Day, Sept. 14. Feeding hungry children; rooftop garden beautification; campus clean-up; and cause advocacy, addressing issues of global poverty, health, education and development, were among the service activities performed by close to 300 volunteers. **R**



## ★ Coming to America IMMIGRATION IN A NEW WORLD

The American Dream Reconsidered Conference kicked off its panel series with *Coming to America: Immigration in a New World*. Held in Roosevelt's Rudolph Ganz Memorial Hall, moderator **Bethany Barratt**, professor of political science at Roosevelt, was accompanied by panel experts **María Blanco** and **Aziz Huq**.

Blanco, executive director of the University of California's Immigrant Legal Services Center, and Huq, the Frank and Bernice J. Greenberg law professor at University of Chicago, provided insight on the similarities between past and present U.S. immigration policies. According to Huq, "U.S. law didn't have the concept of a removable alien until the early 20th century. It's only in the 1930s ... that people actually started to see a substantial amount of deportations."

A former advisor for President Barack Obama's 2008 transition team, Blanco spoke candidly about the former president's role in what she describes as the largest deportation operation in American history. "There were a lot of different thoughts about wanting to look tough on enforcement, [which] was a bargaining chip for comprehensive immigration reform in Congress," Blanco said. "But, it was pretty clear at some point that wasn't going to happen."

She continued, "Every year, everybody's tempted to pull out a new report [that] is going to convince people that immigrants are contributing to the economy, that they don't get welfare, and that they contribute to social security — even though they can't [receive social security benefits]."

While recent attempts by the Trump administration to rescind the 2012 Deferred Action for Childhood Arrivals (DACA) program — and enact a travel ban against nationals from Muslim-majority countries — have generated waves of concern and unrest, Huq remains hopeful due to the actions taken by institutions and individuals.

"I don't think that the trajectory of the travel ban would've been the same had it not been for people being present," Huq said. "[I'm] talking to ACLU lawyers who expect upwards of 60 or 70 media briefs on their side from Fortune 500 companies, Biotech, Silicon Valley, [and] every major American university. I think that kind of action by people who are not directly affected by these measures is tremendously consequential." ★



"Every year, everybody's tempted to pull out a new report [that] is going to convince people that immigrants are contributing to the economy, that they don't get welfare, and that they contribute to social security — even though they can't [receive social security benefits]."

— **MARÍA BLANCO**  
Executive Director of the Immigrant Legal Services Center, University of California

Above, top to bottom: (right) *Coming to America: Immigration in a New World* panel; audience members in Ganz Hall; María Blanco; Aziz Huq.

“I would like to be remembered as someone who tried her best, with whatever talent God gave her, to move things in a better direction, to make things better.”

– RUTH BADER GINSBURG  
U.S. Supreme Court Justice



A CONVERSATION WITH

## Justice Ruth Bader Ginsburg

We all have an American Dream, no matter our lot in life. **U.S. Supreme Court Justice Ruth Bader Ginsburg** is no exception, following her lifelong service to her community, country, its people, family and friends.

“How do you want to be remembered?” asked **Seventh Circuit U.S. Court of Appeals Judge Ann Claire Williams**, who joined Ginsburg for their two-hour conversation on the opening night of Roosevelt’s American Dream Reconsidered Conference at the Auditorium Theatre.

“I would like to be remembered as someone who tried her best, with whatever talent God gave her, to move things in a better direction, to make things better,” Ginsburg said as thousands in the theatre cheered her on.

That inspirational exchange, along with many others, captivated thousands in attendance for the wide-ranging conversation on Sept. 11, which headlined Roosevelt’s four-day conference.

Covering everything from her humble beginnings growing up in Brooklyn, New York to her working relationship with the late U.S. Supreme Court Justice Antonin Scalia, Ginsburg shared a life story steeped in social justice activism.

An advocate for women’s rights throughout her life, Ginsburg told the crowd, “I think there has not been a better time to be a woman in the legal profession because no doors are closed.

“I won’t say there’s no discrimination. That would be a stretch,” said Ginsburg, who overcame incredible odds with her determination to become a lawyer and then a judge at a time when the field of law was dominated by men.

“There will be enough women on the Supreme Court when there are nine,” said the outspoken justice, who made news around the nation with that statement and many others.

The Supreme Court justice has also been a figure of mainstream notoriety, especially after a law student, upset by a 2013 decision striking down part of the Voting Rights Act of 1965, referred to Ginsburg in an online posting as the “Notorious RBG,” a sly comparison to the late rapper Notorious B.I.G.

Ginsburg joked while on stage that her similarities to the rap star were obvious. “We both were born and bred in Brooklyn, New York,” she said.

Ginsburg answered a number of questions during the event posed by Roosevelt University students. While she stayed away from discussing politics during her appearance, Ginsburg made it clear on where she stands regarding working with her colleagues on the nation’s highest court. “We revere the institution for which we work,” she said. “It just won’t work if you don’t respect your colleagues.” At one point, she described Scalia as “a funny man,” “a good grammarian” and “a friend.”

Of the divide in Congress over Supreme Court nominations, Ginsburg said, “My hope — and I hope I will live to see it in this lifetime — is that our Congress will get over this nonsense.”

Nominated by President Bill Clinton in 1993, she was only the second woman ever appointed to the Supreme Court. Ginsburg called for a return to the “bipartisan spirit” that prevailed back in that period.

Despite the challenging times and a lifetime of experiences — “Over the long haul, I’ve had it all” — Ginsburg made clear she’s not ready to give up on the dream.

“There’s work to be done,” she said as the audience cheered. “I will remain to do it as long as I can, full steam.” ★

*Above: President Ali Malekzadeh (left) with Ginsburg and Judge Ann Claire Williams at the Auditorium Theatre.  
Below: Ginsburg and Williams in conversation.*







## The BlueCross BlueShield of Illinois Panel

WHO KNEW IT COULD BE SO COMPLICATED?  
A CONVERSATION ABOUT HEALTH CARE IN AMERICA

The BlueCross BlueShield of Illinois panel featured **James L. Madara**, CEO and executive vice president of the American Medical Association; **Maurice Smith**, president of BlueCross BlueShield of Illinois; and **Eric Zimmerman**, partner at McDermott, Will & Emery, and president of the American Health Lawyers Association. **Melissa Hogan**, dean of Roosevelt's College of Pharmacy, moderated the panel, which focused on how health care access impacts the American Dream.

Madara spoke at length about how the health care system is fragmented, because providers are not able to access data swiftly, and that a primary focus for the AMA is to help providers think about connective technology. That better access to data will help with disease prevention.

Smith emphasized that major health care corporations' roles are to serve as advocates for the consumer and organizers of the health care system.

He strongly encouraged those in the audience to get involved and become advocates for health care, and to work with congressional leaders.

When speaking to the partisan divide that exists in the health care debate today, Zimmerman said the Affordable Care Act has quickly become a government entitlement program similar to social security and Medicare. One of the great tragedies of the Affordable Care Act, according to Zimmerman, is the current political environment in which it finds itself, and that its infrastructure could work if Congress decides to work together toward a common goal.

When asked about the winners and losers of universal coverage, Zimmerman said Medicare has by-and-large been viewed as a successful system that maintains a free market service, seen as government organized but not government run. He emphasized the systems in place that would allow customers 100 percent coverage.

Hogan ended the panel discussion with a question of how to make health care more affordable. Without data transparency, Madara said, costs are hard to assess. Zimmerman cited cost as a problem of misaligned incentives, and that the Affordable Care Act fell short on cost-control measures. Madara closed by stating that incentives are important, but the current system has it all wrong — and needs reform. 🌟

*Above, from top: The BlueCross BlueShield of Illinois Panel in Ganz Hall; an audience member talks to panelist Eric Zimmerman; panelist and Roosevelt trustee, Maurice Smith. Bottom: (from left) Associate Professor of Economics Gary Langer with alumni Samuel Barbour, Hans Zigmund, Calvin Trapp, Jessica Akey and Justin Shea.*



## Economic Justice and the American Dream:

A CONVERSATION WITH GRADUATES OF  
ROOSEVELT'S ECONOMICS PROGRAM

Alumni from Roosevelt's graduate economics program took to the stage at Ganz Hall to present personal perspectives on the meaning of economic justice and the American Dream. Accomplished researchers and practitioners, graduates Samuel Barbour, Hans Zigmund, Calvin Trapp, Jessica Akey and Justin Shea emphasized the importance of creating a world in which social and economic justice prevails, where all people have adequate standards of living, and where all have the ability to freely develop full human potentials and capabilities. The panel discussion was moderated by economics program director and professor Gary Langer. 🌟



## ★ Cuz: The Untimely End of an American's Dream

A CONVERSATION ABOUT RACE, JUSTICE,  
INCARCERATION AND THE LOSS OF A GENERATION

Anger, grief and loss were among the emotions that surfaced when Harvard University professor and MacArthur Fellow **Danielle Allen** took the stage to discuss her new book during her talk, *Cuz: The Untimely End of an American's Dream*.

"The American Dream is broken," said Allen, who discussed the loss of her younger cousin and the role the American penal system played in his downfall.

She told audience members that she wrote *Cuz: The Life and Times of Michael A.*, published this fall, in order to understand why her cousin, who had much potential for future success, ended up in prison and subsequently dead after a first conviction for carjacking at age 15.



"We leave it to our  
government to  
secure our rights  
— and they don't."

— DANIELLE ALLEN  
Harvard University Professor  
and MacArthur Fellow



"I wanted to understand 'Why was he dead? Why was he in prison for so long? Why did he end up at 15 with so much anger and trying to carjack a vehicle? What happened?'" said Allen, who is one of today's leading American scholars.

"I hope this book also is a lesson into some of the bigger things we've done in this country with our criminal justice system."

Allen, who comes from a close-knit and well educated family, said it came as a surprise to all when her cousin, Michael, committed a carjacking as a teen. Angry and upset, family members had a difficult time navigating the criminal justice system that kept Michael behind bars for 11 years. During his time in a California prison, Michael wrote essays that are featured in the book and also fell in love with a fellow inmate, who returned to kill Michael shortly after he was released from prison at 26 years of age.

On her journey to understand the story, Allen said she discovered that Michael had grown up in an abusive household and changed schools on five occasions, including a move to Los Angeles where he got involved with gangs.

More troubling, however, was what she learned about the criminal justice system, which she blames for not protecting her cousin, as well as millions of other young African American males who have been locked behind bars, largely due to drug convictions.

Allen told audience members that the Declaration of Independence makes it clear the government is supposed to ensure one's right to pursue happiness.

"Our war on drugs is hindering our pursuit of happiness," she said. "We leave it to our government to secure our rights — and they don't." ★

Above, from left:  
Danielle Allen;  
Professor of Sociology  
Heather Dalmage (left)  
and Allen in Ganz Hall.





THE JACK MILLER CENTER

## Conversation on the American Dream

We live in self-satisfactory, comfortable times; we as Americans are content to try new things but are not interested in creating change. There is a real danger that accompanies avoiding the new and different, in favor of standing still.

This is the argument **Tyler Cowen** makes in his most recent book, *The Complacent Class: The Self-Defeating Quest for the American Dream*, which he presented at The Jack Miller Center Conversation on The American Dream on Sept. 13. Cowen is a renowned economist and Holbert C. Harris chair of the economics department at George Mason University, and presented his perspectives on the country at large during this engaging discussion. Political commentator **Bill Kristol** moderated the talk.

“When I talk about complacency, I mean this notion that we have lost the ability to imagine a future fundamentally different and better from the present we live in,” Cowen said. “[It] to me seems almost entirely vanished. We obsess over keeping our kids safe, medicating ourselves, digging in, not

moving so often ... the internet has made staying at home a lot more fun, much more than it’s made us more productive or dynamic.”

From the pure extremes of political bipartisanship to the isolationism of social media interaction, the discussion by Cowen and Kristol covered a wide swath of dynamics in American culture that has created a more insular people.

The conversation ended on a question: “Do people believe strongly in some kind of future they imagine very clearly in their minds?” To Cowen, recent trends may not hold much optimism. 🌟



Above, counterclockwise from top: Bill Kristol (left) and Tyler Cowen at Ganz Hall; Cowen and Jack Miller (right); Cowen, contemplating danger of complacency.

“When I talk about complacency, I mean this notion that we have lost the ability to imagine a future fundamentally different and better from the present we live in.”

— TYLER COWEN

Economist; Holbert C. Harris Chair of Economics, George Mason University





## ★ It Did Happen Here

### REFLECTIONS ON THE 2016 PRESIDENTIAL ELECTION AND ITS AFTERMATH

A spirited discussion on the 2016 election and Trump presidency by leading political commentators **David Axelrod** and **Bill Kristol** engaged a capacity crowd on the third day of the American Dream Reconsidered Conference in Ganz Hall. Roosevelt University associate professor of political science David Faris moderated the discussion.

Though Axelrod, former Obama senior advisor, and Kristol, founder of the conservative-leaning *Weekly Standard*, are on opposing sides of the political spectrum, both had serious misgivings about Trump's performance.

Axelrod criticized the president for "having no idea whatsoever of what he's doing," and suggested Democrats will need a candidate in 2020 who is nothing like Trump. "We'll need someone who can make the argument on values we share including economic opportunity and equality," he said.

While Kristol called Trump "a con man" who "has done damage to the country," the political commentator also argued that some Americans, in the end, will remember good things about the unusual presidency.

"The big story to me after his eight months in office is that reluctant Trump voters remain Trump voters," Kristol said. "He may not be doing well with them, but he's doing well enough to hold most of them."

One of the best things to emerge from the election and presidency, according to Axelrod, is the strength of American democracy.

"One of the things that has most impressed me is the resilience of our institutions," said Axelrod, who credited the media for inspiring aggressive American citizens to become more active, and Congress for listening to its constituents.

Kristol believes it will be interesting to watch how Trump will fare in the event of an economic downturn. "When will reluctant Trump supporters turn against the president?" Kristol asked. "I think a big economic downturn could do that."

Both men said they were worried about where the Trump presidency will take the country going forward.

"What worries me is how the story will end," said Axelrod, who believes talk of impeachment should take a back burner, essentially denying Trump the opportunity to further rile up and ignite his base.

Citing "a fundamental divide in the Republican Party," Kristol said, "None of us has seen this movie before. We're really in a new environment. Things are very fluid ... there are so many variables at play," which he believes means taking a wait-and-see approach. ★



"One of the things that has most impressed me is the resilience of our institutions."

— DAVID AXELROD  
Political Commentator

*Above from left, clockwise: Associate Professor of Political Science David Faris (middle) moderates "It Did Happen Here" panel with political commentators David Axelrod (left) and Bill Kristol; Axelrod and Kristol in discussion; (from left) Axelrod, Kristol, Board of Trustees Chair Patricia Harris and President Ali Malekzadeh.*

★  
AMERICAN DREAM  
**Service Day**

Nearly 300 members of the Roosevelt community took part in the second annual American Dream Service Day at the Chicago and Schaumburg campuses. Volunteers packed food for the hungry, beautified the Wabash rooftop gardens, wrote letters to politicians in support of a U.S. International Affairs budget in Chicago, took part in campus cleanup, and assembled hygiene kits for homeless veterans and youths in Schaumburg. ★



*Above: Service Day volunteers in the Wabash rooftop garden.*

*Right, from left: Volunteers write letters to senators; Feeding Children Everywhere volunteers enjoy giving back; packing foodstuffs for the hungry.*



★  
GAGE GALLERY

**Nowhere People**  
PHOTOGRAPHS BY GREG CONSTANTINE

The second American Dream Reconsidered Conference ended with the opening of *Nowhere People: The Children*, a photo exhibit featuring stateless people around the world, and refugees and migrants without citizenship. ★



*Right, clockwise from top: President Ali Malekzadeh (center) mingles at exhibit reception; Photographer Greg Constantine presents on opening night; Gage Gallery curator Mike Ens Dorf (left) with Constantine.*





# María Blanco

**María Blanco, executive director of the University of California Immigrant Legal Services Center, is a leading expert on U.S. immigration trends and policies, including the Deferred Action for Childhood Arrivals (DACA).**



During her visit as a speaker at Roosevelt's American Dream Reconsidered Conference, Blanco discussed DACA and other immigration issues with members of the University's OASIS (Outreach, Advocacy, Social Justice, Information and Safety) Committee.

Below is a synopsis of the conversation between Blanco and OASIS Committee member and graduate sociology student Paige Jovanovic.

**Jovanovic: Tell us about yourself and your interest in immigration.**

**Blanco:** I'm an immigrant born in Mexico, and my parents are immigrants from Costa Rica and Spain, so at some level, it's a personal interest. For many years, I had a green card, and became a citizen 15 years ago. I am also a civil rights lawyer who has done a lot of work in employment. Many of my clients have been impacted by immigration issues.

**What does the Immigrant Legal Services Center do and what is the mood there?**

The center is about two and a half years old, and provides free legal services for University of California immigrant students and their families — most have DACA. They have been living a dream that they could get a college degree and work during the school year. Now there is tremendous fear that the information they included in their DACA applications will be shared with immigration authorities. There is also uncertainty, as Congress may not deal with this issue any time soon.

**Give us a short overview of U.S. immigration and our nation's policies.**

We have had periods in this country when immigration was encouraged, and times — not unlike today — of

hysteria. It is an issue that repeatedly has created divisions in our country and politics. Some people think it relates to economics, but I don't think so. I believe it has more to do with immigrants going to places in this country that they didn't used to, and that is creating tension.

**Could the division in our country over immigration spark a social movement similar to civil rights?**

I think these young Dreamers are close to the civil rights movement. They are Americans. They are grounded in civil rights history. They feel they have a direct line to it and that they, themselves, are Americans fighting for their rights.

**What would the termination of DACA really mean?**

The consequences could be tremendous. We are talking about 800,000 people in the prime of their lives. If they happen to be in a situation where a family member is deported, they could get swept up in it — but deportation is the most severe consequence. Losing the ability to work will be a hard blow, as many have opened bank accounts, purchased homes and cars, and taken out loans.

**What is the likelihood that our immigration laws will be reformed?**

I think it will happen. We can't go on like this. There are so many elements of the system that are broken. Today, it can take an immigrant ... 20 years to become legal, but if the backlog was fixed that would help tremendously. It may take a different kind of Congress, and a different kind of Republican Party that isn't so based on creating fear, but instead is based on incorporating people into communities. ★

★  
TO VIEW SESSIONS FROM THE SECOND ANNUAL  
AMERICAN DREAM RECONSIDERED CONFERENCE, VISIT  
[americandreamconference.com/2017recap](http://americandreamconference.com/2017recap)






# Immigration Injustice

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AN IRANIAN IMMIGRANT STUDENT'S TIRELESS PURSUIT  
OF LOVE, EDUCATION AND THE AMERICAN DREAM

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by LAURA JANOTA



fter years of being prevented from joining her husband in America, Roosevelt student Mary Nikpouri should by all rights be skeptical of the American Dream.


Among countless immigrants subjected to long waits and a seemingly endless bureaucracy in the quest to join loved ones legally in the U.S., Nikpouri spent nearly the first half of her 12-year marriage living apart from her husband Amir.

And yet, the 34-year-old health-sciences student is still hopeful about her future in America.

"I just want to be an educated mom so my son can learn from me," said Nikpouri, who today lives with Amir and her 2-year-old son, Ryan, in a southwest Chicago suburb.

A Roosevelt Presidential Scholarship recipient, Nikpouri has reason for optimism, as she is less than a year from completing an allied health degree in histotechnology, the only bachelor's-level program of its kind in Illinois.

Starting pay is good — about \$26 an hour — and chances of finding a job are nearly 100 percent for Roosevelt students who learn to handle, store and prepare human tissue samples for analysis at Northwestern Memorial Hospital in Chicago.



*Mary Nikpouri (left)  
with son, Ryan, and  
husband, Amir.*





**“Mary expressed interest in my class in empowering women in Iran through educational and career opportunities. She frequently reflected on her life in Iran, and I know that all of us in that class came to value what she had to say immensely.”**

— E. MAIRIN BARNEY  
Former Roosevelt Professor

*Right: Nikpouri in a Wabash Building science lab.*

Both Mary, who will graduate in summer 2018, and Amir, a manager and partner in a Chicago auto-auction business, today are naturalized U.S. citizens. That was not the case, however, when their love story — and all of its ensuing struggles — began to unfold in 2005.

“It was difficult all those years being apart from one another, but it made us closer, and as a result, we are determined to make the most of our life together in the U.S.,” Nikpouri said.

#### MARY MEETS AMIR

The couple met at a shared relative’s house in Tehran on Feb. 25, 2005. Mary, then 21, a native of Iran’s capital city, was a lab technician whose job was to test the city’s water for contamination levels. She went to her relative’s home with her mother to pay respect to family and friends, a tradition followed by Iranians all over the world during the holiday season that precedes the Iranian New Year, which falls on the first day of spring, typically in March.

A native of Shiraz, Amir, then 26, had come to do the same. He left the southerly garden city, Iran’s sixth largest metropolis, in 1989, joining family members who had moved to America to start a business. A bargain airfare to Tehran, a city he hadn’t seen since he was 12 years old, made his homeland visit possible.

“My mother would always tell me, ‘You should marry a Persian girl,’” Amir said. “I would shake my head and tell her, ‘I don’t think I have anything in common with one,’ and she would tell me, ‘Mom knows best.’”

#### MARY’S EDUCATION

Mary grew up during the 1980-88 Iran-Iraq War, believed to have taken an estimated half a million lives. Her mother, a human resources director at a Tehran hospital, and her father, a high-ranking official of Iran’s Department of Education, promised their daughter she would be educated.

The war, however, forced the family to flee to the countryside where as a first-grader, Mary witnessed a missile attack, killing

people near where she lay hidden in a canal on orders of her father, whose quick thinking likely saved her life.

There were no options for education in the countryside at that time, except a strict religious school for refugees, which Mary attended for four months. Later returning to Tehran, she finished grade school, high school and some college, obtaining an associate’s degree in environmental health; she was then admitted to an engineering program.

“What I remember about Mary was her discussion and reflection on why she wanted to come to the U.S.,” said E. Mairin Barney, a former Roosevelt English instructor who first introduced the student to the idea of social justice in an online Writing Social Justice class.

An unfamiliar concept, social justice for Mary became a starting point for analyzing her personal journey in Iran, a process that led her to tell her story.

“Mary expressed interest in my class in empowering women in Iran through educational and career opportunities,” Barney said. “She frequently reflected on her life in Iran, and I know that all of us in that class came to value what she had to say immensely.”

#### A QUICK COURTSHIP AND PROLONGED SEPARATION

Mary was supposed to stay at her relative’s house on that first day she met Amir for 90 minutes, but he begged her to stay longer. “I told her, ‘I’ve been looking for you in the skies,’” he said. “I also asked her to show me around Tehran.”

They explored the city streets, visited shopping malls and talked late at night on the phone. He gave her flowers. She found a bench in a famous Tehran park where they sat talking for 12 hours straight about life, children and the importance of education.

“I promised her, ‘You will be successful in America as long as you’ve got the education,’” said Amir, who remembers advising Mary, while she waited in Iran, to master English so that she could hit the ground running in the U.S.





**“It’s been a long time  
and a lot of studying, but  
finally our American  
Dream is on track.”**

– MARY NIKPOURI



*Above: Nikpouri  
(center) in Grant Park  
with (from left) her  
mother, Simin Kavian,  
Ryan and Amir.*

The two married in Tehran, with the blessing of their families, on April 14, 2005 — just 49 days after their courtship began.

Amir vowed to bring his new wife to the U.S. quickly. He did not, however, anticipate being among approximately 1.5 million similar petitioners whom well-known U.S. immigration policy consultant Paul Donnelly has estimated may have been waiting — some as long as seven years — for permission to bring loved ones to America.

“How long would you want to have to sleep in a different country than your husband or wife?” asked Donnelly, who first met Amir in 2007 after the legal U.S. resident contacted a number of federal offices, including his senators, for help in bringing Mary to the U.S.

“Immigrants like the Nikpours are what make our country great,” said Donnelly, who set the stage for Amir to tell his story to *The New York Times* and senators in Washington, D.C. in May 2007.



“They come here with hopes and dreams of making a difference, they raise their kids to become real Americans, and then we treat them like they are a pain in the neck instead of an opportunity,” Donnelly said. “It doesn’t make sense.”

When Amir first returned to the U.S. to file Mary’s paperwork, he had never been in a courtroom, was not versed in immigration law and did not know any immigration lawyers.

“I thought I could just pay someone and it would happen, but I found out that things don’t work that way,” said Amir, who discovered his green card was not enough to put his wife on a fast track to America.

The first year apart passed, and then the second. The two talked on the phone together every night, but by day, their state of affairs was growing tense.

“I was hearing from people I knew that he (Amir) was lying. They said he already had a wife and family in America,” Mary said. “It wasn’t true, but at the time I was heartbroken and growing more and more frustrated every day.”

#### AMIR’S FIGHT FOR HIS WIFE

Committed to his promise to bring Mary to America, Amir called then-Senator Barack Obama during his presidential campaign. Obama’s office put him in touch with American Families United (AFU), a not-for-profit organization that advocates for U.S. citizens trying to bring spouses and children to America. An AFU consultant at the time, Donnelly saw an opportunity in Amir and his story.

“We wanted to address delays that those seeking legal immigration were experiencing, and here was Amir — young, handsome, articulate, and a poster child for what’s wrong with the immigration system,” Donnelly said.

Amir had been to the U.S. Senate once as a high school student, but this was a different occasion: a press conference with then-Senator Hillary Clinton and dozens of media cameras.

“[Senator Clinton] told me she was sorry that we have a broken system and that our laws are

breaking families apart,” said Amir, whose story was featured on CNN, in *The New York Times* and more than 100 other newspapers around the country. “She joked with me, told me I was a good-looking guy and that Mary would certainly wait for me.”

Clinton’s proposed amendment was to be part of a sweeping immigration reform bill. She called for increases to the number of green cards issued annually to spouses and children of legal residents, thereby reducing the U.S. Immigration and Naturalization Service’s case backlog. Opponents argued there was no backlog, and in the end, neither the amendment nor the bill itself became reality.

Meanwhile, the couple’s time apart grew, eventually to six years. “Every day I would check online to see if a visa was available, and every day the answer was no,” Amir said.

In 2009, after his own five-year wait as a green-card holder, Amir became a U.S. citizen, entitling him to file a new case for his wife’s entry to the U.S. There were a few more months of delays during processing of Mary’s paperwork, but her entry to the U.S. finally came on July 4, 2010 — a true Independence Day following the couple’s earnest pursuit of the American Dream.

#### A FUTURE TOGETHER, AT LAST

“Mary is a straight-A student and well-suited to become a histotechnologist,” said Roosevelt biology professor Kelly Wentz-Hunter, who accepted Mary into the program based on her grades, work experience and determination. “Mary has many talents that she began developing in Iran, and I’m sure she will have opportunities to further develop and use those talents here in America.”

In fact, Mary plans to enter Roosevelt’s biomedical science master’s program after graduating in 2018.

“All we ever wanted to do was be together,” Mary said. “It’s been a long time and a lot of studying, but finally our American Dream is on track.” **R**

**“Immigrants like the Nikpouris are what make our country great. They come here with hopes and dreams of making a difference, they raise their kids to become real Americans, and then we treat them like they are a pain in the neck instead of an opportunity. It doesn’t make sense.”**

— PAUL DONNELLY  
U.S. Immigration Policy Consultant

# CCPA 150 YEARS






# The Courage to Create

CHICAGO COLLEGE OF PERFORMING ARTS  
CELEBRATES ITS 150TH ANNIVERSARY

by TAD SIMONS



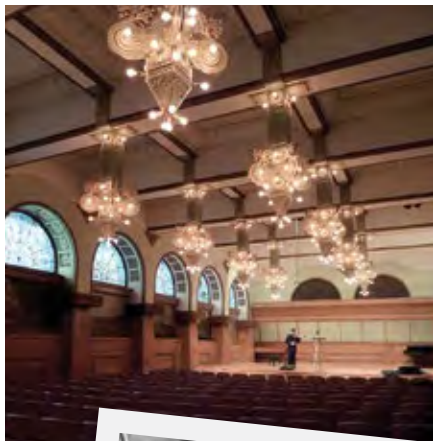
**The story is lore at Roosevelt University: In September 1871, four years after founding the Chicago Academy of Music, Florenz Ziegfeld, Sr. — father of the famous Broadway impresario — moved his increasingly popular music conservatory to a new building, which promptly went up in flames during the Great Chicago Fire.**

Undeterred, Ziegfeld reopened his school in less than three months. The following year, he changed the school's name to the Chicago Musical College (CMC), charging more than 900 students "tuition" of a dollar per lesson.

Thereafter, CMC retained its name for the next 125 years, through its merger in 1954 with Roosevelt University's School of Music and up until 1997, when the administration combined Roosevelt's music and theater programs into a new entity: the College of Performing Arts.

Three years later, then-dean James Gandre added "Chicago" to the name in order to symbolically reconnect the college with its storied past, creating what we now know as the Chicago College of Performing Arts (CCPA).

*Above: Ganz Hall is a treasured rehearsal space for CCPA students; (inset) Rudolph Ganz.*



**“Creative courage means the ability to embrace the unknown, to create something where there was nothing before. Our job is to give our students the skills and craft to have that kind of courage.”**

– JOEL FINK  
Founding Director of the  
CCPA Theatre Conservatory

## ARTISTIC COURAGE

CCPA celebrates the 150th anniversary of its founding this year. To mark the occasion, thousands of students, alumni, donors and interested Chicagoans will gather on March 14, 2018 at Roosevelt’s historic Auditorium Theatre for the college’s annual Vivid concert and fundraiser, showcasing the talent and achievements of CCPA’s students, faculty and alumni.

Before the applause for that special evening dies down, however, it is worth reflecting on the spirit of perseverance and courage forged by that fire 150 years ago. It took an extraordinary act of optimism for Ziegfeld and his staff to look past the smoldering char and ash of their former building and envision a future unmarred by disaster. Like the city of Chicago itself, they used the fire as an opportunity to rebuild and rebound, to rededicate themselves to their great project of establishing a European-style cultural institution in the heart of the American Midwest.

Courage, resilience, optimism, and heart — these qualities are seared into the DNA of CCPA, and manifest themselves every day in the classrooms, studios and rehearsal halls of the college. In these spaces high above Michigan Avenue, a new generation of aspiring artists learns what it can from those who have gone before them — what it means to be an artist, a professional, a purveyor of imagination and master of artistic craft. They then take the most daring leap of all: into a public and culture that does not necessarily appreciate or care how hard they have worked to acquire their skills, only how easy they can make it look when they get up on stage to perform.

“It takes courage to be an artist,” said Joel Fink, founding director of CCPA’s 20-year-old theater program and its former dean. “The phrase I often use with my students is ‘Developing the courage to create.’ Creative courage means the ability to embrace the unknown, to create something where there was nothing before. Our job is to give our students the skills and craft to have that kind of courage.”

Most students attend CCPA with the intention, or at least aspiration, of becoming a professional musician or actor/performer. Toward that end, the college’s programs are designed to teach students not only the technical skills they will need to be working professionals, but also acquaint them with the personal and practical habits necessary to survive as professional artists.

Auditions, rejection, practice, humility, sacrifice, hustle and failure are just a few of the slings and arrows a working artist must face. That is not necessarily bad. As former CCPA dean and provost James Gandre notes, “The life of an artist has never been easy, and it isn’t supposed to be. Often, the struggle is what makes art interesting and moving.”

However, training someone to be both extraordinarily sensitive to the nuances of a line in a play or a passage of music, say, and also thick-skinned enough not to let criticism or indifference poison their confidence — well, that’s a paradox with which CCPA faculty members are intimately familiar.

“It’s called ‘show business’ for a reason,” said Sean Kelley, associate dean and director of the Theatre Conservatory. “All of our students come in with passion for the art, but they also need to comprehend the coldness of the industry and understand the principles of business and marketing. Character development is a different avenue than business development. To make this your career, you need both.”

## Chicago College of Performing Arts Historical Timeline:

- Chicago Academy of Music founded by Florenz Ziegfeld, Sr. **1867**
- CAM building destroyed in Great Chicago Fire **1871**
- Name change to Chicago Musical College (CMC) **1872**
- Pianist Rudolph Ganz joins CMC faculty **1900**
- CMC becomes charter member of National Assoc. of Schools of Music **1924**
- Rudolph Ganz appointed president of CMC **1934**
- Roosevelt University acquires historic Auditorium Building with its landmark theatre **1946**



On the credibility front, it helps that most of CCPA's faculty are working artists themselves — members of the Chicago Symphony Orchestra, Chicago Lyric Opera, Joffrey Ballet, as well as actors and directors from various Chicago-area theaters — people who “know what they’re talking about” because they live and breathe it every day. In truth, this ethos of collaborative generosity between working professionals and aspiring students has been part of the school’s guiding philosophy since its inception.

### THE GENIAL GENIUS: RUDOLPH GANZ

No one embodied these values more fully, or articulated them more eloquently, than the spiritual father of the Chicago Musical College, Rudolph Ganz, the Swiss piano legend who joined the faculty in 1900 and remained a fixture at the school for more than 70 years.

Ganz’s piano studio on the ninth floor of Roosevelt’s Auditorium Building has been preserved both as a monument to his genius and as vivid testimony to a musical life well lived. More than 100 photographs line the walls: signed portraits from the legends of his day (Toscanini, Ravel, Stravinsky); notes of gratitude from former students, many of whom went on to have illustrious careers themselves (John La Montaine, Dorothy Donegan, Marian Hall, Joseph Bloch); along with a veritable who’s who of musical luminaries from the first half of the 20th century.

Master piano students still use Ganz’s studio to practice, drawing inspiration from the history of the room. Also on the Auditorium’s seventh floor is Ganz Hall, an architectural marvel whose lovingly restored “electroliers” and stained-glass windows assert a bold, brash beauty entirely in concert with Ganz’s own ideas about music, education and life.

In Jeanne Colette Colleser’s biography, *Rudolph Ganz: A Musical Pioneer*, Ganz is quoted as saying, “Music is one of the most powerful and important forces of education. It teaches two virtues that we are greatly in need of today: discipline in preparation and imagination in performance.”

Ludmila Lazar, a former student of Ganz and beloved CCPA piano faculty member, concurs: “It was his incessant search for meaning, for character, for truth in the music which was ever present,” she said. “He made me hear more than piano sounds; they became music of the orchestra, of nature, of the human soul.”

This idea that music is much more than mere sound, that it has meaning and purpose and can serve as a guide to the contours of the soul, was the foundation upon which Ganz built his career as a performer and teacher. He was especially passionate about the performance aspect of the job. He taught “imagination in performance,” rather than technical perfection, because the connection he was striving for — that experience of sublime communication between performers and an audience — was based on the notion that a form of musical truth exists, and it is the artist’s responsibility to locate it.

“In many conservatories dedicated to professional training, there is a disconnect between the academic side (theory, form, etc.) and the performance side,” said Linda Berna, associate dean of the Music Conservatory. “Not here. We’ve made a conscious decision that it all works together.” By “all,” Berna means not only musical study and practice, but also literature, art, history, personal experience, intelligence, intuition and grit.

Berna came to Roosevelt 40 years ago as a

**“Music is one of the most powerful and important forces of education. It teaches two virtues that we are greatly in need of today: discipline in preparation and imagination in performance.”**

— RUDOLPH GANZ  
Chicago Musical College



Opposite page: Ganz Hall (top) was originally a banquet hall (below). Above: Ganz (top) spent more than 70 years at Chicago Musical College, which merged in 1954 with Roosevelt University at its Auditorium Building (center), where Ganz Hall (bottom) is currently housed.

- CMC merges with Roosevelt University School of Music  
**1954**
- Mayor Richard J. Daley declares Feb. 24, “Rudolph Ganz Day”  
**1970**
- College of Performing Arts founded. New Theater Conservatory established.  
**1997**
- Dean James Gandre sets new goal: to make CCPA “one of the great performing-arts schools in the world”  
**2000**
- Another name change to Chicago College of Performing Arts  
**2004**
- Restoration of Ganz Hall, including historic “electrolier” chandeliers  
**2009**
- Former CSO president Henry Fogel hired as dean  
**2013**
- Musical Theater/Dance program established  
**2014**
- CCPA Dance Studios open at 218 S. Wabash Ave.  
**2017**
- Center for Arts Leadership founded

**“Part of your role as an artist is to be an advocate for the arts and their place in a civilized society.”**

— HENRY FOGEL  
Dean of CCPA

## Vivid 2018

### CCPA ANNUAL SHOWCASE AND GALA

WEDNESDAY, MARCH 14, 7:30 P.M.  
AUDITORIUM THEATRE  
OF ROOSEVELT UNIVERSITY

Join us as we mark the 150th anniversary of the Music Conservatory and the 20th anniversary of the Theatre Conservatory. The upcoming showcase will feature performances by some of CCPA's most talented students, as well as a solo performance by CCPA's renowned head of piano Winston Choi. Alumna Merle Dandridge (BFA, '98), lead actress in the Oprah Winfrey Network hit drama series *Greenleaf* who has recently returned to Broadway to star in *Once on This Island*, will receive the first annual CCPA Distinguished Artist Award. A ticketed pre-show Gala begins at 5:30 p.m. For information about the Gala and sponsorship opportunities, call (312) 341-3783. VIVID 2018 is a free event, but donations are encouraged to support CCPA students and programs. Free tickets can be reserved at [auditoriumtheatre.org](http://auditoriumtheatre.org), (312) 341-2300, or the Auditorium Theatre Box Office.

FOR MORE INFORMATION, VISIT  
[roosevelt.edu/ccpa](http://roosevelt.edu/ccpa)  
OR CALL (312) 431-2352

piano student, and still remembers her years in the conservatory. “What struck me when I came was the atmosphere. It was vital and lively and really involved with the real world of music. The faculty were, and still are, active performers, and they taught differently. They taught us how to make music the way professionals make music.”

Though a certain level of technical excellence was expected, she said, lessons did not focus on the notes. “In piano, we’d have weekly performances and the faculty would critique us. They’d ask us questions like: ‘What are you trying to say with the music? What are you thinking while you are playing it?’ It was all about getting us to think consciously about what we were playing, and how to turn what we thought and felt about the music into a compelling performance.”

### CREATING ARTIST-CITIZENS

When the Chicago Musical College merged with Roosevelt University in 1954, it operated for years almost as a separate entity, due in part to the fact that not everyone in the CMC approved of the move. However, the University’s emphasis on social justice gradually seeped into the culture of CMC (and later, CCPA) via the notion of graduates as artist/citizens — people who see themselves as professional musicians and actors, yes, but also as ambassadors for the arts in the broader community and culture.

CCPA’s current dean, Henry Fogel, is a firm believer that artists are the conscience of culture, and he has solidified that belief into his mission statement and goals for the college. In fact, two of his stated goals for the future are: “To prepare our students for active and dedicated careers as socially conscious artist-citizens,” and “To develop an understanding of the need for artists of the future to advocate for the central place that the arts must hold in a healthy society.”

As a former president of the Chicago Symphony Orchestra and American Symphony Orchestra League, Fogel is all too aware of the precarious place even our most revered arts institutions occupy in the current cultural landscape.

“I think it’s important to teach students that going out and playing your instrument isn’t enough,” Fogel said. “Part of your role as an artist is to be an advocate for the arts and their place in a civilized society.”

Another role important to the ongoing vitality of the arts, Fogel said, is seeding arts organizations with competent, principled leaders. Indeed, establishing Roosevelt as a leader among leaders in the arts is one of Fogel’s primary goals.

Since taking the reins at CCPA in 2009, he has created a master’s in performing arts administration program, one of the first of its kind in the country. He also recently established the Center for Arts Leadership, whose mission is “to educate the new generation of socially conscious artistic leadership” through coursework and projects that develop and reflect Roosevelt’s commitment to ethics, values and engaged citizenship.

### OPTIMISM REWARDED

Approximately 150 years ago when Florenz Ziegfeld, Sr. sifted through the ashes of the Great Chicago Fire and decided to forge ahead with his fledgling school, he could not have known or expected that it would survive as long as it has. There were only three other music conservatories in the United States at the time, so the school was an experiment, a big “what if” that offered no guarantee of success. Ziegfeld’s courage and optimism have been rewarded time and time again throughout the years, in moments both large and small.

When the performers at the Vivid 2018 showcase take the stage to share what they have learned during their time at CCPA, each performance will represent the culmination of a thousand tiny triumphs in the pursuit of artistic perfection. However effortless the performances may seem, they will in reality represent profound acts of courage — the kind of courage the CCPA has been instilling in students for 150 years, and with any luck will continue to do so for many more. ■



# Notable CCPA Alumni

THOUSANDS OF ARTISTS HAVE STUDIED AT OR GRADUATED FROM CCPA AND GONE ON TO HAVE DISTINGUISHED CAREERS, INCLUDING THESE NOTABLE ROOSEVELT PERFORMERS.



**1 Mike Bloomfield**  
(electric/blues guitar)

**2 Anthony Braxton**  
(jazz multi-instrumentalist)

**3 Parveesh Cheena**  
(actor, Broadway/TV)

**4 John Chest**  
(finalist, 2017 BBC  
Singer of the World competition)

**5 Merle Dandridge**  
(actress, Broadway/TV)

**6 Hannah Ford**  
(drummer, Prince/3rdeyegirl)

**7 Jay Friedman**  
(principal trombone,  
Chicago Symphony Orchestra)

**8 Damon Gillespie**  
(actor, Broadway/TV)

**9 Donald Gramm**  
(Metropolitan Opera baritone)

**10 Herbie Hancock**  
(Grammy-winning composer/keyboardist)

**11 Eddie Harris**  
(saxophone)

**12 Robert Lamm**  
(keyboardist/founding member, Chicago)

**13 Ramsey Lewis**  
(composer/pianist)

**14 Humbert Lucarelli**  
(oboist)

**15 Amy Newbold**  
(actress)

**16 Courtney Reed**  
(actress, Broadway)

**17 James Romney**  
(actor, TV)

**18 Mary Sauer**  
(piano, CSO)

**19 Jim Schwall**  
(guitarist, singer/songwriter)

**20 Mia Serafino**  
(actress, TV)

**21 Corky Siegel**  
(harmonica/piano)

**22 Jeffrey Siegel**  
(concert pianist)

**23 Scott Stangland**  
(actor, Broadway)

**24 Marcy Stonikas**  
(soprano)

**25 Gary Stucka**  
(cello, CSO)

**26 Danitra Vance**  
(actress)

**27 Weijing Wang**  
(viola, CSO)

**28 Maurice White**  
(Earth, Wind, and Fire co-founder)



*Heller College of  
Business Dean  
Asghar Sabbaghi.*



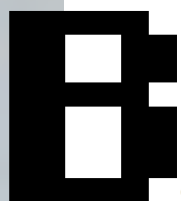
# The Big Picture

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NEW BUSINESS DEAN AIMS HIGH FOR COLLEGE GROWTH

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by JULIAN ZENG



**Boasting a proven track record as an effective academic leader and accomplished scholar, Dr. Asghar Sabbaghi understands how to cultivate student success.**

Sabbaghi, the new dean of the Heller College of Business (HCB) at Roosevelt University, has spent years building strong environments of academic excellence, and hopes to further that mission at the University's Chicago and Schaumburg campuses.

From his early days as an assistant professor in the Karaj School of Mathematics and Economic Management at Tehran University in Iran, to serving as dean of Saint Xavier University's Graham School of Management, Sabbaghi has left his mark on every academic institution for which he has worked. He hopes to do the same for the Heller College of Business, elevating its stature to one of the most renowned in the world.

In an interview with the *Roosevelt Review*, he spoke about his experiences in academics, his goals for the college, and his personal life.

**Q: What attracted you to Roosevelt University?**

**A:** Roosevelt University is a wonderful place, in a very strategic location in the heart of downtown Chicago. It is the center of the country's and world's financial centers and business communities. The leadership at Roosevelt has a strong commitment to quality education, so being in a small private university, paying close attention to the education of its students, transforming their lives — it's exciting. Those are the elements that attracted me to Roosevelt, and I am excited to cultivate opportunities, working side by side with the business community and helping our students succeed.

**Q: What are your day-to-day and long-term objectives as dean?**

**A:** Here at Roosevelt we have a well-developed institute of real estate, finance, accounting, management and marketing disciplines, and some areas such as hospitality and tourism management which have carried over from the [former] College of Professional Studies. It's very exciting to have those areas being part of the college, and it is really a wonderful package to lead.

I have created a transitional task force to look into the organizational structure that effectively moves the college forward to a higher level. My vision is to create one of the best small business colleges in the country; we have wonderful potential being in Chicago and Schaumburg, and having the commitment of top leadership.

**“Our job is not just to teach in class and have students earn good grades, but to make sure they learn critical skills to help them succeed in their careers”**

– ASGHAR SABBAGHI  
Dean of the Heller College of Business



I have been meeting with faculty and department chairs and identified a number of areas that I have to address for improvement to build up a strong college. [In July], we received funding from the Clearing Corporation Charitable Foundation (CCCCF) to help us with not only supporting the experiential education in finance and Bloomberg terminals, but student fellowship. It is a great start for me to have that financial support, as well as the leadership in place.

At the core of my effort is student success, which I put at the forefront of everything we do. Whether it's faculty development, business community partnership or curricular programming, any kind of initiatives — we are trying to see how much we are helping students succeed academically and professionally.

Our job is not just to teach in class and have students earn good grades, but to make sure they learn critical skills to help them succeed in their careers, through internships, our business executive mentorship program, service learning, field projects, et cetera. All initiatives are taken with the purpose to help our students succeed.

**Q: How does Roosevelt's social justice mission, in HCB and in general, differ from that of other institutions?**

**A:** There has been so much focus on the academic side at other universities, but we have to realize we are training and preparing future successful leaders in business. We need to pay very close attention to three attributes of success, which I call the three Cs:

- 1) **Character:** We emphasize business ethics and moral values, the foundation for success in business leadership today. There is no shortcut. Therefore, we emphasize students understand the concept of corporate social responsibility, sustainable societal values. We try to translate social justice into character. They must have a deep understanding of our University's mission.
- 2) **Competency:** We try to focus on technical skills, functional skills. They have to be proficient in financial modeling, accounting, organizational behavior, production/supply chain operational management. They have to understand those skills. Furthermore, they need to have good understanding of the application of those techniques. That's where I put emphasis on experiential education. I try to integrate that into business curriculum, complementing what they learn in the classroom, and applying those concepts in a work environment.
- 3) **Commitment:** Internships are a gateway to good, high-paying jobs. It's an investment. Sometimes students have to be convinced to give up their part-time jobs to take an internship, though many business internships are paid. It is still helping you build up a successful career.

**Q: Describe your experience in higher education.**

**A:** I have been in higher education my entire life. I started [in the U.S.] as a junior faculty member at Indiana University South Bend, involved heavily in research scholarship; I was then asked to take a leadership role when the school was going for AACSB (Association to Advance Collegiate Schools of Business) accreditation, the premium accreditation for business schools — only five percent of business schools around the world are accredited by AACSB, so it's very prestigious.

I served as associate dean, department chair and later interim dean [at the Judd Leighton School of Business and Economics at IU South Bend]. I then spent three years at Saint Xavier University in Chicago, where I led re-accreditation efforts of the [Graham School of Management], which it received in 2010.

So, one of my missions here is to move the college for AACSB accreditation, and that is a hallmark of excellence and higher education in management. Over time I learned a great deal about successful business colleges, and I focus on student success because that is a true measure of the college and University's success.



**Q: Describe your upbringing and how it influenced your personal and professional career.**

**A:** From an early age, I was very interested in humans and the humanities. I was a first-generation high school student in my family, the only one to get a diploma, and first to go to college. I always tried to search for truth and knowledge, and what would differentiate humans and humanity, and cultivate their potential. That caused me to focus on my education. I became interested in teaching because you can really transform the lives of students as a teacher.

Soon after childhood, I became a teacher to support my own education. That gave me a good perspective on the value of education when you change the life of a student. That focus on education has really changed my life, and I have tried to have it as a personal mission.

When I came here, I hoped to eventually go back to Iran. But because of circumstances such as the Iranian Revolution, I did not return. Universities were closed, and I didn't want to go back and not do much. I tried to build up a good foundation here and have an impact in society and my community.

I originally taught at Tehran University in Iran, where I earned my master's. I wrote a major textbook, *Linear Programming and Game Theory*, and got a scholarship offer from Indiana University to come to the states and finish my program. And here, my kids started to grow up, I got an early promotion, so I stayed. And now it's been 39 years since I came to the U.S.

**Q: What are some of your proudest accomplishments?**

**A:** In my own scholarship, I have been passionate about sustainability. I have worked on water resource management as part of environmental issues, and co-authored a book on economics of water resource management. Professionally, in scholarship and leadership, I have received a number of awards. While earning my PhD, I became interested in using quantitative modeling and applying those techniques toward the betterment of society. I tried to develop a number of models to differentiate qualities of water for various purposes.


Water is the most valuable natural resource and there is not enough attention being paid to how to use [it].

Personally, I have four boys. My first two sons were triple majors at University of California Berkeley — [the eldest studied] computer science, engineering and mathematics, then got his PhD from Massachusetts Institute of Technology (MIT) and is now on the faculty there. My second son studied math, statistics and economics. He earned his PhD from University of Chicago in econometrics and finance and is now a faculty member at University of Detroit Mercy. My youngest son earned his PhD from Harvard and is now on the faculty at Purdue, and the other works in informatics and business. I am very proud of all of them, they are all good kids.

**Q: What are your passions and hobbies away from work?**

**A:** I am a family man, and strongly believe in family life. I enjoy traveling to different countries, and I've been to almost all European countries. I am a runner, I love music — specifically Iranian classical music — and poetry. Those are my passions. I do not play music, but I encouraged all my kids to learn violin from an early age. It's one of those instruments in Iranian music where some of the best musicians played it. They have had an enormous impact.

**Q: Any closing thoughts?**

**A:** We are working like a soccer team; we are all part of the same team with the same goal. That goal is student success. That is the message I am trying to spread to the faculty and staff, in order to build up a college that works side by side with the business community, to gain synergy of resources. We are offering the intellectual resources, and they provide the professional resources and other opportunities. We're trying to make the best out of the community. 



**“We are working like a soccer team; we are all part of the same team with the same goal. That goal is student success.”**

— ASGHAR SABBAGHI  
Dean of the Heller College of Business

*Opposite page: Sabbaghi previously served as dean of Saint Xavier University's Graham School of Management. Above: (from left) Roosevelt trustee Maurice Smith with Ron Kubit (BGS, '84) and Sabbaghi.*

| ROOSEVELT EATS |

# Food Fight



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## A BRIEF HISTORY OF THE ROOSEVELT CAFETERIA

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by LYNN WEINER



“[The cafeteria was] the focal point for our debates, arguments and critiques but — most importantly — camaraderie ... Who could not help but be enriched by such a multiethnic, multiracial, multicultural and diverse student body?”

— JACQUES PAUL KLEIN (BA, '63; MA, '73)  
*Retired U.S. Diplomat*







**College students and food have a long, conflicted history. Older alumni at many colleges may recall dubious offerings like mystery meat, weak coffee, and tuna surprise — and student complaints about cafeteria food are legion.**

A student riot occurred at Harvard College in 1766 because “the butter stinketh.” In 1818, a food fight at Harvard led to the expulsion of the entire sophomore class.

Since 1947, there has been a cafeteria at Roosevelt’s downtown Chicago Campus — though its location has changed several times. During the late 1940s, the cafeteria was located on the south side of the Michigan Avenue lobby, where the marketing and public relations office now lives.

By 1955, the cafeteria was on the Congress Parkway side of the second floor of the Auditorium Building. During the early 1960s, it relocated to the third floor, and later to the second floor corridor facing Wabash Avenue. When the Herman Crown Center opened in 1970, the cafeteria operated on the west side of the second floor. Since 2012, the current McCormick Dining Center on the second floor of the Wabash Building has overlooked the Wabash Avenue elevated train. There have also been cafeterias at two other sites: University Center Chicago and the Schaumburg Campus.

It was not always a serene place to be. In 1947, *The Torch* student newspaper called cafeteria food “sleazy and monotonous ... and carelessly and amateurishly prepared.” Some students that year discussed creating a cooperative cafeteria. In 1949, the Student Council voted to boycott the cafeteria if it did not improve, and an editorial in *The Torch* noted the “not-so-spotless silverware, the restricted menu, the oft-times poorly prepared food, and the mediocre seven-cent coffee.”

Over the years complaints continued, and in 1971, a student guide called *Truckin’ Thru RU* helpfully listed local restaurant alternatives because the cafeteria was a place where “plastic-wrapped sandwiches and sterile hot dishes turn our stomachs.”

Others have fonder memories. Earl Rodney (BBA, ’54) recalled that his favorite dish in the cafeteria was “ham hocks and lima bean stew”; Ethel Crisp (BA, ’74), some 20 years later, remembered the “delicious hamburger with lots of pickles.” One anonymous student during the 1970s treated himself every day to a Suzy Q snack cake. More recently, Arielle Antolin (BA, ’16) proposed the addition of a “grilled pepper jack cheese and burger with bacon bits on white bread.” The cafeteria adopted the suggestion and promptly named the sandwich “The Arielle A+ Burger.”

Michael Shatz (BM, ’50) wrote in the book *Memories of the First 60 Years* that the cafeteria was a “melting pot of races and nationalities” and “the heart of the school.” Similarly, retired U.S. diplomat Jacques Paul Klein (BA, ’63; MA, ’73) remembered the cafeteria as “the focal point for our debates, arguments and critiques but — most importantly — camaraderie ... Who could not help but be enriched by such a multiethnic, multiracial, multicultural and diverse student body?” In contrast, others noted that there was sometimes self-segregation of students by race, religion, athletic identity, gender or college.



*Opposite page:  
Cafeteria scenes from  
the 1940s and '50s.  
Above: McCormick  
Dining Center today.*



**“The pizza puff:  
ridiculously greasy  
but my treat to myself  
after a jam-packed  
day of classes.”**

– BIANCA MILLIGAN  
(BA, '17)



*Above, from top:  
Cafeteria scenes from  
the 1960s and '70s;  
Food Service Director  
Bill Reich.  
Opposite page: (inset)  
Executive Chef Charlie  
Taylor; the McCormick  
Dining Center.*

Ned McCray (BA, '53) described the cafeteria in the late 1940s as a place where students met new and old friends, and discussions ranged from “breezy chitchat to serious topics on political and social issues of the day.” Most importantly, he met Christine Harris (BA, '51) in the cafeteria; they married in 1952 and will celebrate their 65th wedding anniversary in November.

A similar story unfolded a decade later when Penelope Bartik met Franklin Rosemont in the cafeteria in 1964. They were active in student organizations, including the Anti-Poetry Club, later married, and became leaders of the Chicago Surrealist Movement and other activist groups.

Christopher Reed, (BA, '63; MA, '68) an emeritus professor of history at Roosevelt, recalled that during his student years he ate “bland, institutional food” in the cafeteria, but participated in exciting discussions with his fellow students and with professors such as Charles Hamilton (BA, '51), debating politics and the need to become actively involved in government. Historian Darlene Clark Hine (BA, '68) remembered “the chain-smoking and erudite” professor St. Clair Drake holding court at cafeteria tables.

Current student Bianca Milligan (BA, '17) sees the cafeteria as a place to meet friends separated most of the day by class schedules and other commitments. The cafeteria, she said, is a bittersweet place, as many of the friends she met with there have graduated. Her favorite food? “The pizza puff: ridiculously greasy but my treat to myself after a jam-packed day of classes.”

Keep in mind that today's Roosevelt cafeteria at the Chicago Campus isn't even called by that name anymore. The McCormick Dining Center is operated by the A'viands Company, which employs 35 people as managers, cashiers, cooks, servers, bakers and utility staff.

There are about 1,600 transactions a day during the school year at the dining center, with an estimated 500 people purchasing food at lunchtime daily. Sustainability initiatives abound, including waste recycling, composting, the use of energy efficient appliances, and collaboration with environmentally responsible food vendors. In addition, the cafeteria uses crops from the rooftop gardens in the Wabash Building that produce herbs, kale, arugula, collard greens and Swiss chard.

Executive Chef Charlie Taylor oversees the current dining options — which include a salad bar, the grill, daily soup specials, sandwich station, breakfast bar, grab-n-go section and such trends as ethnic foods and vegan meals. He also creates dishes with original recipes to expand the menu.

Food Service Director Bill Reich rotates offerings and works hard to entice students to stay in the cafeteria to dine and socialize, rather than eat alone in their dorm rooms. Building blocks and board games are available, as are a large-screen television, contests and events such as Elvis Night and Ballpark Specials.

What is in the future for the cafeteria? Reich lists four innovations for this academic year: a Farmer's Fridge that vends fresh salads; a seasonable-plates program; Extreme Shakes and Floats; and a new United Tastes of America program, featuring foods such as Indiana sweet corn pancakes or Oklahoma fruit slushes.

After 70 years at the downtown campus, the Roosevelt cafeteria continues to provide a place for the University community to gather, eat, converse and study. It no longer serves those infamous staples of cafeterias everywhere: mystery meat, watered-down coffee, or tuna surprise. That is probably a good thing, said Reich, whose chief goal is simple: “We try to provide good, fresh food.” ■





## Chef Charlie's Jambalaya Recipe for 100

5 lbs. diced peppers  
5 lbs. diced celery  
10 lbs. diced onions  
40 cloves of garlic  
6 jalapeno peppers  
10 lbs. cubed chicken breasts  
10 lbs. shrimp  
10 lbs. Andouille sausage

2 ten-pound cans diced tomatoes  
2 50 oz. cans tomato juice  
Roux to thicken  
Cajun seasoning, chicken base,  
salt and pepper to taste

*Serve over rice*









# Teaching Psychology or Teaching People?

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REFLECTIONS ON A CLASSROOM CAREER

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by STEVEN A. MEYERS



**his fall will be the start of my 22nd year of teaching psychology at Roosevelt University. It is summer as I write this essay, and I am preparing for classes, which this semester include Introductory Psychology for new students, a capstone internship course for students as they near graduation, and a seminar for doctoral students in which I supervise them as they teach our undergraduates.**

I check the rosters to see how many students have enrolled, and see dozens of names of people whom I have yet to meet. Most are in Introductory Psychology, one of the first classes many students take upon arriving at Roosevelt. My goal, as the semester progresses, is to learn as much as I can about these newcomers, why they chose my class and what drew them to Roosevelt.

Most have dreams, like Dani, one of my students who constantly strove to make social change while she was at Roosevelt, and is now completing a doctoral degree in social work at the University of Chicago.

*Professor of Psychology  
Steven Meyers.*

**“Teaching people means we must support and engage them. This involves not only finding out about them, but also being available outside of class, expressing enthusiasm when teaching, praising and encouraging students, and using teaching strategies that challenge them.”**

– STEVEN MEYERS  
Professor of Psychology

Many others have shared with me their hardships in getting through Roosevelt while caring for siblings, children and aging parents, or in overcoming medical illnesses. I have even taught students who were homeless, including a student whose plight shook me as a teacher, which I will describe a little later.

Grappling with some of these issues is not easy, but getting to know my students is important. I want to give each one I teach an experience that will lead to success at Roosevelt, in their careers and with their lives in general.

As I reflect on all of this, a recurring paradox occurs to me: Do I teach *psychology* or do I teach *students*? It is the kind of question that I believe teachers must ask if they are to prepare students for lives as socially conscious citizens.

Many people are surprised when they learn how little preparation college faculty members generally receive about how to teach effectively. This stands in contrast to elementary and secondary education teachers who complete extensive coursework and receive supervision as they develop their skills. Future college professors tend to immerse themselves in their chosen field during graduate school, and mainly focus on research leading to publication while they pursue their doctoral studies.

When I started teaching shortly after receiving my PhD in Child and Family Psychology in 1995 from Michigan State University, I placed a premium on explaining theories and research in order to prepare students for additional classes. I focused a lot on the content of my lessons, making sure my presentations were thorough, the readings were comprehensive and timely, and the coverage was clear. I remain committed to these objectives today, for this is what it means to teach psychology well. Or is it?

In a revealing study, a team of professors at the University of Alabama administered a test to Introductory Psychology students about the knowledge they had gained four months after their class ended. For comparison, the team gave the same test to a group of new students who had never enrolled in the course. Scores between these two groups were a lot closer than any professor would hope.

This is instructive for college faculty, for it suggests our objective may need to be bigger than teaching facts and theories from our disciplines. Today, I take the greatest satisfaction in teaching people rather than in teaching psychology. Instead of thinking I will be teaching another section of Introductory Psychology, I now look at each semester as an opportunity to work with and get to know a new group of Roosevelt students. This subtle shift in focus has large implications.

Teaching people means that it is important to learn more about them as individuals. On the first day of class, I ask my students to share information about themselves. I then try to figure out how the class material can be useful and relevant in their lives. I also ask about their career aspirations and try to think of ways to connect to their interests and goals. Sometimes I learn their personal stories when they choose to share them, and this allows me to be more responsive to their situations.

Appreciating students' individuality can be daunting; it is more straightforward just to focus on the subject matter. Like most of us, however, students at times struggle with self-doubt, anxiety and relationships. They sometimes need to share these struggles with someone they trust, which I believe can include me as an invested teacher.

I am a “fixer” by nature, but I have learned that not all problems are fixable. A case in point involves the student I referenced earlier. Stopping me after class one day, he told me his family disowned him after he disclosed his sexual orientation. He relied on friends for assistance, moving from the couch of one to the floor of another's residence. This went on for a few months until he wore out his welcome and his money ran out, leading him to decide to withdraw from Roosevelt.





*Above, from top:  
Meyers engaging  
students; (left to right)  
Meyers' doctoral  
students Chelsea  
Geise, Kouri Akagi,  
Yaritza Waddell and  
Elaine Yeo.*

**“[Roosevelt is] more ambitious than many colleges because of our social justice mission. Our students gain more than book knowledge. We provide a value-rich experience in which students become more aware of social inequalities and develop greater concern and empathy.”**

**– STEVEN MEYERS**  
*Professor of Psychology*

*Opposite page: Meyers provides some tips for teaching.*

Raised in a household in New York where basics like food and shelter were always available and money was not a problem, I had never really considered the possibility that any of my students would not know where they would sleep at night. I wondered how many facts from class this student could possibly retain when these other life issues were so much more pressing.

While I assured him he could come back to my class any time, I also felt I had let him down because of his decision to step away from his education. These kinds of stories do not always end well. However, the student stopped me in the hall during his last week at Roosevelt to thank me. He told me he was grateful that one of his professors had cared enough to learn about his situation and to listen.

It re-emphasized for me that there is a need, beyond the material I teach, to be there for my students. Teaching people means we must support and engage them. This involves not only finding out about them, but also being available outside of class, expressing enthusiasm when teaching, praising and encouraging students, and using teaching strategies that challenge them.

For college education to produce enduring outcomes, students cannot just be interested or attentive observers in the classroom. Rather, people learn best when they manipulate information. This is why I prefer to use active and collaborative learning strategies such as case studies, role-playing, writing exercises, participatory demonstrations and problem-based learning. Ultimately, my students spend a lot of time working with each other on tasks that connect learning to life.

Teaching people means instructors need to counterbalance a focus on students as individuals with an emphasis on their responsibility to others. There is a story of a Chasidic rabbi who asked people to place slips of paper in their two pockets, each containing a different passage from the Jewish scriptures. The note for the left pocket stated, “I am but dust and ashes.” The one for the right pocket read, “For my sake the whole world was created.”

The first message was for people to read when they needed humility during times of excessive self-focus or self-importance. The latter was meant to reassure people when they felt discouraged or insignificant. I want students to appreciate this duality as they see their own potential and learn in my classes how to be responsible members of their communities.

A college education can address students’ needs and aspirations, but it can also point them in the direction of helping others. This translates into another paradox in effective teaching. I believe students will remember learning experiences that occur outside of my classroom just as much as experiences that occur inside of it. Specifically, undergraduates in my courses put their knowledge into practice by working directly with at-risk people in Chicago and its suburbs. They have tutored teenagers, provided support for patients in hospice, assisted children who grieve the loss of a parent, cradled hospitalized infants, and closely listened to the stories of people in homeless shelters.

This instructional strategy is known as service learning, and it gives students the opportunity to give back, which in turn connects to what they are learning in the classroom. So far, my students have collectively contributed more than 20,000 hours to people in need.

One of the greatest sources of satisfaction for a professor is to watch students grow when they get the opportunity to use their skills to make a difference. My former student, Dani, whom I mentioned earlier, is a case in point. Leaving behind family living 1,000 miles away, Dani was a transfer student from South Dakota who chose Roosevelt because of its social justice mission. She wanted to make positive change in people’s lives, and I was fortunate enough to be there to help her along the way. Dani worked at a community-counseling center, helped lead a summer program for at-risk youths and completed a research internship at The Family Institute at Northwestern University.

After graduating in 2014, she became a clinical research coordinator at the University



of Pennsylvania, and is now completing a doctoral degree in social work. I am confident she will make the world a better place for all of us, and I am proud to have been one of her teachers. We still talk today and trust that we will stay in contact in the future.

Prospective students and their parents often ask me what makes an education at Roosevelt University distinctive. I explain that we are more ambitious than many colleges because of our social justice mission. Our students gain more than book knowledge. We provide a value-rich experience in which students become more aware of social inequalities and develop greater concern and empathy.

One of my more popular service-learning classes, a pilot called Seminar in Youth Violence, focused on how to stop this epidemic in Chicago. Not only did my students spend hundreds of hours talking with dozens of people affected by youth violence. They looked for ways to combat the problem, held a community forum that raised awareness, wrote and published a letter to the editor in the *Chicago Sun-Times*, created a video on YouTube that has more than 10,000 views, and co-authored a photo documentary book, *Youth Violence in Chicago: An Intimate Look*. This work contributed to the selection of a student in the class, Emma, as Illinois Student Laureate of the Year.

Students taking my service learning courses have met with their state legislators to advocate for expanding early childhood education funding. They have voiced support for more community support services for teens, leading to an invitation from a local public official for one of my students, James, to join a panel studying the issue.

These are memorable experiences for Roosevelt students, who frequently are the first in their families to go to college. Many come from families with limited financial resources. Some have experienced racism or other forms of discrimination — yet here they are discovering they can have a voice on issues that matter!

It makes me wonder again about teaching psychology vs. teaching people. What will ultimately matter more to them: what I want to teach or what they want to learn? Which will they be more likely to remember after they graduate: the psychology lessons I taught or my promise to do whatever I could to help them succeed? Did they benefit more from my structure and organization in the classroom or from an unplanned conversation that we had in the hallway about their lives? I know that both possibilities are important in each of these questions, but the relative and enduring impact is not always so clear. There definitely is no substitute for facts and rigor in coursework. It is necessary, but is it truly sufficient?

I have come to believe that my primary calling as a professor is to make a difference. When my course is over, I hope students will not only be more knowledgeable, but also more curious, self-aware and sensitive to the plight of others. It is an outcome that motivates me to be enthusiastic, helpful and hopeful after 22 years of teaching. **R**



**Steven Meyers**, professor of psychology at Roosevelt University, is winner of the 2017 Robert S. Daniel Teaching Excellence Award. One of psychology's highest honors in teaching, this national award from the American Psychological Association's Society for the Teaching of Psychology is given annually to one psychology faculty member from a four-year college or university. In 2007, Meyers was named Illinois Professor of the Year by the Carnegie Foundation for the Advancement of Teaching. A clinical psychologist, Meyers is an expert in children's well-being and family relationships. He is the associate chair of Roosevelt's Department of Psychology, where he directs undergraduate programs and the Initiative for Child and Family Studies.





# **Auditorium Theatre Celebrates 50 Years Since Reopening**



# **T**he landmark Auditorium Theatre of Roosevelt University celebrated the 50th anniversary of its grand reopening — marking 50 years of continuous operation — on Nov. 12 with its annual gala and an unforgettable evening of dance performances.



Lead dancers from companies including Alvin Ailey American Dance Theater, American Ballet Theatre, Dutch National Ballet, Hubbard Street Dance Chicago, The Joffrey Ballet, New York City Ballet, Mariinsky Ballet, MOMIX, Parsons Dance, The Suzanne Farrell Ballet, and The Washington Ballet took the stage for “A Golden Celebration of Dance,” honoring the theatre’s grand reopening in fall 1967.

Closed to the public and in disrepair for more than 25 years beginning in 1941, the theatre was converted for use as a servicemen’s center in World War II, during which time the stage was used as a bowling alley. After World War II ended, the theatre closed down entirely.

Although Roosevelt acquired the Auditorium Building in 1946, its acoustically perfect theatre remained shuttered for another two decades. In 1959, Roosevelt’s Board of Trustees created the Auditorium Theatre Council, headed by Trustee Beatrice Spachner, to raise money for and oversee the restoration of the theatre.

The theatre reopened on Oct. 31, 1967 with a performance of George Balanchine’s *A Midsummer Night’s Dream* by the New York City Ballet.

At the time, Chicago Mayor Richard J. Daley declared the theatre a “wellspring of the arts — in literature, theatre and music.”

Suzanne Farrell and Edward Villella, the principal New York City Ballet dancers who performed on that historic evening in 1967, served as honorary co-chairs for the Auditorium Theatre’s annual gala, which took place at the Standard Club before the performance. During the gala, Sonia Florian of the NIB Foundation received the second annual Adler and Sullivan Award for her commitment to the performing arts.

“This event was a wonderful way to commemorate the Auditorium Theatre’s legacy since its grand reopening in 1967,” said Auditorium Theatre CEO Tania Castroverde Moskalenko. “We are looking forward to serving the Chicago community as the ‘Theatre for the People’ for many years to come.” **R**

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**THE AUDITORIUM THEATRE’S 2017-18 SEASON CONTINUES WITH TOO HOT TO HANDEL: THE JAZZ-GOSPEL MESSIAH IN JANUARY AND LES BALLET DE MONTE-CARLO, ALVIN AILEY AMERICAN DANCE THEATER, AND HUBBARD STREET DANCE CHICAGO IN MARCH. FOR A FULL LIST OF PERFORMANCES, VISIT [AuditoriumTheatre.org](http://AuditoriumTheatre.org)**

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# First to Fellowship

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CCCF FELLOW FINDS EMPOWERMENT IN BUSINESS PROGRAM

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by MONICA ACOSTA

**I grew up on Chicago's South Side as one of seven children of Mexican immigrants. In December, I will proudly become the first in my family to receive a bachelor's degree when I graduate from Roosevelt.**

Getting through college as a first-generation student at times has been a big struggle, not so much because of the course load, but rather because of all that I must do to best prepare for life after college.

For first-generation students like myself, guidance can be difficult to come by. My mother stayed at home to care for us. My father worked construction as a stone mason for many years before contracting Alzheimer's disease, which forced him to retire. While they always encouraged me to go to college, my parents were not always able to give me all of the advice I needed to be a success in today's professional business world.

Fortunately, I had the privilege during the 2016-17 academic year of being selected as a Clearing Corporation Charitable Foundation (CCCF) fellow. I can't say enough about the experience, which has empowered me as a first-generation student and enriched me as a finance major with both knowledge and skills that are critical for a career.





The program has allowed me to network with professionals as well as like-minded student fellows, and has given me the opportunity to polish myself for a professional career that I plan to have as a bank examiner.

As a CCCF fellow, I heard speakers, went to Microsoft Excel and Access workshops, and participated in a mock-interview session. All were invaluable for my professional development.

I also developed an elevator pitch, which goes something like this: “Hello, my name is Monica. I am a senior at Roosevelt and already have a job offer to become a bank examiner with the U.S. Office of the Comptroller of the Currency (OCC) in Chicago, where I am currently completing an internship.” In my mind, this kind of practice is worthwhile, for I hope to one day move to Washington, D.C., and even work abroad with the OCC as a bank examiner.

The CCCF program gave me the opportunity to connect with many professionals, and also provided me with a \$2,500 stipend that helped alleviate to some degree the financial stress involved with being a college student. I used the stipend for books, paying rent and living expenses.

**“The program has allowed me to network with professionals as well as like-minded student fellows, and has given me the opportunity to polish myself for a professional career that I plan to have as a bank examiner.”**

– MONICA ACOSTA  
(BSBA, '17)  
CCCF Fellow

As I look forward to my graduation, I know that the skills and contacts I have made through the CCCF program will be useful in the full-time job I begin in January 2018 as a bank examiner. I also know that my parents, who never had the opportunity to go to college, will be proud when I walk across the Auditorium Theatre stage in December as the first in my family to obtain a diploma.

After nearly four years at Roosevelt, I have learned to navigate college and career: how to apply for admission, where to go for help, how to write essays for scholarships, the steps that are involved in finding an internship, what to emphasize in a resume, how to present myself in an interview, and so on.

That is information that I believe could be useful to young people. It is the reason I choose to volunteer at my former elementary school, the Ruben Salazar Bilingual Center in Chicago. I talk to kids there about the high school experience, the importance of getting a college degree and the road that lies ahead in becoming a professional. I am confident that many of these kids will be just like me — the first in their families to receive a college degree and pursue a professional career — and I want them to be ready. **R**

## **CCCF Donates \$1 Million to College of Business**

Roosevelt University's Heller College of Business is preparing a diverse group of students — many whom are the first in their families to go to college — for the financial workplace with a new \$1.04 million gift from a local foundation.

The Clearing Corporation Charitable Foundation (CCCF), which gave Roosevelt \$262,136 to start and sustain a CCCF Fellows Program during the 2015-16 and 2016-17 academic years, made its new seven-figure gift in July.

The long-term objective of the program is to promote diversity in the financial sector, and at least 40 percent of each year's fellows are women, first-generation college students and students from underrepresented population groups. In fact, of the 40 fellows who have completed the program, 82.5 percent were first-generation students, 30 percent were female, and 25 percent were African American and Hispanic. In addition, 36 of the 40 fellows were placed in internships, many of which led to full-time jobs at prestigious financial institutions.

“After seeing the strong record of the program in its first two years, and its commitment to diversity, we became convinced that Roosevelt and its CCCF Fellows Program should be expanded,” said David Johnson, a CCCF board member and long-time supporter of the University.

This year, 10 more undergraduate business majors are CCCF fellows, and plans are to turn the initiative in fall 2018 into a CCCF Fellows Business Honors Program, which will accept 10 new fellows every year through 2022.

Tanweer Hasan, professor of finance and accounting, and founding executive director of the CCCF Fellows Program, has been credited with developing and leading the program to success.

“Thanks to this gift, we will be able to upgrade the current program,” Hasan said, “which will give our fellows more opportunities to be involved in faculty-led independent research projects and off-site field trips.”

# Sharing the Knowledge

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REFLECTIONS ON LIFELONG LEARNING AND BECOMING A MENTOR

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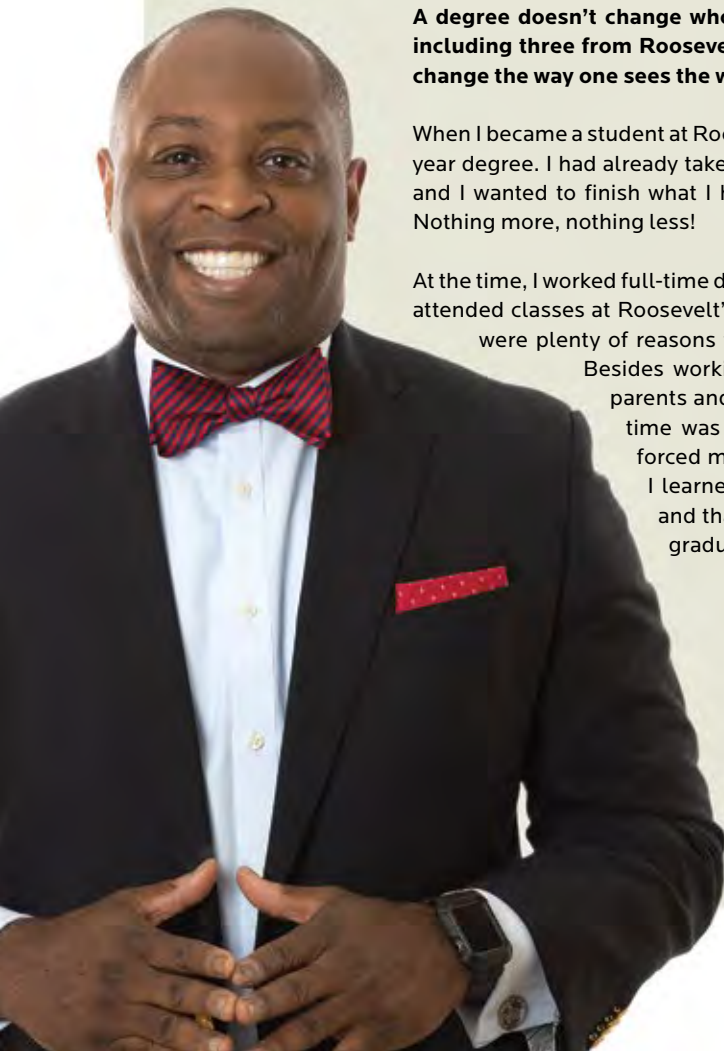
by RAYFORD BARNER

**A degree doesn't change who you are. I should know — I have four degrees, including three from Roosevelt University. However, a college education does change the way one sees the world, as you will learn from my story.**

When I became a student at Roosevelt in 2003, my goal was simply to obtain a four-year degree. I had already taken courses at Chicago's Harold Washington College and I wanted to finish what I had started so I could obtain a bachelor's degree. Nothing more, nothing less!

At the time, I worked full-time during the day as a law enforcement practitioner, and attended classes at Roosevelt's Chicago Campus part-time in the evening. There were plenty of reasons for me to give up on my goal of finishing college.

Besides working in my profession, I was caring for my elderly parents and raising my daughter. To be honest, my life at that time was chaotic. On the bright side, attending Roosevelt forced me to organize my thoughts, time and assignments. I learned how to prioritize tasks that needed completing, and that helped me reach my goal of becoming a college graduate and an effective practitioner.





It took me about 18 months to get my first diploma from Roosevelt, a Bachelor of Professional Studies in Organizational Leadership, which I received in December 2004. As my family cheered, I walked across the Auditorium Theatre stage, relieved and thrilled about my accomplishment.

I could not have taken this first step on my eventual path to a lifetime of learning without the support of my Roosevelt professors, several of whom I still keep in contact with today. The encouragement and patience of Roosevelt Associate Professor of Training and Development Vince Cyboran particularly stands out. Rather than be a critic, he always looked at my work carefully and made worthwhile suggestions for how I could improve.


Our interactions gave me confidence that I could understand and apply concepts I was learning. They also led me to complete a master's degree in training and development in 2006 and a master's in business administration in 2009. Not only was I the first in my family to receive a master's degree, but my Roosevelt education also changed my trajectory at work, where I shifted my career focus to the education and training of law enforcement professionals.

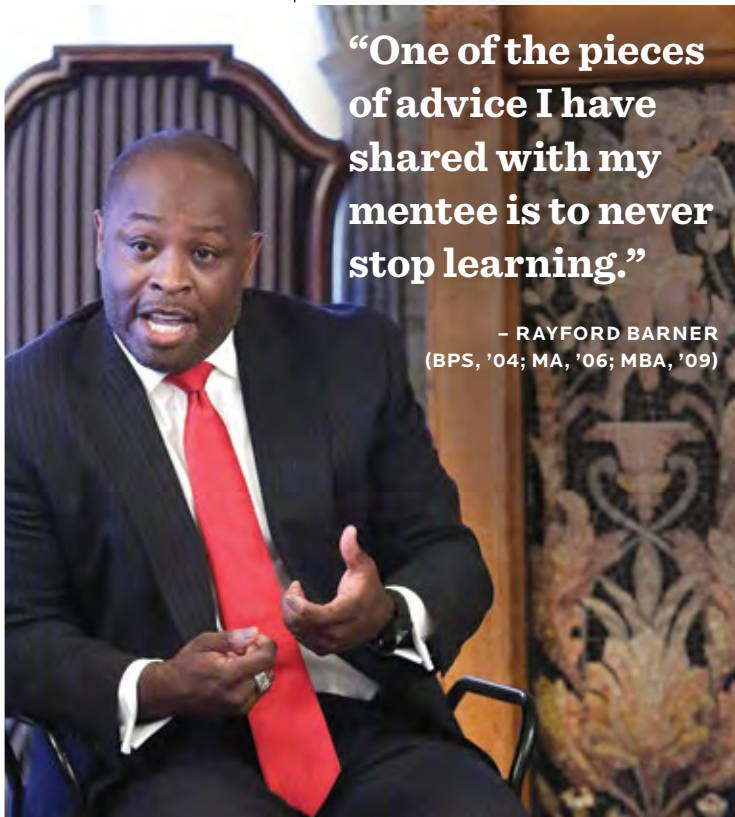
I never was fortunate as a Roosevelt student to have a formal mentor, an opportunity that most Roosevelt students have today. However, I did have extremely passionate professors such as Cyboran, who shared time beyond what was required. He was a mentor then, and still is one today. He was a member of a committee that reviewed my dissertation for a doctorate of education in curriculum and instruction that I earned from Loyola University in 2015.

Because of my educational experiences, I tend to dream big. I hope to one day become a university president after retiring from law enforcement, which is why I am currently studying public policy at Northwestern University. Even if I fall short of this goal, I know that I still can achieve much, and in this, I am looking forward to the road ahead. In the meantime, I also want to give back, which is why I contribute what I can annually to Roosevelt's giving fund. My goal is to make it easier for those who are struggling to get through college, just as I once did.

Last year, I also became a mentor to a Roosevelt student who has an interest in first-responder administration and management, a field I have worked in now for more than 10 years. Thus far, the experience has been quite productive. While I have probed, provoked, and challenged my mentee to learn and experience as much as he can regarding his career aspirations, the relationship we have is not one-sided or centered on what I have to give. Rather, it is about my mentee, and what steps he wishes to take in pursuing his interests and goals. This has allowed me to give him the best guidance possible.

One of the pieces of advice I have shared with my mentee is to never stop learning. I have told him a college degree or two or three — or even four or more — can open doors you never dreamed of, but you have to do the work to meet the people whom you never imagined you would meet. People who facilitate access to the career you seek are looking for you and you must be prepared when an opportunity lands on your doorstep.

Finally, I want to say that being a mentor has not only been an extension of my monetary giving, but also an edifying way to volunteer my time and share my knowledge and professional life experience with someone, like I once was, who is trying to find his way. There are many students at the University who could benefit from your mentorship. My advice to you is not only to keep on learning, but also to get involved at Roosevelt. Become a mentor! 



**“One of the pieces of advice I have shared with my mentee is to never stop learning.”**

**– RAYFORD BARNER**  
(BPS, '04; MA, '06; MBA, '09)

**ROOSEVELT UNIVERSITY'S  
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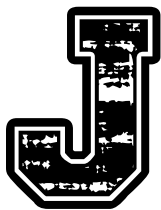
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## NOT JUST A KID

SOCCER STAR JOSE GARCIA MATURES ON AND OFF THE PITCH

BY JOHN JARAMILLO



**Jose Garcia is a star on the soccer field, but a childhood that forced him to grow up quickly keeps him humble.**

On a bright afternoon in late July, the Roosevelt senior sits in an office chair evading the blinding rays slicing through the glass in the doors at the front entrance of the Lillian and Larry Goodman Center.

He dons a black T-shirt emblazoned with the words, “Just A Kid From Wheeling” on the front.

The shirt pares down the complexities of his life into a humble statement. It matches Garcia’s quiet personality perfectly, a summary of a young man who never proclaims his athletic greatness and lofty aspirations, in spite of those qualities being apparent to those who see him in action.



## HE IS NOT JUST A KID.

One of the most prolific offensive players to don a Roosevelt University men's soccer uniform, Garcia is one of the most talented student-athletes in the Chicagoland Collegiate Athletic Conference (CCAC) and one of the top seniors across the country in his sport.

Though Garcia is 5-foot-8-inches tall, his play stands much more like a giant. It hovers noticeably for its creative quickness that lures a mass of opposing players his way but leaves them disenfranchised when their pursuits cannot capture possession from his swift, sweeping feet.

His ability to make teammates better by finding them in opportune spots that defenders can't account for is uncanny, and his nose for netting goals both clutch and curvaceous in their elusive trajectories are the stuff that sports highlight shows are made to showcase.

Since his arrival at Roosevelt in 2014, Garcia has tallied 31 goals and 26 assists in just 45 matches. He lost most of his junior year in 2016 due to a preseason Jones fracture in his left foot. However, his freshman season was a debut for the ages. Bagging 15 goals and 15 assists, he was named CCAC's Freshman of the Year.

His encore performance featured slightly fewer statistical quantities, netting 13 goals and 10 assists as defenses keyed on his whereabouts even more, but Garcia's wizardry as the quarterback of Roosevelt's attack led the Lakers to historic firsts: CCAC regular season and tournament titles, and a bid to the National Association of Intercollegiate Athletics (NAIA) National Championship tournament.

"I do whatever I can to help out my teammates," Garcia says when asked to describe his playing style. "I do whatever leads to winning."

## HE IS NOT JUST A KID.

While a young 21 years old, Garcia had to mature quickly at an even earlier age. "When I was about 12 or 13, it was just me, my sisters and my mom," Garcia says. "My dad left. It was bad at the time. I became the father figure for my sisters."

While his mom provided for the family, working nights at a local factory and often putting in 14-hour shifts to make ends meet, Garcia balanced the tremendous weight of being the man of the house before he got to high school.

Keeping his mind off this difficult situation was his favorite sport. Soccer was ingrained in him since the age of three, its seed planted by his dad when the Garcia family resided in the central Mexican city of Zacatecas.

Young Jose dribbled with his father and his dad's friends in an environment that eats, sleeps and breathes *fútbol*, starting a tradition in which Garcia would cultivate his passion and skills for soccer by watching and playing the game with men who were years, even decades, older than he was.

The Garcias moved to Wheeling, Illinois when Jose was seven years old. Four years later, Garcia started playing organized soccer for the first time, joining the Real Cerezo club based in the northwest Chicago suburb.

As he picked up the sport, learning from a cornucopia of people ranging from local coaches and players to the game's greats that he watched on TV, Garcia did not veer off course in spite of the eventual departure of his father.

He continued to embrace the game and the countless hours of work and practice that made his performance better. Garcia may have lost the presence of his father, but he didn't lose love for the game or motivation to learn from elders.

He'd still head to the park and play soccer with anyone in the vicinity. He'd still voraciously consume any game broadcast on TV, whether it featured Mexican National Team legend and former Chicago Fire star Cuauhtémoc Blanco, or Lionel Messi and his Barcelona



**"I DO WHATEVER I CAN TO HELP OUT MY TEAMMATES, I DO WHATEVER LEADS TO WINNING."**

**— JOSE GARCIA  
(BA, '18)**



*Above: Garcia recorded 15 goals and 15 assists in his first year at Roosevelt, and was named CCAC Freshman of the Year.*



brethren. He'd play street soccer, transitioning from traditional natural grass surfaces or artificial turf fields to the unforgiving smoothness of pavement laid for wheels. He'd notice his two older brothers taking on opposing players rather than just running away from them, their going around defenders, and smiling with the pure joy and fun of being in the moment.

His brothers left an impression on Garcia, who was hardened by a quicker transition to adulthood in order to be a man whom his three younger sisters wanted to emulate, just as he wanted to emulate his soccer influences. They made him curious about the wonders of what is known as a "beautiful game," and helped concoct the current iteration of Jose Garcia in every facet of his life.

#### HE IS NOT JUST A KID.

Garcia was not always an agile player. "When I was playing with my club, I was a little chunkier, a little fat," Garcia admits with a smile. "My coach played me as a midfielder at first, but I told him I couldn't run back and forth, so he switched me to forward so I could stay up front."

Eventually Garcia shed the extra weight, growing into a slender athletic build armed with an evolved cardiovascular capacity that allowed him to return to midfield when he played for Wheeling High School. There, he excelled early on the freshman team before he helped turn around the varsity squad, leading it to an Illinois High School Association Class 3A championship match as a senior.

It was during the latter stages of a senior season, featuring plaudits ranging from All-State to *Chicago Sun-Times* Player of the Year, that Garcia started to think seriously about playing in college.

Roosevelt head coach Graham Brennan thought he saw the cornerstone of his program, both on and off the pitch, in the Wheeling soccer stud. "Jose was very confident and respectful with a quiet demeanor during his senior year of high school," Brennan recalled. "He had a team-first attitude and made everyone around him a better player and person."

"I coached one of the top club teams in the state at the time," Brennan said. "We played Jose's club team at the time [FC United] twice, tying both games with a combined score of 6-6. Jose scored five of the six goals in the two games. I was fully convinced at that time of how special a player he was."

With many of his Wheeling teammates, such as goalkeeper Gary Mendoza and midfielder Marino Lopez, already committed to Roosevelt, Garcia's familiarity and comfort level with the University only grew as Brennan made his recruiting pitch.

Along with the signing of other talented players, including future All-American Evan Trychta, Garcia was seen as a linchpin for a Lakers team built to win. Brennan convinced Garcia to sign with the Lakers, accelerating the flight of Roosevelt's men's soccer program to national prominence.

#### HE IS NOT JUST A KID.

While Garcia adapted to the next level of soccer seamlessly, tallying at least one goal and/or assist in each of his first nine matches, his acclimation to the rigors of a Roosevelt education was not easy. As the first member of his family to attend college, he had few places to turn for advice on the transition from high school to college. His 60-mile round-trip commute between Wheeling and downtown Chicago didn't help.

Just as he did when he wanted to excel at soccer and set a good example for his sisters, he also did what he had to do to improve his academic standing. He put in the work. He saw how others excelled at academics and created a mix of approaches that helped him succeed.

"He developed the time management skills and study habits needed to be successful at a university," Brennan said. "His results each semester continue to improve, and he finished as one of the top performers in the classroom this past spring on the men's soccer roster."

Part of the allure of Roosevelt for Garcia has been the criminal justice program. "Growing



up in Wheeling, I knew a lot of people in trouble with police, gangbangers,” he says. “I really wanted to help them out, not just teenagers, but people of all ages who need advice to get out of the system.”

His introductory criminal justice course, taught by associate professor Tana McCoy, resonated with him. It piqued his interest in the field and elicited the same desire to improve that he displays in soccer.

“I love how she taught, what she believes about the criminal justice system, her experience, her smarts,” Garcia says of McCoy. “I love the whole department.”

Garcia’s post-college interests in criminal justice start with potential graduate studies and possible probation or parole-officer work. However, his lifelong goal centers on professional soccer. He has already tested potential pro prospects, including local and national tryouts in conjunction with Alianza de Futbol. He earned a chance as a finalist on *Sueño Alianza*, showcasing his talents against some of the nation’s top young players in front of representatives from Mexico’s top-tier clubs and Major League Soccer franchises in Florida.

During that experience in October 2014, Garcia went to a Telemundo TV set for an interview, and was surprised with a live satellite appearance by his father, who resides in Mexico. It was their first communication in nearly five years.

“It was nice to see his face and talk,” Garcia says of conversing with his dad on a giant screen that day, harboring no ill will for his father’s departure years ago. “In the end, for him to know I am doing well in life and in soccer is the best thing.”

### HE IS NOT JUST A KID.

Entering his senior season, Garcia maintains a thirst to achieve grand results and feels he can spearhead a team effort worthy of hoisting a few more banners inside the Goodman Center gymnasium. “We have the team to make it to nationals and make a run at the national title,” Garcia says. “Personally, my goal is to be All-American, reach 20 to 30 goals, 15 assists. I have always set high standards. It makes me work hard for those goals.”

“If you’re not setting high standards, you’re going to get poor outcomes,” said

Brennan, who thinks All-American status and CCAC Player of the Year are just some of the awards Garcia will earn if he is healthy and playing his best. Garcia is off to a fantastic start toward reaching those standards in 2017, scoring two goals in Roosevelt’s season-opening win over Marygrove on Aug. 22. Both Garcia and Brennan are hoping for a prolonged postseason run. Beyond that, a pro-playing career for Garcia is the next high standard on their list.




**“HE SHOWS AN INCREDIBLE DRIVE TO GET BETTER AND IMPROVE EVERY DAY. HOPEFULLY, HE WILL HAVE AN OPPORTUNITY TO PLAY PROFESSIONAL SOCCER, BUT I ALSO BELIEVE HE WILL BE SUCCESSFUL IN ANY ENDEAVOR HE PURSUES.”**

**– GRAHAM BRENNAN**  
Head Coach

Coaching soccer is also a possibility that could keep him immersed in the game, as he is already cutting his coaching teeth in another realm with his 18-year-old sister during her preparations for attending college.

“Jose is definitely gifted with the physical and mental abilities that come with the game of soccer,” Brennan said. “He shows an incredible drive to get better and improve every day. Hopefully, he will have an opportunity to play professional soccer, but I also believe he will be successful in any endeavor he pursues.”

### HE IS NOT JUST A KID. HE IS NOT JUST A SOCCER PLAYER.

Jose Garcia has long been a man worth emulating. 

*Opposite page:  
Through Roosevelt’s  
first 17 games of the  
2017 season, Garcia  
tallied 11 goals and 4  
assists.  
Above: Garcia  
celebrates one of his  
many goals.*



## An Innovation in Philanthropy

EALGREEN'S MODEL ENGAGES CORPORATE  
ORGANIZATIONS, EDUCATIONAL  
INSTITUTIONS AND STUDENTS

by ANNE PUOTINEN



AFTER 34 YEARS, EALGREEN'S INNOVATIVE  
IDEA HAS TRANSFORMED THE LIVES OF MORE  
THAN 15,000 STUDENTS AT OVER 50 COLLEGE  
AND UNIVERSITY PARTNERS THROUGHOUT THE  
UNITED STATES.

**Roosevelt University and its students benefit from the generosity of many people and organizations who donate money directed toward scholarships.**

One organization, **EALgreen**, has produced money for scholarships in a unique way. The nonpartisan nonprofit employs an untraditional approach to philanthropy in a circular economy model with the triple impact of social, economic and environmental benefits.




EALgreen's model engages corporate organizations, educational institutions and students with the following results: educated individuals contribute to society; organizations donate unused inventory or material ready for salvage, and receive a tax write-off; and the earth benefits from the reduction in resource consumption and waste reduction.

EALgreen's origin was based on the concept of paying forward to others help you have received. Businesspersons Verlyn "Swede" Roskam and his colleague Dan Mickelson founded EAL in February 1982 on the premise that education is the single most powerful way to improve one's life. Roskam wanted to help others reach their educational goals as he had been helped 30 years earlier by an Iowa couple. Roskam and Mickelson read an article about onerous corporate costs resulting from holding too much inventory, leading them to develop a philanthropic formula of asking corporations to donate excess inventory to colleges and universities, who would transform the budget savings into student scholarships.

Grainger was a critical early corporate participant and remains so to this day. Grainger's extraordinary commitment to education continues to inspire other corporate donors to join in support of EALgreen's socially innovative model to help students, society and the environment by giving landfill-bound obsolete inventory a new useful life.

After 34 years, EALgreen's innovation has transformed the lives of more than 15,000 students at over 50 college and university partners throughout the United States. In the past seven years, EALgreen has taken recycling dollars from donated products too damaged for reuse and distributed the proceeds as additional cash gifts for scholarships to schools. In total, EALgreen has promoted sustainability in the corporate world to generate \$20 million for deserving students.

Roosevelt University has a commitment to sustainable practices both in theory and in practice. Its Sustainability Studies program was founded in 2010 on three tenets: environment, economy and equity. Roosevelt's partnership with EALgreen supports the University's commitment to sustainability and education accessibility. Since 2012, Roosevelt has participated in EALgreen's philanthropic model, resulting in nearly \$1 million in scholarships for more than 540 students.

Aubrey Iwanicki (BA, '17), now a Roosevelt graduate student in clinical psychology, wrote to EALgreen CEO Claudia Freed, "Not only is the scholarship a great honor, but to read all about EALgreen and find that your mission is something I am deeply passionate about as well was incredible. Preserving the environment is key to the future and I am proud to have received a scholarship from EALgreen." 

**Roosevelt University's relationship with EALgreen exemplifies both organizations' commitments to sustainability and social justice.** Innovative ways to produce funds for education and stories about the desire to "pay it forward" are inspiring. Scholarship money comes from individuals and organizations with their own stories that shaped their decisions to help current and future students achieve their education.

**For more information about EALgreen, please visit their website at [ealgreen.org](http://ealgreen.org).**

**"Not only is the scholarship a great honor, but to read all about EALgreen and find that your mission is something I am deeply passionate about as well was incredible."**

**— AUBREY IWANICKI  
(BA, '17)**

*Opposite page:  
EALgreen celebrates  
its scholars and  
success at Roosevelt  
University.*

**YOU CAN HELP WITH A GIFT  
TOWARD SCHOLARSHIPS TODAY BY  
GIVING ONLINE AT  
[giving.roosevelt.edu](http://giving.roosevelt.edu).**

**IF YOU ARE INTERESTED IN TELLING  
YOUR OWN ROOSEVELT STORY  
ABOUT PAYING IT FORWARD,  
PLEASE CONTACT ANNE PUOTINEN,  
DIRECTOR OF STEWARDSHIP, AT  
[apuotinen@roosevelt.edu](mailto:apuotinen@roosevelt.edu)  
or (312) 341-3625**



*Above: Kelly Campos.*

## Library Scholarship Winner Seeks Literacy Activism

**Kelly Campos (BS, '13) has found her calling in literacy activism; a prestigious national scholarship has made her goal of becoming a librarian a reality.**

Campos, who joined a south suburban public library's youth services staff shortly after graduating, is one of 61 winners of the American Library Association's 2017 Spectrum Scholarship.

**"I'D LIKE TO DIVERSIFY WHAT'S AVAILABLE IN LIBRARIES IN ORDER TO BETTER REFLECT THE DIVERSITY OF A LIBRARY'S COMMUNITY."**

**- KELLY CAMPOS  
(BS, '13)**

*Youth Services Programmer, Homewood Public Library*

"Every class I took at Roosevelt had a social justice aspect," said Campos, who earned her degree in liberal studies. "It got me thinking that librarianship, at its core, is all about literacy activism."

Now a youth services programmer at the Homewood Public Library in Homewood, Illinois, Campos believes libraries should be community-gathering spaces.

"I am interested in building communities through library services," said Campos, who believes a librarian should be someone who opens new avenues, particularly for youth, through books, audio, visual and online information, and social media sources that they might not get at home.

"I'd like to diversify what's available in libraries in order to better reflect the diversity of a library's community," she said.


Over the summer, Campos engaged members of the Homewood community by inviting one of her Roosevelt adjunct professors, Michele Hoffman Trotter, to speak on the timely topic of climate change.

"I think Kelly will make a great librarian. She's already doing the work, really engaging the community in the topic of climate change over the summer," said Hoffman Trotter, an instructor in Roosevelt's Sustainability Studies program and one of Campos' mentors.

"Kelly is highly motivated and her quest for knowledge is quite intense," Hoffman Trotter said. "I'm not surprised at all that she received this competitive scholarship."

An adult student who grew up in Detroit's theatre and arts community, Campos greatly admires the work of fellow Roosevelt alumna Carla Hayden (BA, '73), the first African American female librarian to lead the Library of Congress in Washington, D.C.

"Carla Hayden has been all about equal access to information," Campos said. "I agree that we need to widen the pool of resources available at our libraries so that we have a wider pool of enlightened people."

Campos is currently a graduate student earning her master's in library and information studies at Dominican University. She plans to graduate in 2018. 





THE ROOSEVELT SCHOLARSHIP  
GOLF OUTING WILL CELEBRATE ITS  
25TH ANNIVERSARY IN 2018.

## Leading Executive Gives Back to Alma Mater as Golf Outing Chair

**James J. Radous III believes his master's degree in business administration from Roosevelt University was the catalyst for his success as a leading Illinois businessman.**

That led the president of forklift manufacturer UniCarriers Americas in Marengo, Illinois to give back over the summer to his alma mater as chair of the University's Scholarship Golf Outing.

Held on Aug. 14 at the renowned Cog Hill Golf & Country Club in Lemont, Illinois, the annual golf outing was attended by approximately 100 golfers and raised \$65,000 for scholarships that will provide tuition support for more than 25 Roosevelt students.

"Roosevelt played a significant role in my personal and professional development," Radous said. "By helping the University marshal its resources and leverage its alumni, I believe we made a difference for future generations of students.

"When I went for my college degree, I was just starting out raising a family and

going to school at night, one class at a time, just to get through," said Radous, who received a bachelor's degree from Northern Illinois University in 1983, prior to his Roosevelt MBA six years later.

Radous credits the MBA with helping him rise through the ranks at the Duchossois Group in Elmhurst, Illinois, where he worked for 15 years in sales and managerial positions. He joined UniCarriers Americas eight years ago, becoming president of one of the world's largest forklift manufacturers.

"There are many Roosevelt students in desperate need of financial support," Radous said. "I am happy I have had the chance to engage our alumni community in making sure these students get help."

*Above from left: Juliana Nelligan and Don Jones, institutional advancement, with alumnus James Radous III; Below: golfers at Roosevelt's Scholarship Golf Outing.*

**"BY HELPING THE UNIVERSITY MARSHAL ITS RESOURCES AND LEVERAGE ITS ALUMNI, I BELIEVE WE MADE A DIFFERENCE FOR FUTURE GENERATIONS OF STUDENTS."**

**- JAMES J. RADOUS III  
(MBA, '89)**

*President, UniCarriers Americas*



## Breakout Theatre Alumnus to Star in NBC Drama Series

Like many students in Roosevelt University's Theatre Conservatory, Damon Gillespie dreamed of one day becoming a star.

The lightning speed of his success in achieving that goal has yet to sink in for Gillespie, a 2012-14 musical theatre major who will star in the upcoming NBC drama series *Rise*.

"I always wanted to be on TV someday, but thought it would happen for me when I was 35 or 40 years of age," said Gillespie, 23.

Gillespie plays Robbie Thorne, a football quarterback who reluctantly takes theatre at his working-class high school, discovering along the way his love for acting, dancing and singing.

"We knew from the beginning that Damon had talent. He had the look, the physique and ability to get acting gigs early on as a Roosevelt student," said Sean Kelley, director the Theatre Conservatory and associate dean of Chicago College of Performing Arts (CCPA).

Gillespie left Roosevelt in the summer of 2014 to join a national tour of the Tony-award winning musical *Newsies*, and at the last moment replaced an ensemble member in the Broadway version of the show.

He also played Chino in Carnegie Hall's production of *West Side Story* that was staged at the Knockdown Center in Queens, New York, and joined the casts of Disney's *Aladdin* on Broadway and *The Prom* in Atlanta later that year.

About six months later, he auditioned for *Rise*, earning the role in the drama series set to debut in spring 2018.

"My professors at Roosevelt University helped me to open up and not be afraid to look ugly, cry or be vulnerable when I'm performing," said Gillespie, who aims to be a natural in the role that he believes mirrors his own life.

"I played football in much of my childhood," said the Chattanooga, Tennessee native. "Then my mom put me in a performing arts high school and I had to make a decision about football or theater. I chose theater."


Written by Jason Katims of *Friday Night Lights* and produced by Jeffrey Seller of Broadway's *Hamilton*, *Rise* is based on the true story of a high school teacher, played by *How I Met Your Mother*'s Josh Radnor, who takes over the school's failing theater department, galvanizing faculty, students and an entire working-class community.

Gillespie's star could grow exponentially with the possibility that NBC will do

promotional advertising for *Rise* during Super Bowl LII on Feb. 4, 2018.

"I wish I could have finished two more years at Roosevelt," Gillespie said. "I wanted to be the first in my family to receive a college degree, but my career took me other places."

In his decision to stay the career course, Gillespie followed the advice of Kelley, who, to this day is one of the young actor's mentors.

"He [Kelley] told me, 'Keep on going on the path that life is taking you. Take the road that God has given you. Don't follow. Lead your dream.' It's been good advice because I love performing," Gillespie said. "Every day I try to lead my dream." 



**"[KELLEY] TOLD ME, 'KEEP ON GOING ON THE PATH THAT LIFE IS TAKING YOU. TAKE THE ROAD THAT GOD HAS GIVEN YOU. DON'T FOLLOW. LEAD YOUR DREAM.' IT'S BEEN GOOD ADVICE BECAUSE I LOVE PERFORMING."**

- DAMON GILLESPIE  
( '12-'14 )

Above: Damon Gillespie.



# Roosevelt Graduate Beats Odds to Help Others Do Same

**When Carolyn Jones (BA, '01; MA, '03) entered Roosevelt University at the age of 19, she was a single mother with a 10-month-old son. She had no idea what she wanted to do with her life, only that it should involve helping children.**

Today she is principal of Perkins Bass Elementary School on Chicago's South Side and a PhD candidate in education at Illinois State University. Her goal is to rise to the highest level of education leadership possible, where she hopes to make policy that helps many, many children.

Over the years, Jones spent a lot of time at Roosevelt; she received her bachelor's in childhood education, a master's in language and literacy and a reading specialist certificate at the University. She credits Roosevelt with laying the groundwork for her success, and urges all of her students at Perkins Bass to develop the same "relentless drive" for knowledge that she cultivated at Roosevelt University.

"Roosevelt saved my life," Jones said. "So many people told me that my life was over when I had a baby, but I was determined to prove the naysayers wrong. Roosevelt gave me the foundation to do it."

She also met her husband, who worked in Roosevelt's cafeteria at the time, in the Auditorium Building. The couple had two children and, for more than a decade, considered Roosevelt a second home. "My kids literally grew up at Roosevelt," she said.

Her professors remember the woman she was during those years. "There was a fire in her eyes," said elementary education and reading professor Margaret Policastro, who met Jones while she was working on her reading specialist certificate. "The reading program was at the Schaumburg

Campus, which meant she had to commute a long way. In the summer, she brought her children with her. She was determined. You could see that nothing was going to stop her."

The idea of "literacy as a form of liberation" fueled Jones' ambitions.

"There is so much power in literacy," she said. "Once you have it, no one can take it away, and no one can prevent you from learning as much as you can. That quest for knowledge, and the realization that education was the key to fulfilling my dreams — all that happened within the walls of Roosevelt University."

After 12 years of teaching at Bond Elementary School in Chicago, Jones moved to Chicago Public Schools (CPS) administration because she realized she could help more children. Before she became its principal, Perkins Bass was on probation as one of the lowest performers in CPS. She immediately rewrote the school's mission and vision to emphasize scholastic excellence. Since then, Perkins Bass has been taken off



**"ROOSEVELT SAVED MY LIFE. SO MANY PEOPLE TOLD ME THAT MY LIFE WAS OVER WHEN I HAD A BABY, BUT I WAS DETERMINED TO PROVE THE NAYSAYERS WRONG. ROOSEVELT GAVE ME THE FOUNDATION TO DO IT."**

**- CAROLYN JONES  
(BA, '01; MA, '03)**

*Principal, Perkins Bass Elementary School*

probation, becoming a "2-plus" school on the cusp of earning the coveted "Level 1" designation given to Chicago schools in "excellent standing."

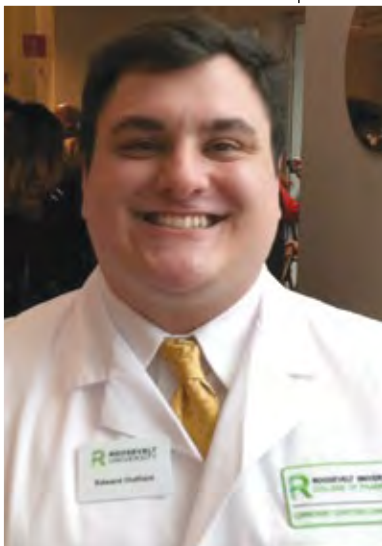
For Jones, such success has an extra measure of meaning because she lived as a teen in the neighborhood where Perkins Bass is located.

"I wanted to come back to where I started, so that I could give something back to the community," Jones said.

And that's exactly what she is doing. **R**

*Above, top to bottom:  
Carolyn Jones (BA,  
'01; MA, '03) is a  
Chicago Public School  
principal; Jones (right)  
celebrates graduation.*

## Pharmacy Award Winner Saves Lives



Above: Edward Oldfield (PharmD, '17).

**While Edward Oldfield (PharmD, '17) is currently studying for exams that will license him as a pharmacist, he has already made a difference in caring for patients.**

Winner of the College of Pharmacy's 2017 Enlightenment Award, Oldfield recently saved lives and moved fellow health care professionals to take action while he was a student pharmacist at the CGH Medical Center in Sterling, Illinois.

"This is someone who taught me what it really means to be a pharmacist," said Anne

Blackwell, a staff pharmacist who supervised Oldfield's rotations from November 2016 through February 2017 at the Sterling hospital. "He reinforced for me the idea that in the end being a pharmacist is more about caring for patients than it is about having relationships with co-workers or a specific doctor."

During 12 weeks at CGH, Oldfield visited the hospital room of a religious patient who refused medications,

consulting the Bible to find a way to reach the patient on the importance of accepting the aid.

He also visited the room of a new mother who refused to take her medication for fear during breastfeeding that it would harm the baby. Taking her hand and rubbing her back as he sat, Oldfield answered questions and supported her during administration of the medication, pledging to return to lend support when she needed another dose. On still other occasions, he convinced doctors to change prescriptions that he felt were not the right fit or dosage for patients.


**"[OLDFIELD] REINFORCED FOR ME THE IDEA THAT IN THE END BEING A PHARMACIST IS MORE ABOUT CARING FOR PATIENTS THAN IT IS ABOUT HAVING RELATIONSHIPS WITH CO-WORKERS OR A SPECIFIC DOCTOR."**

- ANNE BLACKWELL  
Sterling Hospital Pharmacist

"I truly think in at least one case the patient would have returned to the emergency department in a coma or a body bag had Edward not intervened," Blackwell said.

The new graduate is more confident in himself thanks to Roosevelt's Pharmacy program, the only one of its kind in the Midwest to graduate doctoral students in three years as opposed to the traditional four.

"The person I am now is not the person I was when I became a student in the College of Pharmacy (COP)," said Oldfield, who received instruction at COP in a pharmacist's vital three Cs: competence, compassion and commitment.

"I am so proud of Edward and all that he's achieved at Roosevelt," said Melissa Hogan, COP dean. "He is a stellar example of the kind of pharmacist that graduates from our program." 

#LifelongLaker

**Like keeping up with your alma mater?  
Want to learn more about new and  
upcoming alumni events in your area?**

Follow us on Facebook, Twitter and Instagram for updates on Roosevelt alumni news and happenings on campus. We'll not only be featuring news, networking opportunities and reunion events, but also memorable photos and stories from your days at Roosevelt. So give us a like, follow or tweet — connecting with your Roosevelt alumni network has never been easier. **Make sure to use the hashtag #LifelongLaker when sharing your memories with us.**







## Remembering Roosevelt's Longest-Serving President

**ROLF WEIL**, Roosevelt University's third and longest-serving president, died Sept. 17, 2017. He was 95. Roosevelt remembered Weil at a memorial service on Nov. 1.

Born in Germany in 1921, Weil escaped the Nazi regime with his family, immigrating to America in 1936. Despite knowing no English when he arrived in Chicago, Weil successfully pursued an education. A graduate of Chicago's Hyde Park High School, he received his bachelor's, master's and PhD in economics from the University of Chicago.

Weil joined Roosevelt's faculty in 1946, shortly after the University was founded. Serving Roosevelt for 42 years, Weil was a professor of finance and economics, the dean of the College of Business, and was Roosevelt's president from 1964-88.

A strong fundraiser and honorary member of the Board of Trustees, Weil always put the University's best interests first. He worked tirelessly — frequently with the assistance and support of his wife, Leni — to ensure that the University, as a modern-day institution of higher learning, was on track for enrollment growth and financial stability, and a place for upward mobility of its students.

Among his many accomplishments, Weil oversaw the planning and construction of Roosevelt's Herman Crown Center, since replaced by the Wabash Building; created the Heller College of Business, including its MBA program, virtually from the ground up; established an early presence for Roosevelt in the northwest suburbs with the Albert A. Robin Campus in Arlington Heights; oversaw the modernization of the Auditorium Theatre; and published on economics and education, including the book *Through These Portals*, detailing the history of his career at Roosevelt.

He was also a founder and president of the Selfhelp Home, which provided housing for older Jewish immigrants impacted by Nazi persecution.

In addition to his wife of 71 years, Leni Metzger Weil, he is survived by his children, Susan Weil and Ronald (Carla Tomaso) Weil, and grandchildren Maddy and Ellie.

*Above, clockwise from left: Late Chicago mayor and alumnus Harold Washington with Rolf Weil; Weil with Roosevelt's founding president Edward "Jim" Sparling; Weil (left) teaching business students in the 1950s; trustee Jerome Stone with Weil.*

by **BARBARA MCCAIN**

## 1940s

**MARY BEAZLEY (BA, '49)** of San Rafael, Calif. died April 5, 2017. She worked for the Butler County Mental Health Center in Ohio for 24 years. She also had a small private practice where she helped mothers of HIV positive patients.

**THEODORE FRAZEK (BS, '49)** of South Holland, Ill. died May 3, 2017. He was a pilot in the U.S. Army Air Corps during World War II. He was an accomplished musician and played violin in the Northwest Indiana Symphony Orchestra.

**BENJAMIN FULLETT (BSC, '49)** of Chicago died July 2017.

**HERMAN GILLMAN (BS, '49)** of Missouri City, Texas died March 28, 2017. He was a WWII Navy veteran and a recreational boxer during his time in the U.S. Navy.

**JULIAN OLISHIFSKI (BS, '49; MS, '56)** of La Grange Highlands, Ill. died July 2017.

## 1950s

**GALE SANDLER (BSC, '50)** of Madison, Wis. died April 2017. He was an infantry soldier during WWII.

**THOMAS SHAHAN (BA, '51)** of Bradenton, Fla. died April 18, 2017.

**ROSCOE FOSTER (BA, '52)** of Hilton Head Island, S.C. died April 21, 2014. He was a U.S. Army veteran and practiced orthodontics for 30 years.

**CECELIA HOLLAND (BA, '54)** of Chicago died Oct. 23, 2016. She worked for the Illinois Department of Public Aid as a social worker and retired in 1990.

**CLARENCE HOLLAND, JR. (BA, '58; MA, '60)** of Chicago died March 16, 2017.

## 1960s

**MORRIS KRAUT (BA, '60)** of Hawthorn, Ill. died June 26, 2017. He served in the U.S. Army and was the CEO of American Feeds and Livestock Company.

**MARVIN MITTLEMAN (BA, '62)** of El Cajon, Calif. died June 12, 2017. He served in the U.S. Air Force, and later became an IRS field agent and DEA narcotics agent for nearly 30 years.

**DENNIS WILLS (BS, '63)** of Hinsdale, Ill. died April 4, 2017.

**JOHN BURNETT (BA, '64)** of Porter, Ind. died Dec. 31, 2016. He was an alcoholism counselor and was a member of the Save the Tunes Council in Indiana.

**SHARON GOTTSTEIN (BM, '64)** of Lincolnwood, Ill. died March 17, 2017. She taught in the Chicago Public Schools for 35 years. Gottstein sang with the Chicago Symphony Chorus, Ravinia, and various community choral groups.

**JAMES RICHARDS (MA, '64)** of Escondido, Calif. died May 31, 2017. He served in the U.S. Air Force, and worked for the Palomar Health Foundation and Meals on Wheels in San Diego.

**JOSEPH RUSHFORTH (MA, '64)** of Winthrop Harbor, Ill. died April 28, 2017. He was a U.S. Marine Corps veteran, educator and school administrator, retiring after 36 years in education.

**EMILY BENAK (MA, '66)** of Ionia, Mich. died June 28, 2017. She was an English teacher for the upper grades at Twin Rivers Elementary School in Muir, Mich. She also taught secondary language to 7th and 8th graders for the Department of Education for the Government of Guam.

**JOYCE KRUEGER (BA, '66)** of Lafayette, Ill. died May 13, 2017. She volunteered at the Contra Costa County Suicide Prevention Hot Line. In her lifetime, Krueger traveled to 49 states and 54 countries.



**ANTHONY ZANETELLO (BSBA, '66)** of Chicago died in May 2017. He was a retired loan officer for SBA.

**ELAINE KUBIAK (BSBA, '67)** of Traverse City, Mich. died July 9, 2017. She worked at the law firm Baker & McKenzie, and as a division sales administrator at Maremont Corporation.

**SUSAN WEBSTER (BA, '67)** of South Haven, Mich. died March 26, 2017.

**JONATHAN LEWIS (MA, '68)** of Chicago died July 2017. He was a dedicated psychiatrist whose passion was to help people with PTSD.

## 1970s

**CHRISTINE HILGERT GOLDBERG (BA, '70)** of Tempe, Ariz. died March 14, 2017. She began her career in nursing, then became a behavior health therapist. She later worked in health care administration before retiring in 2012.

**JUDY LIBBY (BA, '70)** of Springfield, Ill. died April 17, 2017.

**ESTHER KORNEI (BA, '71; MA, '73)** of Lincolnwood, Ill., died April 11, 2017. She practiced psychiatry for more than 40 years.

**LOUISE BEEM (BGS, '72)** of Evanston, Ill. died April 15, 2017. She was an educator and mentor — she enjoyed a 50-year career in education and was co-founder of the DuPage Children's Museum in Naperville.

**BARBARA GOODMAN (BA, '72)** of Chicago died Feb. 22, 2017. She worked for the Illinois Department of Public Aid for nearly 30 years.

**KARIN M. SPAULDING (MA, '73)** of East Peoria, Ill. died May 17, 2017. She was a commissioned lay pastor for area churches following her retirement from the Unemployment Security Office.

**LEO GENTRY (BGS, '74)** of Rancho Bernardo, Calif. died April 23, 2017. He served in the U.S. Army military police in Munich, and was acting secretary for the NFL Players Association.

**GEOFFREY HAMMOND (BS, '74)** of Walnut Creek and Danville, Calif. died April 9, 2017. He was a psychiatrist and had a primary care practice for several years.

**ROBERT AZAR (MA, '76)** of Atco, N.J. died in July 2017. He was a U.S. Air Force veteran.

**ROBERT UHRIN (MBA, '77)** of Des Plaines, Ill. died April 23, 2017. He was a U.S. Army veteran and president of the former CPR Partners in Des Plaines.

## 1980s

**LARRY AGEE (BGS, '80)** of Atlanta died May 29, 2017. He was a pioneer in the computer science field. His passion was chess and was a world-ranked chess master.

**NANCY O'NEIL (BA, '82)** of Chicago died May 12, 2017. She was a strong advocate for the disadvantaged, participating in various social justice causes. She fought for fair housing, equal education and drug treatment programs, and held voter registration drives.

**MARGARET CHAMBERLAIN (BA, '84)** of Northbrook, Ill. died April 21, 2017. She worked in the health care industry for more than 50 years.

**LAWRENCE ROSENBARSKI (BSBA, '84)** of Lake in the Hills, Ill. died March 18, 2017. Rosenbarski was a Mount Prospect police officer since 1998.

**KAY ALTHOFF (MA, '86)** of Lincoln, Ill. died March 3, 2017. She taught in the South Shore Schools in Decatur, Ill. before becoming principal of early childhood special education in Alton, Ill., and retired as supervisor for special education in the Alton school system.

**FERRY HANS WINOKAN (BSBA, '86)** of Chicago died in March 2017.

**ROGER NELSON (BM, '89)** of Grand Rapids, Mich. died March 30, 2017. He started his professional music career in 1987 with the Grand Rapids Symphony for the 1987-88 season. He was a gifted, generous elder at Westminster Presbyterian Church for both music and stewardship.

## 1990s

**MIRIAM CARRILLO (BGS, '95)** of Highland Park, Ill. died March 3, 2017. She was a teacher at Chicago's Armour Elementary School, where she taught kindergarten and English as a second language until her retirement in 2008.

**DONALD KASZEWSKI (MSIS, '96)** of Dyer, Ind. died July 19, 2017. Kaszewski loved basketball, and was named to Chicago's All-City Basketball All-Star team.

by DAVID SOLBERG

## WhereRU?

## 1950s

**IRA BERKOW (ND, '59)** has written another book, *It Happens Every Spring*, featuring 50 years of some of baseball's most memorable moments. This Pulitzer Prize-winner and former *New York Times* columnist shares anecdotes, memories and moments capturing the comedy and drama of America's favorite pastime.



## 1960s

**RICHARD WILLS (BS, '65)** taught high school math for three years. He then accepted a systems engineering position with IBM. Starting in Chicago and later in Santa Fe, New Mexico and Los Angeles, he worked with customers designing and installing computer systems. From Los Angeles he moved to Dallas, where he developed computer-based instructional programs. Currently he is doing freelance editing and enjoys tutoring students in math at a local community college.

## 1970s

**ROBERTA "BOBBIE" L. RAYMOND, (BA, '70)**

has written several children's books. Her first book, *Amy and the Amaryllis*, is sold out. She is proud to release a new book titled, *Three Sea Tales*. "Roosevelt gave me a lot of confidence to pursue many interests," Raymond said of her academic experience.



## 1980s

**TOM BENZ (MPA, '86)** recently won the Serena McDonald Kennedy Fiction Award for a collection of short stories; he has a forthcoming book published by Snake Nation Press in the fall.

## 1990s

**FRANK MARTINEZ (BS, '92)** is the president and CEO of La Unica Realty Advisors LLC, which acquires single-family homes and multi-family buildings, and renovates them for sale and rental. He also currently serves as an executive board member for the Leukemia Research Foundation and is an advisory board member for Roosevelt's Marshall Bennett Institute of Real Estate.

## 2000s

**JERI BINGHAM (BA, '97; MA, '03)**

was recently promoted to the position of vice president, marketing and enrollment management for Resurrection University, College of Nursing & College of Allied Health in Chicago, after working three years as the director of marketing and communications. She is currently pursuing a doctorate in higher education leadership from National Louis University.



**KATHIE KANE-WILLIS (BA, '01; MA, '06)** is the director of policy and advocacy at the Chicago Urban League, which she joined in November 2016.

**RICARDO TRACHTMAN (BA, '02)**

is a principal and consulting actuary at Milliman in Chicago. His modeling experience includes economic capital analysis, stochastic modelings, and traditional deterministic pricing and financial modeling. Trachtman is a fellow of the Society of Actuaries, a member of the American Academy of Actuaries, and was recently elected chair of the Predictive Analytics and Futurism Section of the Society of Actuaries.



**STEPHANIE SCHMITZ BECHTELER (BA, '04)** is vice president and executive director of the Research and Policy Center at the Chicago Urban League. She has been with the League for four years and served as executive director for one year.



**DR. MATTHEW AMIDON (BS, '09)** completed his pediatric residency at Advocate Children's Hospital and matched into a Pediatric Critical Care Fellowship at Children's Hospital of Wisconsin.

**ALEX HERNANDEZ (BA, '09)** published "Muslim, Latina, and attacked from all sides" in the March 16, 2017 issue of the *Chicago Reader*. Hernandez was recently hired as the assistant editor of *In These Times*, a Chicago-based independent, nonprofit magazine dedicated to advancing democracy and economic justice.

## 2010s

**ANTHONY CONTE (BA, '12)** recently received his master's degree in education and now teaches middle school social studies at Detroit Public Safety Academy.

**PAWEŁ FOSCIĄK (BS, '13)** has worked for ING Bank in Poland for four years. His responsibilities include cooperating with other organizational units of the bank to complete complex client offers and ensure their efficient operation, as well as supporting corporate clients' advisors in the sale of banking products and services.

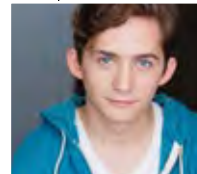
**ANGELA JONES (BA, '13)** received a Minority Fellowship Program award from the American Psychological Association. Jones is completing her master's degree in clinical psychology counseling practice at Roosevelt.

**MANUEL TALAVERA III (BA, '13)** received a master's in public administration from the University of Illinois Springfield in 2015. Since then, he has worked for the Illinois Student Assistance Commission, helping make college more accessible and affordable to students by providing free college and career planning. Since June, he has assumed the role of regional manager for Illinois GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which provides college planning services to middle school-age students.



**EVAN F. MOORE (BA, '14)** recently accepted the position of associate editor at *Sigma Chi Magazine*.

**JAMES ROMNEY (BFA, '14)** will make his Broadway debut in the premiere of *Harry Potter and the Cursed Child*. The CCPA graduate has also appeared in Theo Ubique's *Fly By Night*.



**JAKE CASHMAN (MBA, '16)** started as a digital marketing specialist at Praxair, a Fortune 300 global atmospheric gas company. His responsibilities include managing sales leads and developing plans for search engine optimization, email marketing and Google Analytics in the USIG food-marketing sector.



**DAVID GOMEZ (BS, '16)** was accepted into the doctoral program at the Illinois College of Optometry. Gomez is a first-generation college student and will be the first in his family to obtain an advanced degree.

**YASMEEN LIPPRAND (BA, '17)** has accepted a full-time position as an account coordinator with RPM Advertising, after completing her internship with the Auditorium Theatre. She is grateful to Roosevelt for its support in working on her resume and providing career development resources.

**RACHEL ORNSTEIN (BA, '17)** was accepted into the coordinated nutrition master's program at the University of Illinois at Chicago.

**KORNELIA SKOWRON (BS, '17)** was accepted into the medical chemistry PhD program at the University of Illinois at Chicago College of Pharmacy, with full funding.

**DIALA SUWWAN (BA, '17)** has started her career as a first-grade teacher at Al Huda Academy. She will earn her master's in teaching English to speakers of other languages through Concordia University's online program.

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**Where RU?**  
**We'd love to hear what you've been up to. Please send us your photo and an update!**

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**“Real generosity toward the future  
lies in giving all to the present.”**

- ALBERT CAMUS

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