First, thank you to our faculty for their dedicated service to our students and the University. I am pleased that so many contributed to this annual Faculty Spotlight newsletter. We’re proud to showcase the significant contributions our faculty make to their respective fields. We hope this inspires and connects faculty across colleges and disciplines.

It is important for our students to understand the level of commitment that faculty have for them and the excellent teaching and mentoring that take place at NLU. It is also important for us to acknowledge the level of commitment and passion our faculty have for their scholarly disciplines.

As you peruse the Faculty Spotlight you’ll notice NLU faculty are making contributions locally and across the world through scholarly publications, presentations, provision of professional training, sponsored projects, and work in communities.

As we work to build community and enhance engagement, we hope this newsletter will become an annual tradition for recognizing and honoring the contributions of our faculty.

Again, sincere thanks to our faculty for your dedication to the students of NLU as well as your dedication to research, service, and scholarship.

Alison R. Hilsabeck, Ph.D.
Provost

When the Faculty Appreciation Month team sat down to plan in early March, we asked ourselves some difficult questions: How can we show faculty that we appreciate them? How do we show some of the most brilliant minds in their fields that we appreciate their thoughts? How do we acknowledge some of the most innovative researchers for their new ideas and curiosity? How do we show some of the most passionate individuals that we appreciate their enthusiasm? How do we show people that remain so dedicated to our students that we appreciate the hard work that goes into making the NLU experience the very best?

Well, it starts with thank you. Thank you for your brilliance, your innovation, your research, your passion, and your dedication.

We are in absolute awe of all that you do.

Thank You,
The Faculty Appreciation Month Team

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ON THE MIC | PRESENTATIONS

In March, Tom Heaney, Ph.D. and Wendy Yanow (CPSA) presented a paper at the Adult Higher Education Alliance on the application of radical adult education principles to the doctorate in multiple disciplines. The substance of this work will be published by Jossey-Bass in the fall in a book co-edited with Dianne Ramdeholl.

Last month, Chris Diaz, M.L.I.S. (LLS) presented a conference paper at the 2015 Association of College and Research Libraries in Portland, Oregon. The paper examines efforts to recruit individuals from historically underrepresented racial and ethnic groups for careers in academic librarianship.

Stephen Thompson, Ph.D. (CPSA) presented “Medical Malpractice, Tort Reform and the Health Care Cost Crisis in the U.S.” at the Public Policy Practitioner Series in Chicago, Ill on April 16, 2015.


Seema Imam, Ed.D. (NCE) presented at two retreats at the Calgary Islamic School in Alberta, Canada. The first was with Matthew Moes of Razi Education at the Leadership Retreat during the 2014-15 Administrative Planning Week. The second was at the Teacher Retreat during the 2014-15 Teacher Planning Week.

Ayn Keneman, Ed.D. (NCE) attended the National Technology Leadership Summit (NTLS) in Washington, D.C. on September 25 and 26th, 2014. The National Technology Leadership Summit brings together national leaders from educational associations, as well as editors of educational technology journals, directors of non-profit foundations, federal policymakers, and corporate representatives. The goal of NTLS is to accelerate meaningful impact of digital technologies in education for the 21st century learner. Keneman participated in the Informal Learning Strand to leverage efforts to use technology and cultural resources to support learning in creative and flexible ways. Keneman embedded information learned from the Summit into an undergraduate ECE 330 Informational Technology course for all early childhood education teacher candidates. The leadership summit is underwritten with combined support from participating professional associations, including the Society for Information Technology and Teacher Education, the International Society for Technology Education, corporate partners, and non-profit foundations.
David SanFilippo, Ph.D. (CPSA) recently presented at two conferences. In February, he presented at the Florida Mental Health Counselors annual meeting on the topic, "The Mental Health & Vocational Impact of Chronic Vertigo." In March, he presented at the annual conference of the Adult Higher Education Alliance on the topic, "Applying Quality Matters Standards to Blended & Online Courses - A Case Study."

Carol A. Burg, Ph.D. (NCE) presented her research at the British Educational Research Association (BERA) Conference at the University of London in September 2014. She will be presenting at the BERA conference at Queen's University Belfast in September 2015.

Bonnie Flynn, Ed.D. (CPSA) presented at the American Association of Adult and Continuing Education conference on November 6, 2014 in Charleston, SC. The title of Flynn’s presentation was "Quality Does Matter: Designing an Online Health Studies Graduate Program."


Wen will also be presenting at the American Education Research Association conference on April 19th at the policy forum, “New Evidence on the Impacts of Early Childhood Interventions.” The title of her presentation is “Head Start Program Quality and Intervention Quantity: Interactive Effects on Children’s School Readiness Outcomes.” Wen will also chaired a policy roundtable, “Politics and Access in Early Childhood Education,” on April 20th at AERA.

Susan McMahon, Ph.D. (NCE), Director of the Integrated Doctoral Programs in NCE, spearheaded the planning for the Annual NCE Doctoral Symposium on March 24th in Wheeling. This symposium spotlights the work of our advanced students. In small-group settings, students shared their dissertation work in a conference atmosphere. In addition, this year students also shared issues related to the development of their dissertation proposals. Towards the end of the program, students and doctoral faculty: Terry Smith, Ph.D., Efrat Efron, Ed.D., and Shani Beth-Halachmy,Ph.D., said that this was one of the most professionally engaging events they had attended and that they were already looking forward to next year.


Wen will also be presenting at the American Education Research Association conference on April 19th at the policy forum, “New Evidence on the Impacts of Early Childhood Interventions.” The title of her presentation is “Head Start Program Quality and Intervention Quantity: Interactive Effects on Children’s School Readiness Outcomes.” Wen will also chaired a policy roundtable, “Politics and Access in Early Childhood Education,” on April 20th at AERA.
On Saturday, March 7, 2015, as Librarian for the Center for Teaching through Children's Books at National Louis University, Toby Rajput, M.L.I.S. (LLS) hosted a book discussion of two children's titles, "The Year of the Book" by Andrea Cheng and "Kids of Kabul" by Deborah Ellis. Both books have been designated Suburban Mosaic Books of the Year, a program that seeks to confront issues of racial and social justice and promote cross-cultural understanding through literature. This program is attended by 25 faculty members, librarians, teachers and other education professionals. The discussions were led by Friends of the Center, who are volunteers and children's literature enthusiasts. Through examining these two children's books through a social justice lens, participants determined to learn more about how to incorporate diverse books into classroom and library collections.

Pennie M. Olson, Ph.D. (NCE) presented a paper, "Learning to Be a Teacher" at the annual meeting of the Association of Teacher Educators in Phoenix, Arizona in February 2015. She is also on the ATE Planning Committee for the Summer Conference in Minneapolis, MN in August 2015 and the Annual Meeting in Chicago in February 2016.

On May 4, at 7 p.m. Joanne Koch, Ph.D.'s (CPSA) musicals "American Klezmer" and "Belle Barth: If I Embarrass You, Tell Your Friends," will be part of the benefit launching the Chicago Writers' Bloc Festival of New Plays at the Piven Theatre, 927 Noyes Street in Evanston. The gala evening includes food, drinks and prizes and is $25 ($20 for students and seniors who use the code SSI) at www.brownpapertickets.com. As director of the Master of Science in Written Communication Program and director of the Writers' Bloc, Koch is proud to announce that MSWC graduate student Frank Friedlander and alumni of the program Bernadette Jones and Jai Love are among the 18 playwrights featured in the staged readings between May 5 - June 10 at 8 p.m. at the Piven Theatre, with tickets at $10. This festival and the not-for-profit Writers' Bloc is supported in part by the Dramatists Guild Fund. (www.writersblocfest.org)
Carlos Azcoitia, Ed.D. (NCE) was a keynote speaker at Global Academic Meeting at Jawaharlal Nehru University in New Delhi, India on April 1st – 4th, 2015. He presented on the topic “Immigrant Neighborhoods in Chicago and Community Schools: A Model for Student Success.”

Gale Stam, Ph.D., (CPSA) recently presented a talk entitled “Gesture and Thinking for Speaking,” as part of a Colloquium on “Exploring the Role of Thinking-for-Speaking in Second Language Education” at the American Association of Applied Linguistics Conference in Toronto, Canada in March 2015.

Mark Shinn, Ph.D. (NCE) was a featured presenter at the Wisconsin School Psychology Association state conference and presented on “Basic Skills Data-Based Decision Making in an MTSS/RTI model.” He will be a featured presenter with National Leaders in Special Education Law, Research on Specific Learning Disabilities (SLD) identification and treatment, and RTI/MTSS implementation in New Orleans on April 23rd and 24th.

CONGRATS | Seema Imam, Ed.D. (NCE) fulfilled the requirements for her second doctorate, in Islamic Education at Graduate Theological Foundation and submitted a digital digest of Islamic School improvement strategies called, "Enhancing Islamic School." She will be the 2015 recipient of the Mary McLeod Bethune Educational Leadership Award on May 8, 2015.

Seema Imam presented a day long pre-service seminar, titled, "Educational and Religious Diversity in Public Schools." The Invited Symposium at the Elmhurst College Department of Education & Niebuhr Center for Faith and Action took place at the Frick Center on April 18, 2015 in Elmhurst, Ill.

Lauren Heidbrink, Ph.D. (CPSA), assistant professor in Applied Behavioral Sciences and co-chair of the graduate program in Public Policy and Administration (MAPPA), was recently awarded a three-year National Science Foundation grant to conduct research on the deportation and social reintegration of unaccompanied migrant children in Guatemala. Along with two MAPPA graduate students, Professor Heidbrink presented her research findings to members of Congress and gave a briefing at the Department of State on the root causes of child migration.
Deborah O'Connor, Ed.D., Ayn Keneman, Ph.D., and Xiuwen Wu, Ph.D. undergraduate professors in NCE are collaborating to design service learning projects in all undergraduate programs. The team designed service learning projects for three courses – entry, middle and end of program – as an academic endeavor in which service is an integrated component of the course.

O’Connor, Keneman and Wu feel that by involving their teacher candidates in real community problems, service-learning will provide them with a need to know, a desire to enhance their skills, and a commitment to solving problems. This work is aligned with NLU’s University Level Outcome: ‘Students demonstrate collaboration and respect for diversity through civic engagement or experiential learning.’ The team will present initial plans/projects at the “Service Learning: Practice Pedagogy and Paradigm,” workshop at NLU on May 15th.

Ayn Keneman, Ph.D. (NCE) looks on during the “Chicago Dialogue: Preparing Teachers for Post 2015 Education” event on the Chicago campus.

Ayn Keneman, Ph.D. (NCE) will present her research, “Kindergarten Development and Engagement for all 21st Century Digital Learners: All Learners Succeed” at the 60th annual International Literacy Conference on July 17-20, 2015. Additionally, Keneman is president of Organization of Teacher Educators of Literacy (OTEL), a SIG of ILA. She works with over 200 OTEL members to provide a forum for debate and discussion of current issues to improve literacy instruction; assist in the development of quality teacher education through recommendations for pre-service and in-service programs; stimulate research in reading, disseminate information regarding significant investigations, and seek improved competence at all levels of literacy instruction.

Laurie Siegel, M.A. (CPSA) is presently doing a research project on anxiety/depression and exercise, more specifically running. The program is titled: “Running Through It.” She will be working with participants to teach them exercise skills such as walking or running in addition to an educational group to teach the participants coping strategies and skills.
The Pathways to Success Project, directed by Assistant Professor of Psychology Ray Legler, Ph.D. (CPSA), is designed to support the transition of high school students to post-secondary education including community college, four-year college or university, or career/technical training. The overall goal of the project is to equip young people with the skills that they need to compete in our economy, obtain sustainable employment, and escape or avoid poverty. In collaboration with school staff, the project involves activities such as student visits to local colleges and universities, technical schools, businesses, and community-based organizations. In addition, the project seeks to make long-term, sustainable changes to our system of support for students by building relationships between staff at high schools, local colleges and universities, technical schools, businesses, and community-based organizations. The project is working with the Bronzeville Community Action Council, King College Preparatory High School, and Dunbar Vocational Career Academy, and is supported by a seed grant from National Louis University.

Catherine Honig, Ph.D., associate professor in CPSA, is serving as a member of the Steering Committee for the 8th Annual International Symposium for Emerging Technologies for Online Learning (ET4OL). Hosted jointly by the Online Learning Consortium (OLC) and MERLOT (Multimedia Educational Resource for Learning and Online Teaching), the conference was held in Dallas, Texas from April 22 – 24. Honig is also serving as the chair of the conference’s Career Forum, a series of roundtable discussions (between invited panelists and conference attendees) that shine a light on EdTech career directions for academics, practitioners, and entrepreneurs. As the Editor of MERLOT’s Psychology Editorial Board, Honig is also co-presenting a Discovery Session with NLU Professor Emerita Jane Moore (Director of MERLOT Editorial and Professional Development Services) and other MERLOT colleagues on the MERLOT peer review process, “Become a MERLOT Peer Reviewer: Explore, Grow and Be Rewarded.” Finally, she is delivering a Discovery Session titled, “eTeaching Highlights Board: One Online Instructor’s Digital Performance Stats,” which is a culminating application-oriented presentation emerging from four years of research addressing the relationship between high-touch online instruction and a variety of performance and perception impacts in courses that focus on management and leadership.

Michael Fontaine, Ph.D. (CPSA) developed a 495 Special Topics elective course titled: Exploring Ethics through Fiction. This course was designed to examine the influence that narrative fiction, integrated with an ethics theoretical construct has on moral reasoning and decision-making.

Ruth Freedman, Ed.D., Diane Salmon, Ph.D., Sophie Degener, Ed.D., and Madi Phillips, Ph.D. (NCE) recently published a book chapter on their new collaborative research *The Adaptive Cycles of Teaching* (ACT). ACT is a practice based-curriculum using cloud-based technology allowing students to develop a range of high-impact practices for literacy, math, science and social studies. This research has caught the attention of the Illinois State Board of Education and will be vital in teacher preparation.

Freedman, Salmon, Degener, and Phillips most recently presented the ACT research at the American Education Research Association annual conference in Chicago, Ill in April 2015 along with Alan Rossman, Ph.D., Eun Kyung Ko, Ph.D., and Provost Alison Hilsabeck, Ph.D.

Anna Marie Yates, Ph.D. (CPSA) presided at the Northwest Suburban Chapter of ICA at the Annual Spring Dinner & Professional Development Program, which featured a panel addressing the topic: “Current Trends in Adolescent Mental Health.” Earlier this year Yates presented a research-based session at the (ACA) American Counseling Association Midwest Regional Conference on “Leadership in Counseling: Using a Strengths-Based Approach.”
Diane Nititham, Ph.D. (CPSA) published “We Cannot Gather without Eating: Food, Authenticity and Socialization for Filipinos in Ireland,” in the book *Heritage, Diaspora and the Consumption of Culture: Movements in Irish Landscapes* (Ashgate 2014), which she co-edited with Dr. Rebecca Boyd. The book examines the cultural, material, and symbolic enactments of Irish migration relationships from the medieval period through to the contemporary post-Celtic Tiger era.


Sophie Degener, Ed. D. (NCE) coauthored a book with Jennifer Berne, titled "The One-on-One Reading and Writing Conference: Working with Students on Complex Texts," which was published by Teachers College Press this January. The duo also coauthored an article for the February 2015 English Leadership Quarterly titled “What’s Next for Guided Reading?”


Diane J. German, Ph.D. (NCE) published The Test of Word Finding – Third Edition (TWF-3) in early 2015. The TWF-3 is a standardized measure providing a deep assessment in Word Finding. The TWF is used both nationally and internationally to identify learners with word finding difficulties. The TWF was first launched in 1985 and revised in 1989. The TWF-2 was published in 2000, and now the new TWF-3 marks the 30th year for the TWF diagnostic instruments.

Susan McMahon, Ph.D. (NCE) and Jennifer Berne, recently resubmitted a manuscript to *Writing & Pedagogy* based on their development of a new assessment tool for teachers to encourage focusing on the pre-writing process. This work is based on their collaboration on developing an assessment tool for teachers to and serves as a guide to discourse between the student and teacher before and while writing.


Wendy Gardiner, Ed.D. (NCE) had three articles and one book review that were, or will be, published this academic year: “From ‘Outsider’ to ‘Insider’: The Changing Role of University Supervision in an Urban Teacher Residency Program.” written with Janet Lorch, will be published in the next issue of *Action in Teacher Education*. Two articles co-written with Diane Salmon pertaining to responding to challenges of enacted were also published. *Teachers College Record* solicited Wendy to write a book review on mission-driven teacher education that will be published in May.
Sara K. Schneider, Ph.D.’s (NCE) research on body-centered and cross-cultural learning is situated in professional education and adult learning communities. Her chapter on teaching cultural humility to healthcare practitioners will be published by Kent State University Press in the 2016 book Keeping Reflection Fresh. She is documenting her ethnographic research in a prison yoga community for the book The Cultural Practice of Social Change Education: Critical Ethnographies of Adult Learning. Her teaching and social justice work at Chicago’s federal prison related to this study was highlighted in March in the Huffington Post. Her chapter on cross-cultural kinesthetic learning was published in December in Anthem Press’s book Fighting Scholars.

Richard Schak, M.A. (CPSA) works with students in a Criminal Justice classroom.


Rob Morrison, Ed.D. (LLS) co-authored a book chapter on using qualitative data to inform an assumption responsive curriculum for the digital information literacy courses taught for the Harrison Fellows program.

Marjorie Roth Leon, Ph.D. (NCE) published an article entitled, “Distributed Mentoring: Preparing Pre-service Resident Teachers for High-Needs Urban High Schools” in the 2015 Journal of Urban Learning, Teaching, and Research, volume 10, p. 104-121. Leon serves as an invited member of the 2015 Journal of Urban Learning, Teaching, and Research Editorial Board and as a manuscript reviewer for the journal Children’s Literature in Education.

Kristin Lems, Ed.D. (NCE) and Jason Stegemoller, Ph.D. (NCE), co-directors of the ESL STEM Success Grant at NLU, have recently published an article in the online journal Learning Abstracts entitled, “Unpacking the language of STEM for English language learners.”

On April 15, 2015, the American Association for the Advancement of Curriculum Studies conference featured work from the Internationalization task force including Todd Alan Price, Ph.D.’s (NCE) contribution to this panel “Popularizing Public Education: Lessons from Tao Xingzhi.” This work builds on his presentation last October in HangZhou, P.R.C. and draws from his publication, “Democracy Education: The Radical Thinking, Learning and Doing of Tao Xingzhi.”
Vito Dipinto, Ed.D. (NCE) sits with an EPIC Academy student explaining the law of motion when EPIC Academy, founded by NCE Alumnus Matthew King, visited NLU in March 2015.


Mary Ann Poparad, Ph.D. (NCE) published “Changing Minds, Changing Schools, Changing Systems: Comprehensive Literacy Design for School Improvement.” The book is based on the theory that the change needed for school improvement results from changing the minds of educators: their thinking, perception, and understanding of how people learn. Edited by Linda J. Dorn, Salli Forbes, Mary Ann Poparad, and Barbara Schubert.
SHOUT OUTS

FROM: TAKEISHA COLLIER
TO: DR. KEITH POSLEY
THANKS, FOR BEING ONE OF MY BEST PROFESSORS! I REALLY LEARNED A LOT FROM THE CLASSES YOU TAUGHT IN EDUCATIONAL LEADERSHIP. GOD BLESS!

FROM: JANICE CANTY
TO: JOANNE KOCH
AN INSTRUCTOR THAT CAN MAKE ME UNDERSTAND MYTHOLOGY AND ENJOY IT TOO IS AMAZING. I'VE ALWAYS AVOIDED SUBJECTS THAT HAD TO DO WITH MYTHOLOGY; HOWEVER, YOU HAVE MANAGED TO MAKE IS INTERESTING AND RELEVANT. THANK YOU

FROM: STACY R
TO: DONNA WAKEFIELD
THANK YOU FOR BEING A BREATH OF FRESH AIR THROUGH THIS JOURNEY OF EDUCATION. YOUR EXPERTISE AND SUPPORT IS IRREPLACEABLE!!!!!!!

FROM: DIANE BEAMAN
TO: CLAUDIA PITTS
DR PITTS, YOU ARE AN AWESOME PERSON AND A FABULOUS TEACHER. I AM A BETTER PERSON FROM MY EXPERIENCE AT NLU AND I HAVE TO CREDIT YOU WITH HELPING ME GET THERE!

FROM: JENNY MILTIMORE
TO: KAREN TARDREW
SO THANKFUL FOR YOUR GUIDANCE AND SUPPORT THESE LAST 2 YEARS. I'M SO PROUD TO KNOW I'VE ALMOST ACHIEVED MY MA! KAREN ROCKS!

FROM: KATHERINNE B. SARDENA
TO: KRISTIN LEMS
DEAR DR. LEMS, THANK YOU FOR BEING THE SINCERE, CREATIVE, AND POSITIVE PERSON THAT YOU ARE. YOU ARE AN INSPIRATION TO ALL WOMEN. THANK YOU FOR YOUR HELP AND CONTINUED GUIDANCE.

FROM: KIMEON WRIGHT
TO: RAYMOND LEGLER
THIS PROFESSOR IS WHAT I LIKE TO CALL THE GIFT THAT KEEPS ON GIVING BECAUSE HE HAS A WAY OF MAKING SURE STUDENTS GET IT...HE HAS THE ABILITY TO SEE THE BIGGER PICTURE...I AM ALWAYS SO EXCITED TO WORK WITH HIM...I ALWAYS FEEL AS THOUGH MY CAPACITY IS STRETCHED AFTER CLASS...HE GETS IT! GREAT PROFESSOR INDEED..

FROM: NAYESHA PRUITT
TO: TARA BRYANT EDWARDS
SHOUT OUT TO PROFESSOR EDWARDS FOR SEEKING OUT EXCELLENCE IN HER STUDENTS THROUGH ENCOURAGEMENT, FOSTERING A SENSE OF COMMUNITY WITHIN THE CLASSROOM, AND ALLOWING US TO DISCUSS OUR VARYING POINTS OF VIEW IN A CONSTRUCTIVE WAY. I APPRECIATE ALL THAT YOU HAVE DONE FOR ME AND MY COHORT.

To view all shout outs, please visit: http://www.nl.edu/facultyappreciation/allshoutouts/