

Faculty Awards

OCTOBER 11, 2012

UIC
UNIVERSITY
OF ILLINOIS
AT CHICAGO

2012 Faculty Awards Celebration

Thursday, October 11, 2012

University of Illinois at Chicago
Student Center West

Reception 4:00 p.m.

Program 4:30 p.m.

*

Recognition of Award Recipients

Silver Circle Awards
Graduate College Mentoring Awards
External Awards

*

Teaching Recognition Program Awards
University Scholars
Awards for Excellence in Teaching
UIC Distinguished Professors

MESSAGE FROM THE CHANCELLOR

Tonight the University of Illinois at Chicago celebrates and honors the excellence of our faculty. The awards presented this evening are individual, but the people who receive them are instrumental in shaping and inspiring the intellectual and cultural character of our campus. Your efforts continue to bring distinction to UIC.

We honor recipients in seven categories of academic distinction: the Award for Excellence in Teaching; the UIC Distinguished Professors, the Silver Circle Award; the Teaching Recognition Program; University Scholars; the Graduate College Mentoring Award, and major awards from external agencies and societies.

University of Illinois President Robert Easter and Vice Chancellor for Academic Affairs and Provost Lon Kaufman join me this evening to recognize and congratulate all the scholars and teachers named in these pages.

It is a pleasure to welcome you and acknowledge the significant contributions of our outstanding faculty.

Paula Allen-Meares
Vice President of the University of Illinois
Chancellor of the University of Illinois at Chicago
John Corbally Presidential Professor

SILVER CIRCLE AWARDS

Mary Lou Bareither

*Clinical Professor, Department of Kinesiology and Nutrition
College of Applied Health Sciences*

Mary Lou Bareither was led to her career by a passion for anatomy. Dr. Bareither currently teaches dissection as well as the anatomy and physiology class sequence. Students “find anatomy particularly fascinating because the lab associated with my class is an undergraduate human cadaver class — which is not common in a lot of universities,” she says. “UIC gives undergraduates this great opportunity.” Most of Professor Bareither’s students plan health-related careers, where knowledge of human anatomy and physiology is essential. “I try to make it real to them, because then they remember it,” she says.

Vahe Caliskan

*Lecturer, Department of Electrical and Computer Engineering
College of Engineering*

Vahe Caliskan, formerly an electrical engineer with Motorola Automotive, prepares his courses from a student’s perspective with a dash of teacher’s wisdom. “I come up with new stuff each term. I’m not static, it’s not like a rerun,” he says. “Believe me, if you bore yourself with the same material each term, I guarantee you that you’ll bore the students.” He knew he had a knack for teaching when he worked at Motorola as a senior technical expert —he was the troubleshooter who worked with different teams when they got stuck on a problem. He now plans his lectures with problem-solving in mind. “I have a passion for this,” he says. “I want students to learn how to think.”

Charles Daas

*Lecturer, Department of Urban Planning and Policy
College of Urban Planning and Public Affairs*

Charles Daas, a planning consultant to nonprofits, assigns students to learn from practitioners. Recently he has worked to help plan the use of vacant lots surrounding the Dr. Martin Luther King, Jr. Legacy Apartments in North Lawndale. He sent the students to talk to residents, who said they wanted grocery stores, a laundromat and a park where they could take their children. “The students used the census, GIS, researched other low-income communities, and presented a site design to the community leadership,” Charles Daas recalls. “An older resident said, ‘I was a little girl when Martin Luther King lived here, and I’ve never imagined 16th Street any differently until now.’” The payoff? “The community is just about to break ground on that park,” he says with a smile.

Randall Espinoza

*Lecturer, Department of Physics
College of Liberal Arts and Sciences*

“I like the feeling of making something that’s hard understandable,” says physics lecturer Randall Espinoza. He teaches one of two dual-sequence beginning physics courses — one for engineering students, the other for everyone else. He tries to put himself in the student’s seat when preparing a lecture. “If I introduce a concept like an electric field, I think, ‘What’s the first thing that would confuse a student?’ So I start with the basics.” Randall Espinoza finds students learn better if he can present material visually, instead of mathematically. “I always hated problems that looked extremely complicated for no reason,” he says. “Physics shouldn’t be scary. It’s not. It can be a lot of fun.”

Dianna Frid

*Assistant Professor, School of Art + Design
College of Architecture and the Arts*

The poet T.S. Eliot reflected that “[g]enuine poetry can communicate before it is understood.” For Dianna Frid, the same can be said for all art. Dr. Frid notes that art and literary texts help students think abstractly, pointing out that no two people interpret a

reading or assignment the same way. “Students and I investigate these maxims textually, but above all through the exploratory practice of making things: drawings, paintings, sculptures, photographs or moving images and sound works,” Professor Frid says. She notes that the process of “paying attention and living analytically” makes people feel vulnerable, but is nevertheless critical to both art and teaching.

Mustapha Kamal

*Clinical Assistant Professor, Department of Classics and Mediterranean Studies
College of Liberal Arts and Sciences*

Can a language unite? Mustapha Kamal believes so. Most of Dr. Kamal's students are Arab or Muslim, but many speak regional dialects from areas like North Africa, Greater Syria, Gulf States and Egypt where the vocabulary and sentence structures vary. “What unites all of these people is the Arabic you study at school,” Professor Kamal says. “That is the language that is used in the news. It's the language of literature, theater, and poetry. If you know this language, you can go anywhere and communicate with educated people.” Influenced by the stern teaching methods he experienced as a student in Morocco, he enjoys a humorous rapport with classes. “I like the atmosphere here. I have a lot of freedom to implement my ideas and to have feedback from students,” he says.

Maripat King

*Clinical Instructor, Department of Biobehavioral Health Science
College of Nursing*

Maripat King combined her two loves — teaching and nursing — into one job. As an acute care nurse practitioner in biobehavioral health science, she teaches pathophysiology, fundamentals of nursing, and medical/surgical nursing. Classroom instruction is important, but what really excites her and her students is using their newfound knowledge with patients at the University of Illinois Hospital. “It's different when the students are in class, where they just memorize facts,” she says. “In the hospital, they get to assist treating patients and they see the entire process. It makes everything we talk about in class that much clearer.”

Robert Paul Malchow

*Associate Professor, Department of Biological Sciences
College of Liberal Arts and Sciences*

Each fall and spring, Paul Malchow teaches BIOS 100 — Biology of Cells and Organisms — to lecture halls of up to 500 students who reflect the ethnic, cultural and intellectual diversity that is a hallmark of UIC. Dr. Malchow urges students to meet with their professors for help, and stick around until their questions are fully answered. He says this not only benefits the student, but the professor. “Student conversations are so important. You find out after a lecture that what made sense to me, the student didn't figure out because I didn't mention one thing I assumed they knew,” he says. “You build on that. It illuminates for me what I can do better.”

Mary Murphy

*Assistant Professor, Department of Psychology
College of Liberal Arts and Sciences*

Teaching is in Mary Murphy's blood. The social psychologist's grandfather, grandmother, mother and aunt were educators. “Growing up, I've always thought of myself as someone who could get in front of students and really help them to learn,” says the first-time Silver Circle winner. Dr. Murphy's teaching style, based on her own research, applies a malleable theory of intelligence that pushes students to break out of a fixed mentality about their own skills and abilities. “You are going to come up against challenges in this class and in your whole college experience,” she tells her students. “The way you think about and handle those situations is going to be meaningful.”

Gary Noll

*Lecturer, Department of Psychology
College of Liberal Arts and Sciences*

Psychologist Gary Noll has three Silver Circle Awards and a self-deprecating sense of humor. “Sometimes I think, ‘Well, I fooled them again,’” he jokingly says of the teaching honor. “I feel fulfilled. It is nice to have people say, ‘Good job.’” With more than 150 students enrolled in courses such as developmental and community psychology, he admits teaching can be a challenge. He enjoys the mentoring aspect of teaching that offers opportunities to help students with questions about coursework or careers. “What I love is watching the ones who come here not too sure why they are in college and watch the maturation occur,” he says.

Michael Popowits

*Lecturer, Department of Accounting
College of Business Administration*

By his late twenties, Michael Popowits had taught English in Austria, been an auditor and systems consultant and worked in improvisational theater, but it was the teaching aspects of all of those jobs that he liked the most. Since he joined UIC in 1988, he's taken his professional experience as an auditor and developed courses in accounting information systems, databases, fraud examination, and professional presence (which includes interviewing, networking and client interactions). “I always say ‘nurture your inner geek, but have more to your personality than that.’ Students must master the details of accounting and software, but use these tools to serve a wider purpose,” he says.

Miriam Rosenbush

*Senior Lecturer, Department of English
College of Liberal Arts and Sciences*

While academic writing may intimidate freshmen, Miriam Rosenbush considers it a “thrill” to see her students evolve as they learn to read and write analytically. “I want to help demystify the university for them and to break down barriers,” she says. “I like to talk to students about their home languages and dialects and about how different situations call for different versions of English.” In her composition classes, students must complete a major research project on Chicago history. “At UIC, I can work in a university and teach about things I love: grammar, writing, and Chicago. Every time I read a student paper I learn something I didn't know before,” she says.

Theresa Thorkildsen

*Professor, Department of Educational Psychology
College of Education*

Terri Thorkildsen defines herself as a psychologist, methodologist and research professor who teaches students how to do research. Despite her Silver Circle and a previous Award for Excellence in Teaching, she doesn't think of herself primarily as a teacher. “I'm very much a straight psychologist,” Dr. Thorkildsen says. “In education, I want people to relentlessly think from the perspective of the learner, from a developmental lens.” Dr. Thorkildsen has been teaching early adolescent development for about 10 years. Her class, required for teacher certification, helps educators keep students in school after age 15. Her biggest piece of advice? “Look at the whole person and all contexts,” she says.

UIC GRADUATE COLLEGE MENTORING AWARDS

Bette Bottoms

*Vice Provost for Undergraduate Affairs
Dean, Honors College
Professor, Department of Psychology
College of Liberal Arts and Sciences*

Bette Bottoms' research interests center on Psychology and Law, specifically children's eyewitness testimony, jury decision making, child abuse, and neglect. She has authored numerous scholarly articles and served as co-editor of five books on children's eyewitness testimony. As an educator, Dr. Bottoms has won every teaching award offered at UIC, including the Silver Circle Award, the Award for Excellence in Teaching, and the UIC Teaching Recognition Program Award (twice). The graduate students Professor Bottoms has mentored in teaching and research are all well employed and were themselves award recipients while under her mentorship. Two of her first four doctoral students were named recipients of the department's highest research award (The Eron Award) and a third student won the department's highest teaching award (The Upshaw Award), each being awarded to only one student each year from among 110 graduate students.

Christina Pugh

*Associate Professor, Director of Undergraduate Studies
Department of English
College of Liberal Arts and Sciences*

Christina Pugh is Associate Professor and Director of Undergraduate Studies in the Department of English. The author of two books of poetry, Dr. Pugh also publishes criticism and reviews for publications such as *Verse*, the *Harvard Review* and *Poetry*. Professor Pugh has contributed to graduate education at UIC in substantial ways, including securing internships in the field's most prominent institution – the Poetry Foundation. Dr. Pugh has coordinated residencies by visiting poets that were very well received by the students in the department. Since coming to UIC in 2005, Christina Pugh has had a profound effect on the English Department's mentoring culture, personally advising four masters-level students and 19 doctoral students. Her exceptional attention to detail and commitment to aesthetic excellence enables students under her supervision to produce work that is better than they ever imagined.

Lauretta Quinn

*Clinical Associate Professor, Department of Biobehavioral Health Science
College of Nursing*

Professor Quinn's research involves the study of physiological mechanisms that contribute to cardiovascular risk in adults with diabetes, specifically the effects of aerobic and resistance exercise training on the metabolic determinants of cardiovascular disease in diabetic patients. One of her many honors includes being named a recipient of the 2006 SAGE Award for mentoring which is awarded annually to two or three nurses in Illinois. Additionally, she has been instrumental in developing the master's curriculum for the acute/adult nurse practitioners in the college, she has coordinated courses in the clinical management of patients with chronic medical conditions, and she served as chair of the Graduate Admissions and Professions Committee from 2004-2007. Dr. Quinn defines mentoring as "a process in which the mentor and student evaluate responses to different approaches and decide how and when to modify these approaches to achieve the mentee's educational, scientific, and career goals."

Tanya Berger-Wolf

*Associate Professor, Department of Computer Science
College of Engineering*

Tanya Berger-Wolf's research interests include the development and application of qualitative algorithmic methods to problems in population biology of plants, animals,

and humans, from genetics to social interactions. She has received numerous awards, including the UIC INSPIRE Award, UIC Mentor of the Year (2009), the UIC College of Engineering Faculty Research Award, and the NSF Faculty Early CAREER Award. Over six and a half years at UIC, Dr. Berger-Wolf has served as advisor to 19 graduate students (8 PhDs) and has served on the dissertation committees of over 30 students, including students from Biological Sciences, Electrical and Computer Engineering, Mathematics, Psychology, and Bioengineering. Notably, Professor Berger-Wolf helped to develop a Field Computational Ecology course in Spring 2010 that allows graduate students in ecology, evolutionary biology, and engineering to formulate questions, frame hypotheses, and understand why disciplines and cultures do these things differently.

EXTERNAL AWARDS

COLLEGE OF APPLIED HEALTH SCIENCES

Gail Fisher

Clinical Associate Professor, Department of Occupation Therapy

Gail Fisher was recognized with an American Occupational Therapy Foundation (AOTA) Fellowship for her expertise in the area of healthcare reform. This award, presented at the American Occupational Therapy Convention, is given to only a few faculty every year who have made significant contributions to the profession of Occupational Therapy through their service and/or research.

Joy Hammel

Professor, Department of Occupational Therapy

For her exemplary community-based research to promote participation and community integration of individuals with disabilities, Joy Hammel was presented with the Ehrlich CBPR Scholar Award. Honorees are recognized for exemplary engaged scholarship, including leadership in advancing students' civic learning, fostering reciprocal community partnerships, and building institutional commitments to servicelearning and civic engagement.

Thomas George Hornby

Associate Professor, Department of Physical Therapy

Thomas George Hornby has won the Award for Excellence in Neurologic Research from the American Physical Therapy Association Neurology Section. Dr. Hornby was recognized for making a strong mark on the research and clinical community by leading a team of researchers that have produced seminal studies on the efficacy of gait rehabilitation strategies for persons post spinal cord injury and post stroke.

COLLEGE OF ARCHITECTURE AND THE ARTS

Orbert Davis

Clinical Assistant Professor, Department of Theatre and Music

Orbert Davis composed and arranged, with partner Mark Ingram, the soundtrack to the WTTW documentary "DuSable to Obama: Chicago's Black Metropolis." His work on this project won him a Chicago Emmy Award for Outstanding Crafts Achievement (Off-Air): Musical Composition/Arrangement.

Orbert Davis also won the Jazz Journalists' Jazz Hero Award for his work as jazz trumpeter, educator, and advocate for arts education and underserved students. JJA 'Jazz Heroes' are activists, advocates, altruists, aiders and abettors of jazz who have had significant impact in their local communities.

Shanesia Davis

Lecturer, Department of Theatre and Music

The Black Theatre Alliance recognized Shanesia Davis with the Best Leading Actress In A Play for her performance in Congo Square Theatre's production of "Brothers of the Dust." This year's nominees include leading actresses from Chicago and New York performing at Chicago's most prestigious theatre companies, including the Goodman Theatre, Northlight Theatre, and Steppenwolf Theatre.

Judith De Jong

Assistant Professor, School of Architecture

Judith De Jong and her colleague Clare Lyster won a Housing Design Education Award from the Association of Collegiate Schools of Architecture (ACSA) and the American Institute of Architects. The award recognizes the importance of good education in housing design to produce architects ready for practice in a wide range of areas and able to be capable leaders and contributors to their communities.

Jimenez Lai

Assistant Professor, School of Architecture

Jimenez Lai won the Architectural League Prize which was established to recognize specific works of high quality and to encourage the exchange of ideas among young people who might otherwise not have a forum. The Architectural League Prize for Young Architects and Designers is an annual juried competition and is one of North America's most prestigious awards for young architects.

Sean Lally

Assistant Professor, School of Architecture

Sean Lally won the Architectural League Prize which was established to recognize specific works of high quality and to encourage the exchange of ideas among young people who might otherwise not have a forum. The Architectural League Prize for Young Architects and Designers is an annual juried competition and is one of North America's most prestigious awards for young architects.

Clare Lyster

Assistant Professor, School of Architecture

Clare Lyster and her colleague Judith De Jong won a Housing Design Education Award from the Association of Collegiate Schools of Architecture (ACSA) and the American Institute of Architects. The award recognizes the importance of good education in housing design to produce architects ready for practice in a wide range of areas and ready to be capable leaders and contributors to their communities.

David Morrison

Lecturer, Department of Theatre and Music

David Morrison was given The John Philip Sousa Foundation Legion of Honor Award. Dr. Morrison has been a prominent Chicago-area band director and arts educator for over 20 years. This award recognizes and honors band directors who have maintained school concert band programs of excellent musical quality.

COLLEGE OF DENTISTRY

Satish B. Alapati

Assistant Professor, Department of Endodontics

Satish Alapati won the American Association of Endodontics Educator Fellowship Award. This national honor recognizes the critical role that endodontic educators play in strengthening their specialty and addresses the need for more endodontic specialists to teach in dental schools.

Luisa A. DiPietro

Professor, Department of Periodontics

Director, Center for Wound Repair and Tissue Regeneration

Luisa A. DiPietro was named Dental Products Report Top 25 Women in Dentistry Fall for being a leader in the dental profession.

Praveen Gajendrareddy

Assistant Professor, Department of Periodontics

Praveen Gajendrareddy was awarded an American Academy of Periodontology Teaching Fellowship. Dr. Gajendrareddy is the first UIC faculty member to receive the award, which is intended to support the young periodontal educator's commitment to a career in academia.

Kent L. Knoernschild

Associate Professor, Department of Restorative Dentistry

Kent Knoernschild was named the American College of Prosthodontics Educator of the Year for outstanding contributions to the welfare and advancement of the ACP and the specialty of prosthodontics, overall achievement in academic dentistry, and contributions to the sciences and health professions.

Flavia Lamberghini

Clinical Assistant Professor, Department of Pediatric Dentistry

For her involvement in the Latino community through the Chicago Public Schools, Head Start, health fairs, and other educational events, Flavia Lamberghini was one of 12 people recognized with the American Dental Association Board of Trustees Institute for Diversity in Leadership Award.

Fred Margolis

Adjunct Clinical Assistant Professor, Department of Pediatric Dentistry

Fred Margolis was given the Academy of General Dentistry Humanitarian Award. Only 13 of these awards have been presented since 1982. They are presented to individuals who contribute voluntary service and consistent commitment to enhance the image of general dentistry through delivery of quality dental care and civic leadership.

Richard Monahan

Clinical Associate Professor and Department Head

Department of Oral Medicine and Diagnostic Sciences

Richard Monahan was given the William P. Schoen Memorial Teaching Award from the Odontographic Society of Chicago. The award recognizes teaching excellence and is presented to a faculty member who has taught in the field of dental education for at least five years.

Cortino Sukotjo

Assistant Professor, Department of Restorative Dentistry

Cortino Sukotjo was given an American College of Prosthodontics ACP Education Foundation Young Investigator Award for her research on in-vivo study of novel superhydrophilic implant surfaces.

Judy C. Yuan

Assistant Professor, Department of Restorative Dentistry

Judy C. Yuan has won the American Academy of Fixed Prosthodontics Claude R. Baker Teaching Award. This national award acknowledges excellence in teaching demonstrated by innovative teaching methods, student awards, and exceptional use of course materials.

COLLEGE OF ENGINEERING

Urmila Diwekar

Adjunct Professor, Department of Bioengineering and Industrial Engineering

Urmila Diwekar was given the AIChE National Award: Cecil Award for Environmental Chemical Engineering for outstanding chemical engineering contribution and achievement in the preservation or improvement of the environment. Dr. Diwekar's work in the area of green solvent selection and solvent recycling helped in reducing pollution and finding energy efficient designs for Eastman Chemicals. She is the first woman to receive this national award in its 39-year history.

Urmila Diwekar was also given the AIChE Chicago Section Award: Thiele Award. The Ernest W. Thiele award is sponsored by BP and recognizes the outstanding contributions to our profession by a Midwest region chemical engineer.

Danilo Erricolo

Associate Professor, Department of Electrical and Computer Engineering

Danilo Erricolo was elected Member-at-Large of the U.S. National Committee of the International Union of Radio Science. Membership in USNC-URSI is by invitation only, and is highly competitive.

Alan Feinerman

Associate Professor, Department of Electrical and Computer Engineering

Alan Feinerman was recognized as the Defense Energy Challenge Winner for proposing a high R value thermal insulation to reduce military energy expenditure. With over 220 submissions, the 2011 CTSI Defense Energy Challenge has selected the top 10 technologies for presentation at the Asia Pacific Clean Energy Summit.

Wenjing Rao

Assistant Professor, Department of Electrical and Computer Engineering

Wenjing Rao was awarded a Faculty Early Career Development (CAREER) grant for the proposal "Towards the Future of Reliable and Scalable Nanoelectronic Systems." The CAREER Program is a foundation-wide program within the National Science Foundation in support of junior faculty members.

Ouri Wolfson

Professor, Department of Computer Science

For his contributions to mobile data management, Ouri Wolfson was named Fellow of the Institute of Electrical and Electronics Engineers.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Kevin G. Barnhurst

Professor, Department of Communication

Kevin Barnhurst received the received the Top Paper Award for his work on Journalism at the International Communication Association.

Cynthia M. Blair

Associate Professor, Departments of African American Studies and History

Cynthia Blair was recognized with the Lora Romero First Book Publication Prize. The prize is awarded to the "best first book in American Studies that highlights intersections of race with gender, class, sexuality and/or nation."

Jennifer Brier

Associate Professor, Department of Gender and Women's Studies

Jennifer Brier was the co-winner of the 2012 Allan Bérubé Prize from the American Historical Association's Committee on Lesbian, Gay, Bisexual, and Transgender History for her work as co-curator of the Chicago History Museum exhibit "Out in Chicago," which traced 150 years of LGBTQ life in Chicago.

Nicholas Brown

Associate Professor and Department Head, Department of African American Studies

The Humboldt Foundation recognized Nicholas Brown with a Humboldt Fellowship for Experienced Researchers during Spring 2012.

Hui-Ching Chang

Associate Professor, Department of Communication

Hui-Ching Chang was given a Fulbright Award with the Department of Journalism, Zaporizhzhya National University, Ukraine.

Barry R. Chiswick

Professor Emeritus, Department of Economics

Barry Chiswick received the Labor Prize in economics from the IZA, an independent research institute in Bonn, Germany, for his research on the economics of migration and language.

Leon Fink

Distinguished Professor, Department of History

Leon Fink was awarded a prestigious Lloyd Lewis Residential Fellowship which will support him as he conducts research in the Newberry Library. He is currently authoring a new study on the American class war between 1880-1920.

Susan Friedlander

Professor Emerita, Department of Mathematics, Statistics and Computer Science

For her contributions to applied mathematics through research, editorial work, and conference organizing, as well as for serving as a role model for young people, especially young women, Susan Friedlander was named Fellow of the Society for Industrial and Applied Mathematics.

Steve G. Jones

Professor, Department of Communication

Steven Jones was named Fellow of the International Communication Association in recognition of his distinguished scholarly contributions to the broad field of communication. The primary consideration for nomination to Fellow status is a documented record of scholarly achievement.

Luis Lopez-Carretero

Professor and Department Head, Department of Hispanic and Italian Studies

Luis Lopez-Carretero was given a Fulbright Fellowship from the Fulbright Foundation.

Dirk Morr

Associate Professor, Department of Physics

Dirk Morr was granted an Alexander von Humboldt Foundation Fellowship. He will conduct research at the Max Planck Institute for the Physics of Complex Systems in Dresden, Germany. Professor Morr will use this fellowship to collaborate with research groups in Dresden to understand the emergence of strong correlation effects in heavy fermion materials.

Irina Nenciu

Assistant Professor, Department of Mathematics, Statistics and Computer Science

Irina Nenciu was given the National Science Foundation Faculty Early CAREER Development Award to support her study of long-time asymptotics of completely integral systems with connections to random matrices and partial differential equations. This award is given in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education, and the integration of education and research within the context of the mission of their organizations.

Serdar Ogut

Professor, Department of Physics

Serdar Ogut was awarded an American Physical Society Fellowship for his contributions to understanding and predicting properties of nanostructures and bulk defects, surfaces, and interfaces through the development and application of first principles computational techniques. Election to this fellowship is limited to no more than one half of one percent of the membership.

Barbara Risman

Professor and Department Head, Department of Sociology

Barbara Risman was given the American Sociological Association's Public Understanding of Sociology Award. This honor is given annually to a person(s) who has made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public.

Christian Rosendal

Associate Professor, Department of Mathematics, Statistics and Computer Science

Christian Rosendal was awarded a Simons Foundation Fellowship to partially support his 2012-13 sabbatical. The Simons Foundation seeks to extend the frontiers of basic research, particularly in the fields of Mathematics, Theoretical Computer Science and Theoretical Physics.

Stephen D. Smith

Professor Emeritus, Department of Mathematics, Statistics and Computer Science

Stephen Smith was one of four to share the American Mathematical Society Leroy P. Steele Prize for Mathematical Exposition for their paper "The Classification of Finite Simple Groups: Groups of Characteristic 2 Type." The Steele prize is awarded annually by the American Mathematical Society, and is one of the highest distinctions in mathematics.

Michael Trenary

Professor, Department of Chemistry

Michael Trenary was elevated to Fellow of the American Chemical Society. He is the first faculty member in the Department of Chemistry to receive this honor, and only the second in the history of UIC.

Luis Alberto Urrea

Professor, Department of English

Luis Urrea was recognized with the Evil Companions Award from the Denver Public Library/Tattered Cover Bookstore. This award is given yearly to an author who lives in or writes about the American West.

Also, Luis Urrea's novel "Queen of America" was granted the Southwest Book of the Year from the Arizona Daily. This award is selected by panel of Southwest librarians, researchers and critics.

Finally, Luis Urrea's work was selected by Otto Penzler and Robert Crais for inclusion in Best American Mystery Stories 2012.

Stefan Wenger

Assistant Professor, Department of Mathematics, Statistics and Computer Science

Stefan Wenger was awarded a five-year, \$403,000 National Science Foundation Early Faculty Early CAREER Development Award. Professor Wenger will study geometric inequalities, asymptotic geometry and geometric measure theory.

UNIVERSITY LIBRARY

Kristin E. Martin

Clinical Associate Professor, Metadata Librarian, and Acting Electronic Resources Librarian

Department of Resource Acquisitions and Management

Kristin Martin received the Association for Library Collections & Technical Services Presidential Citation for her service as the Association for Library Collections & Technical Services E-Forum Coordinator. The award is highly regarded as evidence of dedication of service to the profession and the Association, particularly in the area of technical services librarianship.

COLLEGE OF MEDICINE

Anna Lysakowski

Professor, Department of Anatomy and Cell Biology

Anna Lysakowski was recognized as Fellow of the American Association of Anatomists, a distinction designed to honor members who have demonstrated excellence in science and in their overall contributions to the anatomical sciences. Fellows are considered to be in the top 10% tier of all eligible members.

Asrar Malik

Professor and Department Head, Department of Pharmacology

Asrar Malik was appointed to the Board of Scientific Counselors at the National Institute of Dental and Craniofacial Research at the National Institutes for Health. Professor Malik was nominated due to his reputation as an authority in the fields relevant to the Institute's mission, for his scientific accomplishments over the previous four years and his record in mentoring students and fellows.

Ghanshyam Pandey

Professor of Pharmacology, Department of Psychiatry

Ghanshyam Pandey was given the B.K. Bachhawat Memorial Lifetime Achievement Award in Neuroscience, given to an outstanding neuroscientist on the basis of his/her research contributions.

Mark M. Rasenick

Distinguished Professor, Department of Physiology and Biophysics

Mark Rasenick was elected by his peers to be named Fellow of the American Association for the Advancement of Science (AAAS) for his contributions to science and technology.

Alan Schwartz

Professor, Department of Medical Education

Alan Schwartz was named Editor-in Chief of Journal of Medical Decision Making, the official journal of the Society for Medical Decision Making and the oldest in its field, for his past record as its associate editor and for his vice presidency of the Society for Medical Decision Making.

Ara Tekian

*Associate Professor and Associate Dean of International Affairs
Department of Medical Education*

Ara Tekian was given the Association for the Study of Medical Education (ASME) Gold Medal. The award is one of the most prestigious international awards in medical education presented annually by ASME and is presented to an individual who has made outstanding contributions to the goals of the Association.

COLLEGE OF NURSING

Gail Keenan

Associate Professor, Department of Health Systems Science

Gail Keenan was given the NANDA-I Founders Award 2012 for being an innovative board member of NANDA-I who provided unique contributions in the areas of public policy (national and international) related to the Electronic Health Record.

Patricia Lewis

*Clinical Assistant Professor, Department of Health Systems Science
Director, Rockford Regional Program*

Patricia Lewis was named a Distinguished Advocate for Nursing by the Illinois Nurses Association and Nursing EXPO group in Rockford. The award is given to honor individuals who have played an instrumental role in advocating for nursing in the region.

COLLEGE OF PHARMACY

Judy Bolton

Professor and Department Head, Department of Medicinal Chemistry and Pharmacognosy

Judy Bolton was recognized as American Chemical Society Fellow for her outstanding achievements in and contributions to science, the profession, and the American Chemical Society (ACS). Professor Bolton is among 231 scientists chosen from higher education, industry and government for the honor.

Charles McPherson

Clinical Assistant Professor, Department of Pharmacy Practice

Charles McPherson was named an Academic Leadership Fellow of the American Academy of Colleges of Pharmacy. Professor McPherson was nominated by his dean for being an individual with demonstrated competency, talent and potential as an academic leader in the field, whose career distinguishes him as a future leader in the profession.

Adam Negrusz

Associate Professor, Department of Forensic Sciences

Adam Negrusz was named Diplomat of the American Board of Forensic Toxicology. Considered the most prestigious credential in forensic toxicology, this honor makes Professor Negrusz the only forensic toxicologist bearing the title in the Chicago metropolitan area, and places him among a select group of approximately 130 scientists in the U.S. who hold this distinction.

Djaja “Doel” Soejarto

Professor, Department of Medicinal Chemistry and Pharmacognosy

For his devotion for almost half a century to the multidisciplinary study of medicinal plants, including taxonomy, ethnobotany, biodiversity inventory and conservation, drug discovery, and intellectual property rights of indigenous people, Djaja “Doel” Soejarto was presented with Norman R. Farnsworth Excellence in Botanical Research Award from the American Botanical Council.

Suzanne Soliman

*Clinical Assistant Professor and Assistant Dean of Academic Affairs
Department of Administration*

Suzanne Soliman won the the Rufus A. Lyman Award for co-authoring “Cross-Validation of an Instrument for Measuring Professionalism Behaviors,” which details the development and validation of a tool to measure behavioral professionalism in student pharmacists. The Rufus A. Lyman Award recognizes the best paper published in the American Journal of Pharmaceutical Education.

SCHOOL OF PUBLIC HEALTH

David Lane DuBois

Professor, Department of Community Health Sciences

David DuBois was recognized with the Society for Research on Adolescence Social Policy Award for Best Multi-Authored Volume for his book on urban after-school centers and their role in youth development and health. The award is provided for outstanding research on adolescence with implications for social policy.

Arden S. Handler

Professor, Department of Community Health Sciences

Arden S. Handler was given the Illinois Maternal and Child Health Coalition Loretta Lacey Advocacy Award for Research. The award is given to an individual who conducts research and uses the findings to advocate for improvements in maternal and child health.

David Bruce Henry

Professor, Department of Health Policy Administration, Institute of Health Research and Policy

David Henry was given the Nan Tobler Award for Review of the Prevention Science literature for co-authoring a paper that reviewed the empirical evidence regarding subgroup analysis in prevention science. The award is given to an individual for contributions to the summarization or articulation of the empirical evidence relevant to prevention science.

Leslie Stayner

Professor, Department of Epidemiology and Biostatistics

Leslie Stayner was given the Alice Hamilton Science Award from the National Institute for Occupational Safety and Health for co-authoring a report entitled “Asbestos Fibers and Other Elongated Mineral Particles: State of the Science and Roadmap for Research.”

Leslie Stayner was also named Fellow, Collegium Ramazzini for career contributions to the advancement of studies in the field of occupational and environmental health. The Collegium is a honorary society founded in 1982 dedicated to advancing the study of occupational and environmental health issues.

JANE ADDAMS COLLEGE OF SOCIAL WORK

Creasie Finney Hairston

Professor and Dean, Jane Addams College of Social Work

Creasie Hairston was given a Legacy Award from the West Virginia All Black Schools Academic Hall of Fame for outstanding, pioneering contributions in an area of social progress.

TEACHING RECOGNITION PROGRAM AWARDS

Claire Decoteau

*Assistant Professor, Department of Sociology
College of Liberal Arts and Sciences*

The nebulous, interdisciplinary field of “theory” is often difficult for students to understand. To transform abstract concepts into concrete tools, Claire Decoteau reveals to her students the many ways in which social theory is an ongoing part of their daily experiences. “In the end, I believe very strongly that anyone can be a social theorist,” Dr. Decoteau says, “and that many people construct and even utilize social theory in their everyday lives.” Through a meticulous reconstruction of the social and historical conditions that produced the various theoretical approaches, Professor Decoteau has thrived in teaching both graduate and undergraduate students about how theory reveals the forms of both structural obstacles and agential resistance. It’s not easy, but part of her success can be attributed to her willingness to engage with passion. “In my opinion, one of our primary jobs as academics is to inspire students to value and cherish their education,” Claire Decoteau says. “I hope that my excitement and effort to incorporate and accommodate my students arouses in them a craving for knowledge that extends far beyond the field of sociology.”

Chiara Fabbian

*Clinical Assistant Professor, Department of Hispanic and Italian Studies
College of Liberal Arts and Sciences*

Overcoming language barriers within the classroom is difficult enough, but Chiara Fabbian has set her eyes upon a larger goal: building bridges between herself, her colleagues, her students, and the Italian American community in Chicago and beyond. In the classroom, Dr. Fabbian’s genuine enthusiasm is contagious. “My students feel the joy that they give me,” she says, “and this gives them the first, important motivation to reach their maximum potential.” As director of the Italian program, Professor Fabbian oversees the education of 600 students with minimal faculty using a common curriculum and lesson plans that she and a pool of lecturers share. In the spirit of UIC’s engaged mission she has helped to create a vibrant, scholarly community in the heart of Little Italy, often working directly with local groups to enhance UIC’s presence and to provide the best possible learning experiences for her students. “I believe that education is never ‘one way,’” Dr. Fabbian says. “It’s about giving as much as receiving, a true interaction.”

Jesus Garcia-Martinez

*Associate Professor, Director of Graduate Studies, Department of Physiology and Biophysics
College of Medicine*

Between the seminar room, the lecture hall, and the laboratory, Jesus Garcia-Martinez is a teacher who wears many hats. Add his responsibilities as a department administrator and you get a man whose commitment is palpable. “In his role as a scientist, leader, and educator he has never sought anything but the great satisfaction that comes from seeing students blossom into physicians and scholars,” says Distinguished University Professor John Solaro. “Dr. Garcia is a rare ‘triple threat’ professor excelling in teaching, research, and service in a way that is of great benefit to our educational mission.” In his lectures Dr. Garcia-Martinez has thrived in teaching first-year medical students the foundational material that will act as their frame of reference as they move through their careers. As Director of Graduate Studies, he oversees the progress of each graduate student in the department, serving on the majority of preliminary exam and thesis committees. And as a mentor in his laboratory, Professor Martinez insists that everyone be given personalized attention, from high school to medical students. “Teaching is one of the most important and rewarding aspects of my career,” he says.

Eileen Hacker

*Clinical Associate Professor, Department of Biobehavioral Health Science
College of Nursing*

Today’s health care environment is rapidly changing, and nurses must understand how to navigate an ever-shifting landscape if they are to provide the kind of care that people deserve. Educators in the field must be flexible and dedicated. Eileen Hacker, an expert in graduate nursing education, has devoted herself to developing methods that enhance both traditional and electronic learning to ensure that the next generation of nurses is prepared to confront the challenges ahead. “Because knowledge is continuously expanding and nursing is a practice discipline, I believe that it is equally important for nurse educators to socialize students into the various roles of nursing, whether it is at the bedside, as an advanced practice nurse, or as a nurse researcher,” Dr. Hacker says. In addition to her stellar work inside the classroom, Professor Hacker has helped to rethink her department’s pedagogical practices both by developing alternatives for the completion of the preliminary examination and by fine-tuning her approach to on-line education. Her success in distance learning has placed her on several university-wide initiatives that have examined effective strategies for using on line and blended courses to achieve meaningful results.

Karrie Hamstra-Wright

*Clinical Assistant Professor, Department of Kinesiology and Nutrition
College of Applied Health Sciences*

A two-time winner of UIC’s prestigious Silver Circle Award, Hamstra-Wright continues to inspire UIC students. While Dr. Hamstra-Wright’s research interests include investigating gender differences in neuromuscular control, the biomechanics associated with falls in older adults, and optimal prevention and rehabilitation protocols for running-related injuries, it is her role in the classroom that has perhaps garnered the most recognition. Utilizing experience-based, hands-on learning techniques, Professor Hamstra-Wright insists that her students apply what they learn in their textbooks at every opportunity. She pushes them to accept internships, assist in clinical research, and even perform the exercises they see and read about. “I teach courses that focus on anatomy, injury, and exercise,” Dr. Hamstra-Wright says. “Through these courses, I hope my students gain a sense of awe about the human body, passion about its healing properties, and respect for its ability to respond favorably to exercise. I also hope they gain a deep appreciation for the research literature and how it influences clinical practice so that they become wise consumers of current science.”

Sarah Parker Harris

*Assistant Professor, Department of Disability and Human Development
College of Applied Health Sciences*

Like many of her colleagues, Sarah Parker Harris began her career at UIC as a “disciplinary specialist” trained in the specific fields of sociology and social policy. What makes Professor Parker Harris exceptional is her commitment to rigorous pedagogical practices that encompass the diverse perspectives that constitute the emerging field of Disability Studies. “The challenge of teaching and mentoring in a discipline that attracts students and professors from the full spectrum of academia is simultaneously its greatest accomplishment,” Dr. Parker Harris says. Utilizing guest lecturers from psychology, history, public health, philosophy, the humanities, occupational therapy, as well as professionals from state departments of education, health and social services, she has helped to develop UIC’s program in Disability Studies into one of the nation’s best. She is currently at work creating an undergraduate minor in Disability Studies and Human Development, with plans to develop it into a full program. Given the interdisciplinary background of the students enrolled in her graduate classes, Dr. Parker Harris has also been praised for her flexible course content and her willingness to teach students how to synthesize and think critically about large amounts of scholarly material in areas beyond their specific expertise.

Robert Klie

*Associate Professor, Department of Physics
College of Liberal Arts and Sciences*

In a lecture course of over 300 students, many of whom delayed enrollment until their final year because of its rumored difficulty, it takes a special kind of teacher to make each one feel as though they connect with the material. Robert Klie is not only the kind of teacher that makes students feel connected, he also utilizes technology to personalize education. “While I cannot lessen the difficulty of the subject matter, I can work to minimize the obstacles that stand in the way of students grasping these difficult concepts,” Dr. Klie says. By increasing student/instructor feedback and reducing the students’ passivity during lectures, Professor Klie has achieved great results. He championed an approach that increased student engagement, incorporating electronic student response systems (clickers), web-based homework tutoring programs, and new media presentations into his classroom. Believing that an active research environment is a fertile teaching tool, Dr. Klie has also actively recruited several undergraduates to participate in his research group. In addition, he founded and edits the UIC Journal of Research, which electronically publishes outstanding undergraduate research in the pure and applied sciences and engineering.

Silvia Malagrino

*Professor, School of Art + Design
College of Architecture and the Arts*

How does a teacher grade a photograph? How does a student? And what happens when evaluation becomes a process that is transparent, democratic, reflective, and above all, honest? The form of communitarian assessment Silvia Malagrino utilizes in her classroom inspires increasing levels of conceptual and technical proficiency, not to mention critical awareness. Her interdisciplinary approach to art education allows her students to relate their personal concerns to key discourses within and outside of particular fields. “I bring an international, multicultural perspective to all my courses, with the objective of allowing the students to explore the reality of knowledge in all its complexity,” Professor Malagrino says. “As they learn from the life experiences, struggles and achievements of artists and intellectuals from the international community, they are able to clarify linkages between theory and practice.” In preparing an impressive list of students to show their work in exhibits outside the University, Professor Malagrino’s approach to evaluation has allowed her students to come to their own informed conclusions, and has enabled them to take the kinds of risks that constitute a distinct point of view.

Robert Paul Malchow

*Associate Professor, Department of Biological Sciences
College of Liberal Arts and Sciences*

For Professor Malchow, creating new knowledge is the most desirable goal that an instructor can hope for. This means encouraging both graduate and undergraduate students to become active participants in both the classroom and in the lab. “I begin with the assumption that all students in the class can learn the material, and that a significant part of my role as instructor is to break down the material for study in a logical and clear fashion,” Dr. Malchow says. When he’s not co-directing the Research Experience for Undergraduates program at the Marine Biological Laboratory or collaborating on a National Science Foundation-funded project on the pedagogical applications of videoconferencing, Professor Malchow contributes lectures in multiple departments across the university while never neglecting the graduate students he mentors in his research laboratory. Dr. Malchow has also held office hours in the African American Cultural Center and Hispanic Cultural Center to make himself more available to students who might not feel they have much in common with, in his own words, “an older, balding, bearded faculty member.” The effectiveness of his teaching style, which relies upon enthusiasm and interaction, is best seen in the success of his many students.

Christine Martin

*Assistant Professor, Department of Criminology, Law, and Justice
College of Liberal Arts and Sciences*

Have you ever broken the law? Over the course of Christine Martin’s years at UIC, she has yet to encounter a student who hasn’t. But by teaching about the criminal justice system from the perspective of offenders, Dr. Martin expands the students’ frame of reference beyond what they have been socialized to identify as criminal. “Students are a rich source of intelligence and experience. They are not only valuable in a practical way as research assistants and helpers but they make it possible to expand knowledge bases and frames of reference beyond the limits of personal experience,” Professor Martin says. “Through their experience and knowledge, I am able to facilitate opportunities for the students to empathetically and vicariously recognize realities of crime and justice that transcend, contradict, inform, and project beyond textbooks and theory.” Incorporating her research as a criminologist into the classroom, Dr. Martin insists that her courses utilize a wide range of perspectives and materials in order to facilitate critical thinking and application. In addition, she has also sponsored numerous internships and supervised independent study courses in groups around Chicago, ranging from the Cook County State’s Attorney’s Office to the Chicago Police Department.

Julie Peters

*Clinical Associate Professor, Department of History
College of Liberal Arts and Sciences*

What keeps Julie Peters on top her game is an intense desire to stay relevant in an ever-changing world. “As a teacher of teachers, my greatest concern is that I will become obsolete,” she says. “I strive to keep abreast with new developments in educational practice and policy and I constantly attempt to incorporate these developments in my curriculum.” As secondary teachers are now being charged with facilitating learning for a diverse group of students by differentiating lessons according to ability, interest, and learning style, those who are charged with training these teachers must learn to model similar activities in their own classrooms. Using technology to facilitate individualized instruction has become a cornerstone of Dr. Peters’ pedagogy. Students in her classroom use laptops and web pages in conjunction with small group discussions to personalize their own education. Ultimately, Professor Peters has measured her success by her ability to help students and colleagues enter the profession they love.

Kim Potowski

*Associate Professor, Department of Hispanic and Italian Studies
College of Liberal Arts and Sciences*

Kim Potowski’s core teaching philosophy comes down to three key concepts: hands-on learning, group work, and technology. The terms themselves may seem unremarkable, but Dr. Potowski has used them to achieve exemplary results. By exposing graduate and undergraduate students to the data sets she has collected as a researcher, Professor Potowski’s classrooms become sites of meaningful research analysis. In conjunction with this form of hands-on learning, she also utilizes her expertise as a scholar of language in order to develop effective pedagogy. “My core philosophy of teaching foreign languages is informed by 40 years’ worth of research on communicative language teaching,” she says. “Languages are not learned by conjugating verbs, memorizing dialogues, or studying vocabulary lists; students must process meaningful input and engage in authentic communicative tasks.” By guiding students toward the activities that are most engaging, Kim Potowski achieved great success in language education. Along those lines, she is also a major contributor to UIC’s Master of Arts in Teaching program, which trains primary and secondary school teachers to address the specific needs of heritage speakers in Chicago public schools.

Valerie Prater

*Clinical Assistant Professor, Department of Biomedical and Health Information Sciences
College of Applied Health Sciences*

Students working in professional fields such as health information management are typically enrolled for a short time and are often working while in school. To meet the challenges presented in this situation, Valerie Prater has embraced blended instruction while pushing for one-on-one interaction. Dr. Prater measures her success in terms of the jobs she helps her students acquire, and her teaching style prepares students to operate in a professional environment by arming them with the technical knowledge necessary for success. "I see the instructor's role broadening beyond helping students learn course content, to encompass helping students learn how to manage a different learning environment," Professor Prater says. Given the federal government's push to implement health information technology, Professor Prater's outstanding contributions to UIC's curriculum have addressed an acute need in nation's workforce. "Valerie's background allows her to offer unique insights and see issues from diverse perspectives," says Clinical Assistant Professor Eric Swirsky. "She is receptive to the needs of her students; she challenges them to think critically and push themselves in their pursuit of knowledge."

Janet Riddle

*Research Assistant Professor, Department of Medical Education
College of Medicine*

In clinical settings, it's not easy to see things from the perspective of your students. But in Janet Riddle's impressive collection of workshops, classrooms, and programs, "learner-centered teaching" is the name of the game. "When I talk about learner-centeredness in my teaching, what I mean transcends teaching instructional techniques or methodologies," she says. "I am trying to develop the teacher's awareness of self and what she brings to teaching that is valuable to the learner." Working with clinical professors, medical residents, and medical students across the University of Illinois campuses, Dr. Riddle's influence on the College of Medicine has been profound. She is responsible for training teachers across the experience spectrum and she is a tireless innovator of effective pedagogical techniques to help teachers draw specific outcomes from their students. "Janet brings a creativity and joy to her teaching that facilitates learning, and empowers and transforms her students – whether faculty leaders, residents, or medical students," says Professor Ilene Harris, Head of UIC's Department of Medical Education.

Maria Saona

*Associate Professor, Director of Graduate Studies, Department of Hispanic and Italian Studies
College of Liberal Arts and Sciences*

In exposing students who want nothing more than to learn the nuts and bolts of practical expression to the richness of Hispanic literature, Maria Saona hopes to broaden their horizons in ways they never thought possible. "My aim is to make students understand that analyzing the world from a critical perspective makes us more capable humans," Dr. Saona says, "that reading and writing in comprehensive ways will give them skills to face a whole array of situations that go beyond reading and writing. And this is even more true when done in another language." Over the past few years Professor Saona has directed study abroad programs in both Buenos Aires and the Dominican Republic, immersing undergraduate students who had never before left the United States into cultures that broaden their conceptual and cultural horizons. Under her leadership as Director of Graduate Studies, the Department of Hispanic and Italian Studies has also enjoyed an unprecedented record of job placements for their Ph.D. graduates.

Richard Stringham

*Assistant Professor of Clinical Family Medicine, Department of Family Medicine
College of Medicine*

When he was in the fifth grade, Richard Stringham's teacher told him that "a student like you only comes around every 10 years." That stuck with him. "She may have told all of

her students that, but those words helped 'carry' me to heights beyond where I could ever have imagined," he says. "That experience taught me that teachers taking even just a little extra time can have a profound effect on students." Most of Dr. Stringham's teaching is to third year medical students during their family medicine clerkship rotation, which is the time students begin to apply their medical knowledge in a clinical setting. Professor Stringham has been influential in developing a number of programs for his students, including the patient-centered Medical Scholars Program, where 30 medical students per year are chosen to "see medicine through the patient's eyes." He is also the inaugural faculty advisor for the Community Action Program, an organization through which medical students volunteer in community projects such as park clean-ups and resume building for high school seniors. In these capacities Dr. Stringham has given that little extra time, and his effects have indeed been profound for both his students and the UIC community.

Alison Castro Superfine

*Assistant Professor, Department of Mathematics, Statistics, and Computer Science
College of Liberal Arts and Sciences*

Should mathematics teachers learn about mathematics, or should they learn how to spot student errors and anticipate unusual solution methods? Alison Superfine believes the answer is "yes." As a teacher in both Mathematics and Learning Sciences, Dr. Superfine utilizes the latest research on cognitive science to help her students link their understanding of mathematics with real-world applications of teaching methods. "Alison believes that by immersing her students in the type of learning environment that we hope they will create in their own classrooms, her students will learn mathematics in ways needed for teaching," says Philip Wagreich, Professor of Mathematics, Statistics, and Computer Science. Over the last five years Dr. Superfine has redesigned courses in both Mathematics and Learning Sciences to not only include perspectives from cognitive science, but social and affective dimensions of learning, and the roles of technology for supporting contemporary approaches to instruction, learning, and assessment. "In accordance with my experiences[...], I have very high expectations for my students, and I believe that if I am explicit with my students about my expectations and hold them to these expectations, my students will rise to the challenge," she says.

Jennifer Wiley

*Associate Professor, Department of Psychology
College of Liberal Arts and Sciences*

Jennifer Wiley wants you to say out loud the ink color of the following word: "RED." The answer is obviously black, but if you started to say red, wouldn't you want to know why? Demonstrations such as these not only help her students understand the relationship between method and theory, it also makes class much more enjoyable. Wiley values UIC's position as one of the nation's best urban, public, research universities, and wants to bring research experience and cutting-edge methodology to the diverse population it serves. "In every course I teach, my real agenda is to get students to appreciate the scientific research process and to become critical consumers of science," Dr. Wiley says. To that end, Dr. Wiley has mentored students in research methods at UIC's Summer Research Opportunities Program for the past 10 years. But perhaps her greatest contribution to exposing undergraduates to the benefits of research has been her courses, which bring to life the process of genuine inquiry. "My main goal as a professor and mentor is to help all of the students who participate in research courses to understand how the concepts they learned in their earlier psychology courses come to life as they engage in the hands-on process of doing science," she says.

Yue Yin

*Assistant Professor, Department of Educational Psychology
College of Education*

Yue Yin believes that to be an effective teacher, one must evaluate student strengths and prepare for a wide range of prior experiences. "The world is changing, students

are changing, and new needs arise,” Dr. Yin says. “As such, there is no one-size-fits-all teaching model.” Using technology, collaborative learning environments, and well-timed formative assessment, she has developed a pedagogical strategy that pushes each student to utilize knowledge in other areas in order to become successful in quantitative research. “It is clear that Yue has put serious thought into the most effective ways to teach a complex and sometimes non-accessible subject in order to maximize student learning,” says Associate Professor Stacey Horn. “To be able to conduct her course in the way that she does, Yue has had to do an enormous amount of preparation.” Professor Yin’s willingness to prepare for contingencies has led her to craft a great number of resources that are both accessible and relevant to student interests. It is this dedication, enthusiasm, and attention to detail that has earned Yue Yin a strong reputation throughout the College of Education.

UNIVERSITY SCHOLAR AWARDS

Michael Cho

*Professor, Department of Bioengineering
College of Engineering*

Michael Cho’s research is in the area of stem cell-based tissue engineering, most recently on the manipulation of stem cell behavior and responses using non-invasive physical forces. Often referred to as regenerative tissue engineering, stem cell-based tissue engineering exploits the tremendous regenerative potential of stem cells to replace or repair damaged tissues. Dr. Cho’s intervention into this field involves combining and integrating the existing physicochemical signals to facilitate stem cell differentiation.

In performing his research, Professor Cho has led one of the most successful and active research labs in the College of Engineering – the Laboratory for Biomolecular Imaging. Active research programs in this laboratory have led to the filing of four US patents. Additionally, external funding for Dr. Cho’s research at UIC now exceeds \$6.5 million, coming mainly from the National Institutes of Health, the Office of Naval Research, and the Whitaker Foundation. As an accomplished teacher of future researchers and scientists, Dr. Cho has successfully matriculated three MS students and five PhD students, and he has mentored three postdoctoral fellows. He also served as the Department of Bioengineering’s Director of Graduate Studies for seven years, and was appointed Department Head by Dean Prith Banerjee in 2005.

Professor Cho also singlehandedly maintains the Cell and Tissue Engineering concentration in the Bioengineering program. In addition to teaching both major courses in the program, he has offered new complementary courses to help his students in their careers. Externally, Dr. Cho was elected the Program Chair of the Society for Physical Regulation in Biology and Medicine in 2002 and was subsequently elected the President of the Society for two years. In 2011, he was inducted into the, American Institute for Medical and Biological Engineering College of Fellows.

Vladimir Gevorgyan

*LAS Distinguished Professor, Department of Chemistry
College of Liberal Arts and Sciences*

Vladimir Gevorgyan’s groundbreaking work in organic chemistry has been published in the most prestigious journals and his papers have been cited on nearly 5,000 occasions – including an impressive 800 times in 2011 – giving him an h-index of over 40. Nearly two dozen of his papers were published in the Journal of the American Chemical Society, which is the highest impact journal in chemistry. He has three active grants, one from the National Science Foundation and two from the National Institutes of Health, and is in high demand as a speaker in both university and industry contexts. He has been invited to give talks at the prestigious Gordon Research Conference six times, a mark of high distinction in the field.

Since arriving at UIC in 1999, Dr. Gevorgyan has undertaken substantial research on Cu-catalyzed synthesis of pyrroles, work that was of great interest to the pharmaceutical industry. His latest work on transition metal-catalyzed C-H activation has led to a series of impressive papers, including one that develops a new strategy for assembling an important chemical structure in pharmaceutical compounds that has direct applications for drug development and production. Moreover, Professor Gevorgyan’s synthetic research group is the only one at UIC participating in a tri-institutional drug discovery initiative involving UIC, Northwestern, and the University of Chicago.

At UIC Dr. Gevorgyan has also made critical contributions to the training of the next generation of organic chemists both in his lab and as the nominal head of the organic chemistry division, the largest division in the Department of Chemistry. As a mentor, Professor Gevorgyan has excelled in training young scholars, including two of his recent Ph.D. students who have been offered postdoctoral positions at the Massachusetts Institute of Technology.

E. Douglas Lewandowski

*Professor, Department of Physiology and Biophysics
College of Medicine*

E. Douglas Lewandowski is the Director of the Center for Cardiovascular Research at UIC’s College of Medicine, and has been Director of the Program in Integrative Cardiac Metabolism since 2000. This multidisciplinary program combines NMR spectroscopy and imaging, mass spectrometry, and stable isotope kinetics with state of the art gene therapy methods. Dr. Lewandowski’s lab is one of the few in the world with the capabilities to perform this type of research, and he has used it to achieve truly remarkable results.

Professor Lewandowski came to UIC a well-recognized leader in the fields of cardiac metabolism and cardiovascular magnetic resonance. In 1990, he received the inaugural the Young Investigator Award from the Society for Magnetic Resonance in Medicine, and in 1997 served as Chairman of the Dynamic Spectroscopy Study Group of the ISMRM. In 1993, he was named an Established Investigator of the American Heart Association.

A Fellow of the American Heart Association, Dr. Lewandowski was also elected in 2010 as a Fellow of the Cardiovascular Section of the American Physiological Society. He has been continuously funded by the National Institutes of Health for over 18 years, and is a current recipient of the MERIT award from the NIH Heart, Lung and Blood Institute – a ten-year grant to extend his research on a project that has, on two consecutive renewal cycles, been scored as the top ranked grant application. His research currently brings in over \$1 million per year.

As a scholar, Professor Lewandowski is the only member of the University of Illinois faculty to hold an editorial position at the top ranked and most prestigious cardiology journal in the world, *Circulation*.

Constantine Megaridis

*Professor, Department of Mechanical and Industrial Engineering
College of Engineering*

Constantine Megaridis is currently Director of the Micro/Nanoscale Fluid Transport Laboratory. His most recent work examines the fluid behavior in nanoenclosures, and has produced the first-ever publication on visualizing multiphase fluids encapsulated inside multiwall carbon nanotubes. He has published extensively in the most prestigious journals, and his total number of citations presently stands at 2,100 with an h-index of 20. He has also authored several papers with impact factors well above three in a field where most have factors below one.

In 1997 Dr. Megaridis received the Kenneth T. Whitby Award of the American Association for Aerosol Research (AAAR) – a national award given to young scientists with seminal

contributions. Professor Megaridis's national eminence was affirmed this year by his election as Fellow of the American Physical Society (APS) for "pioneering the development of thermophoretic sampling, as well as contributions to the fluid dynamics of droplet impact and the behavior of fluids in nanoenclosures." An extremely prestigious award, APS Fellowship is limited to no more than one half of one percent of the membership and confirms recognition of outstanding contributions to physics.

Dr. Megaridis has not only been publishing his work in the peer reviewed literature, but has also filed several patents through the University. At least one of these patents has been licensed by industry, attesting to the value of his work in application. He has won continuous support from the National Science Foundation since 2002, and has attracted federal research support in excess of \$7.5 million for his work at UIC. As a teacher, Professor Megaridis has revamped the Senior Design course and has helped to secure a \$1.1M gift from Illinois Tool Works to upgrade the Fluid Mechanics and Heat Transfer undergraduate teaching laboratories.

Janet Richmond

*Professor, Department of Biological Sciences
College of Liberal Arts and Sciences*

Janet Richmond is among the nation's leading scholars in the important field of synaptic transmission. Her work examines the machinery by which information is transmitted across synapses in the brain – mechanisms which are central to learning and memory. Richmond was the first to record the electrophysiology of the nematode – a useful molecular genetic model – in real time, leading to significant breakthroughs in the field.

Her groundbreaking contributions have been published in the highest impact journals, including Nature-Neuroscience, Nature, and Journal of Molecular and Cell Biology. Since her promotion to full professor in 2009, Dr. Richmond has published eight articles with three more currently in press. In 2011, Richmond published her research on the protein tomosyn in the November issue of Proceedings of the National Academy of Sciences.

Professor Richmond's findings have garnered widespread and well-deserved international attention. She has been invited to give seminars and presentations at prestigious venues around the world, including two Gordon Research Conferences, a conference at the Max-Planck Institute, the British Neuroscience Association's national meeting, a Federation of European Neurosciences symposium, and many others.

Dr. Richmond's work has been continuously funded by National Institutes of Health grants, and since coming to UIC she has received approximately \$2 million in funding, including two R01 grants and an R03 grant. In 2010, Professor Richmond was also awarded the prestigious Alexander Von Humboldt Research Award, a lifetime award from the country of Germany which allows her to pursue research work at German institutes indefinitely.

David Ucker

*Professor, Department of Microbiology and Immunology
College of Medicine*

David Ucker directs a research program focusing on mammalian cell death and immune regulation. His most recent work examines the profound inflammatory consequences of the clearance of dead cells accomplished by phagocytic cells.

Enjoying a long-standing record of research productivity and support, Professor Ucker has earned nearly continuous funding from the National Institutes of Health for more than 20 years. As a scholar, Dr. Ucker has authored more than 50 publications in high-quality journals. He is currently an Associate Editor for Journal of Immunology and has served as an Advisory member of panels that include the Leukemia Research Foundation, the American Federation for Aging Research, and the Department of Veteran's Affairs. He has also served as Chair for the prestigious Gordon Conference on Apoptotic Cell Recognition

and Clearance. Professor Ucker has also served on multiple grant review panels and was a standing member of the NIH Biological Aging study section.

In addition to his outstanding record as a scholar, Dr. Ucker has served for six years as the Director of Graduate Studies and of Graduate Admissions. His collaborative and interdisciplinary research has enabled him to work on many projects throughout the UIC community, including working in Bioengineering and Biological Sciences. His ability to bring together faculty and students in ways that stimulate thinking and collaboration is exemplified by his organization of the interdepartmental journal club 'Cell Death and Division' which involved colleagues across the campus and engaged faculty members and trainees at a high level of participation.

Diana Wilkie

*Professor and Harriet H. Werley Endowed Chair for Nursing Research
Department of Biobehavioral Health Science
College of Nursing*

Diana Wilkie's research interests evolved from her clinical experience as a hospice nurse and oncology clinical nurse specialist where pain is an enormous problem. Dr. Wilkie's research has focused on pain management and the provision of high quality palliative care at end of life, and has included pioneering use of technology for transferring scientific knowledge into practice and education. She currently serves as Director of the UIC Center for End-of-Life Research, a program unparalleled in terms of its translation into improved patient care related to pain and comfort.

Professor Wilkie has developed several innovative and effective programs for evaluating and teaching end-of-life care. The PAINRelieveIT program is a patient-tailored pain assessment computer application that helps coach cancer patients to report their pain to health care providers. She is currently working with the Taiwanese government to develop a culturally relevant, Mandarin version of her PAINRelieveIT tools for use in Taiwan. Dr. Wilkie has also translated the science of the quality of life and end-of-life care into clinical practice by developing a Toolkit for Nurturing Excellence at End of Life Transition (TNEEL), which has been widely disseminated throughout the world through funding from the Robert Wood Johnson Foundation.

Professor Wilkie holds multiple, major, investigator-initiated National Institutes of Health grants concurrently, which are funded across NIH institutes and total more than \$26 million. Her work has also garnered multiple awards, including the First Annual Research Award of the National Hospice Foundation, the Outstanding Public Service Award from the University of Washington, and the R. Davilene Carter Presidential Prize.

AWARD FOR EXCELLENCE IN TEACHING (AET)

Mark Mattaini

*Associate Professor
Jane Addams College of Social Work*

In a profession that blurs the line between research and practice, and scholarship and action, Associate Professor Mark Mattaini's work has had tangible results. As a teacher in UIC's Masters in Social Work program, Professor Mattaini has helped train some of Chicago's most effective and passionate social work professionals. As a mentor in the Ph.D. program, he has had an enormous impact on the production and distribution of knowledge that affects the entire social work community.

Dr. Mattaini has earned a stellar reputation as a trainer of new social workers. His student evaluations are among the highest possible, with students consistently reporting that they are well-prepared for professional social work when they leave his classes. As a program director within the Jane Addams College of Social Work, Mark Mattaini led a

major curriculum revision. He has chaired nearly all of the College's Masters in Social Work curriculum committees, and spearheaded its revision toward a competency-based curriculum in compliance with the Council on Social Work Education's accreditation requirements. He has also chaired and participated in more dissertation committees in the College than any other faculty member in the last 10 years.

Since coming to UIC, Professor Mattaini has shifted the focus of the doctoral program from one that primarily served social work administrators to a program focused on training a new generation of social work scholars with advanced skills in research methods and critical thinking. Believing that the best information should be made available to every student and social worker, his most recent scholarship will be openly accessible, and he is currently working with a graduate student to professionally argue the benefits of open access publications.

"A recent report from the Carnegie Foundation indicated that doctoral students typically enter their programs with tremendous enthusiasm, but often become discouraged as they progress," Dr. Mattaini notes. "Certainly this need not happen in social work doctoral studies; the challenges we work with are crucially important and urgent, and our work can truly have an impact. I have taught doctoral research, theory, and history courses in our program, and in every one it has been possible to maintain student commitment by demanding excellence while constantly tying student scholarship to social welfare and social impact." Based on the testimony of his former students, the confidence of his peers, and his academic reputation, Mark Mattaini has succeeded in doing just that.

Carole P. Mitchener

*Associate Professor, Department of Curriculum and Instruction
College of Education*

Although our nation is currently facing a shortage of middle grade and high school science teachers, here in Chicago Carole Mitchener is helping to reverse that trend. As a leader in the College of Education, Dr. Mitchener has passionately worked to train, mentor, equip, and place UIC students in some of the neediest Chicago Public Schools (CPS).

Since coming to UIC in 1999, Carole Michener has undertaken a number of projects to improve the way we educate science teachers. She has revived and reshaped science teacher education programs, expanding secondary science certifications beyond chemistry and physics to include biology, environmental science, and earth and space science. She has also grown the number of secondary science teachers that UIC graduates from 3-4 to 15-18 per year. As these teachers find jobs in CPS secondary schools, many of which educate large percentages of students of color, UIC is becoming recognized as a leader in urban science teacher education.

Dr. Mitchener's "deep commitment to science education of teachers and students in urban districts, and specifically in Chicago public schools, is second to none," says Professor of Science Education Maria Varelas. "[T]he curriculum, program, instructional, and research work that she has led, driven by this commitment, has put the College of Education and UIC on the map in terms of educating secondary science teachers."

Professor Mitchener is also responsible for securing a sizable National Science Foundation (NSF) Teacher Preparation grant that helped develop an alternative certification program for career-changers aiming at becoming middle grade teachers. The resounding success of that program has enabled UIC to train more than 100 middle grade science and mathematics teachers for nearly 90 Chicago public schools.

More than anything, Dr. Mitchener's commitment to her profession is best seen in the lives of her students and the children they serve. Aside from near-perfect evaluations, Dr. Mitchener has developed strong relationships with many UIC graduates who have benefited from her experiences in the CPS system. "Carole's guidance and mentorship transformed what could have been an untenable circumstance into a successful and

fulfilling experience and newfound career," says former student Wendy Jackson. "As a teacher, Carole's courses provided me with a solid foundation in inquiry-based science, and with her substantial experience working with Chicago Public Schools, she offered numerous insights into the challenges and opportunities for teaching science in an urban setting."

Luigi Salerni

*Professor, Department of Theatre and Music
College of Architecture and the Arts*

Looking at the finished product, it's hard to imagine just how many hours went into its creation. No one understands this better than Luigi Salerni, a cornerstone of UIC's Department of Theatre and Music who puts everything he has into his work so that his students can learn and grow from their own.

"He is extraordinarily passionate about the work, and his enthusiasm is contagious; the rehearsal room is a joyous place", says Professor Tanera Marshall. "More importantly, his understanding of and respect for the art of creation creates a distinctly collaborative atmosphere, such that the students know that they are valued participants in the creation. The students never question whether or not they can do something, because Luigi doesn't."

Professor Salerni develops what is essentially a new course every fall semester with the research and development of complex performance texts for his Practicum in Performance class – the major research laboratory of the curriculum. Each of these performance projects requires more than 120 contact hours with students on top of a regular teaching load. This public performance project stages four productions to showcase the talent within the Theater major, reaching over 1,000 people each year.

Because Dr. Salerni has a fully-integrated sense of purpose and commitment to the UIC community, his history of service to the Department is as exemplary as his teaching success. Under his leadership, a new conservatory-style BFA degree in Theatre Performance was launched six years ago. Additionally, the major has seen a 65% increase in enrollment over the last five years, largely attributed to Dr. Salerni's curricular innovations and stellar reputation among the student body. His teaching evaluations are spotless, as are his endorsements from former students he has mentored.

Luigi Salerni also continues to be active in the professional field as an editor, a librettist, and as part of a team developing video documentaries to aid in the development of peer-managed support for cancer patients and their families -- an initiative that won a \$75,000 seed grant from the Bush Foundation. The original documentary has already become a major educational tool for doctors and counselors in working more effectively with patients and families who feel hesitant to be fully open about the emotional and physical adjustments faced by them and their loved ones.

Michael Scott

*Associate Professor, Department of Mechanical and Industrial Engineering
College of Engineering*

When an engineer builds something, it's expected to work long after they are gone. Michael Scott feels the same way about design as he does about education -- for him, creating something that works means it goes on without you.

Since coming to UIC in 2000, Dr. Scott has undertaken two major curricular revisions that have provided students with the structures and resources to unite theoretical and practical knowledge of design. The first is his revision of the introductory mechanical engineering course (ME250). Modeling his class on proven exemplary models at Harvey Mudd College and Penn State, Professor Scott transformed ME250 from a lecture course to one that is project-based. In small working groups, young engineers learn by experiencing the real-

world problems associated with mathematical modeling; visualization; written, oral, and graphical communication; prototyping and teamwork. Taught by tenure-track faculty for the first time in over a decade, the improved course ensures that students enjoy hands-on instruction from experts in the field.

In addition to his stellar work within the Department of Mechanical and Industrial Engineering, Professor Scott was one of three founding members of UIC's Interdisciplinary Production Development (IPD) course, launched in 2002. IPD is a year-long design-centric innovation course that brings together approximately thirty students from the Colleges of Architecture and the Arts, Business Administration, and Engineering. IPD students work in teams researching and identifying innovative product opportunities in the fall semester and developing solutions and prototypes in the spring semester.

Dr. Scott's involvement in IPD has helped improve student learning, as well as UIC's profile in the academic and professional world. IPD has achieved national prominence, enjoying industry sponsorship for ten straight years, with direct gifts and grants totaling one million dollars. Motorola was sufficiently impressed with the class as to give a multi-million dollar donation to create UIC's Innovation Center.

"It has been a significant challenge to implement a philosophy of project- and team-based engineering education at a large public university like UIC," Michael Scott says. "I am proud of my teaching, but I think it is more important to make these programs sustainable; the measure of true success is that I should not be indispensable. My goal is to make ME250 work at UIC not only for me, but for others."

UIC DISTINGUISHED PROFESSORS

Dimitri Azar

*Professor and Dean, Department of Ophthalmology and Visual Sciences
College of Medicine*

Dimitri Azar is a renowned ophthalmologist and accomplished clinician-scientist, academic leader, and educator. While at Johns Hopkins, Dr. Azar utilized new laser technologies to perform the very first refractive corneal procedures, more commonly known as LASEK surgery. His research plan – which included tracking the healing process of laser-induced wounds – greatly improved the results and predictability of corneal laser surgery. Dimitri Azar's research has resulted in a better understanding of corneal wound healing, the applications and complications of corneal surgery, and the molecular organization of the normal and injured cornea. In pursuing his prodigious work he has edited or co-edited 14 books, and authored or co-authored more than 400 papers and chapters, including 190 papers in peer-reviewed journals. He currently holds 15 patents.

Professor Azar is credited with being the inventor of numerous techniques, such as photochemical tissue bonding, bimanual phacoemulsification, and an automated LASIK device. "He is internationally recognized as an expert of the highest order in this field, and I would place him within the top five in the world in refractive surgery," says Donald J. D'Amico, Professor and Chairman at New York Presbyterian Hospital. "Within these five, he is uniquely distinguished by being the only one whose expertise spans the entire range of basic research to clinical excellence, and he is undoubtedly the only one who has active laboratory funding in this area."

Under Dr. Azar's direction as department head, UIC's Department of Ophthalmology and Visual Sciences secured three endowed professorships and several endowed lectureships, established two international resident exchange programs, and enhanced UIC's medical training program, transforming it into one of the most sought-after residency programs in the nation. Professor Azar established the department's first clinician-scientist readiness program, which received a 5-year K12 award from the NEI. As a result of these efforts, the number of National Institutes for Health-funded clinician-scientists in the department

grew from two to nine in five years. He also spearheaded the development of both the Illinois Eye Review – a course that has attracted ophthalmologists from local, national, and international institutions for five years – and the Cless Best of the Best Award, which recognizes an outstanding international researcher and/or clinician-scientist. These programs have been essential in keeping UIC a leader in ophthalmology by recruiting and retaining some of the world's preeminent scholars.

William T. Beck

*Professor and Department Head, Department of Biopharmaceutical Sciences
College of Pharmacy*

William Beck came to UIC in 1996 as Director of the UIC Cancer Center, following a 20 year distinguished career at St. Jude Children's Research Hospital in Memphis, one of world's premier pediatric oncology research and treatment centers. As a researcher, Dr. Beck is nationally and internationally known for his work in the molecular pharmacology and genetic mechanisms of tumor cell resistance to several classes of important anti-cancer drugs. His combined biochemistry and cancer pharmacology background has aided him in studying the mechanisms of drug resistance regulation in cellular and molecular levels.

Over the course of his career, Professor Beck has been recognized as UIC University Scholar, National Chair of the State Legislative Committees for the American Association for Cancer Research, and a Fellow of the American Association for the Advancement of Science -- a testament to his national stature in biomedical/cancer research and of his contributions to the pharmaceutical sciences. Since joining the College of Pharmacy, Dr. Beck has gained national recognition in the pharmacy world, notably in the American Association of Colleges of Pharmacy (AACCP), the major academic organization of the pharmacy academy. He is currently the most highly cited scientist in the UIC College of Pharmacy. Using the h-index to measure the scientific impact of his scholarly publications, Dr. Beck's score of 74 is by far the highest in the College and is in fact higher than many scholars in the National Academy of Science.

Since 1980, William Beck has been continuously funded by the National Cancer Institute (NCI) as Principal Investigator. He has also been awarded research grants from the Department of Defense and the American Cancer Society, and construction grants from the National Institutes for Health. Through the years, his NCI R01 grants have generated an estimated \$7M to \$8M.

Lynn C. Hartmann – the Blanche R. and Richard J. Erlanger Professor of Medical Research at the Mayo Clinic's Department of Medical Oncology – regards Dr. Beck as "a very accomplished, productive, and highly regarded scientist." Speaking of Professor Beck's proficiency as an educator, Dr. Hartman notes his "ability to bring basic scientific discoveries and understanding to the clinical arena. As an excellent teacher and thinker, Beck has the ability to identify clinically relevant questions and plan approaches to study them, which are scientifically rigorous and yet feasible from a clinical standpoint."

Timothy Shanahan

*Professor and Department Chair, Department of Curriculum and Instruction
Director, Center for Literacy
College of Education*

Timothy Shanahan is probably best known for his substantial contributions to the synthesis of research knowledge in several subdomains of literacy. Since his arrival at UIC in 1980, he has made a major impact on the professional literature and on national policy. In doing so he has also played a leading role in raising the bar for rigorous research methodology in education.

“Dr. Shanahan...is one of the top three scholars in the country in the field of literacy,” says Rutgers Distinguished University Professor Lesley M. Morrow. The research syntheses he has performed and overseen have caused far-reaching changes in the funding and conduct of educational research in the U.S. They have also significantly influenced national- and state-level policy and practice. Dr. Shanahan has served by presidential appointment on several National Research Panels. He was initially appointed to the National Reading Panel (NRP) on the strength of his work in early literacy and the relationship between reading and writing. Subsequent federal panels have adopted the original NRP methodology, and the terms “scientifically based research” and “evidence-based education” that originated from the NRP reports are now commonly used among educational researchers.

That the NRP reports are cited as authoritative resources, are assigned in educational courses, are used in professional development, and have influenced policy-making is a tribute to Professor Shanahan’s work. His findings about phonemic awareness have been field-changing, effectively ending what were known as the “reading wars” and resetting federal and state funding priorities for research and development. The massive federal Reading First program came out of this work and affected the nature of early literacy instruction in classrooms nationwide. Reading methods textbooks have been rewritten, teacher preparation curricula have been revised, and the teaching of reading has been transformed by the work of the federal panels that Dr. Shanahan has led.

In addition to his work on a national level, Professor Shanahan has also contributed substantially to UIC’s mission. Dr. Shanahan “certainly contributes to UIC’s commitment to urban education; the FLAME center for family literacy, for which he was a primary developer and steward, is one of the most outstanding family literacy centers in the entire country,” says University of California Berkeley Professor P. David Pearson. “I believe that he is among the very best reading educators of his generation. I do not exaggerate in expressing my judgment so strongly.”

AWARD FOR EXCELLENCE IN TEACHING REVIEW PANEL**Gary E. Raney, Chair**

*Associate Professor, Department of Psychology
College of Liberal Arts and Sciences*

Stacey Horn

*Associational Professor, Department of Educational Psychology
College of Education*

Nadine R. Peacock

*Associate Professor, Division of Community Health Sciences
School of Public Health*

Krishna R. Reddy

*Professor, Department of Civil and Materials Engineering
College of Engineering*

Alan J. Schwartz

*Professor, Department of Medical Education
College of Medicine*

Gene Collerd

*Professor Emeritus, Department of Theatre and Music
College of Architecture and the Arts*

DISTINGUISHED PROFESSOR REVIEW PANEL**Mitra Dutta, Chair**

*Distinguished Professor and Vice Chancellor for Research, Department of Electrical and Computer Engineering
College of Engineering*

George W. Crabtree

*Distinguished Professor, Department of Physics
College of Liberal Arts and Sciences*

Professor P L. Uslenghi

*Distinguished Professor, Department of Electrical and Computer Engineering
College of Engineering*

Geula Gibori

*Distinguished Professor and Professor Emerita, Department of Physiology and Biophysics
College of Medicine*

Leon Fink

*Distinguished Professor, Department of History
College of Liberal Arts and Sciences*

Ananda Chakrabarty

*Distinguished Professor, Department of Microbiology and Immunology
College of Medicine*

UNIVERSITY SCHOLAR REVIEW PANEL

Taffy E. Raphael, Chair

*Professor, Department of Curriculum and Instruction
College of Education*

Hayat Onyuksel

*Professor, Department of Biopharmaceutical Sciences
College of Pharmacy*

Hannah Higgins

*Professor, Department of Art History
College of Architecture and the Arts*

Cecilia Gerber

*Professor, Department of Physics
College of Liberal Arts and Sciences*

Edwin Cook

*Professor, Department of Psychiatry
College of Medicine*

Walter Benn Michaels

*Professor Department of English
College of Liberal Arts and Sciences*

Jie Liang

*Professor Department of Bioengineering
College of Engineering*

TEACHING RECOGNITION PROGRAM REVIEW PANEL

Cecilia Gerber

*Professor, Department of Physics
College of Liberal Arts and Sciences*

Lia Liu

*Lecturer, Department of Math, Statistics, and Computer Science
College of Liberal Arts and Sciences*

Daniel Miltner

*Clinical Assistant Professor, Department of Math, Statistics, and Computer Science, Department
of Curriculum and Instruction
College of Liberal Arts and Sciences, College of Education*

Suresh Aggarwal

*Professor, Department of Mechanical and Industrial Engineering
College of Engineering*

Gene Collerd

*Professor Emeritus, Department of Theatre and Music
College of Architecture and the Arts*

Anna Guevarra

*Assistant Professor, Department of Sociology, Program of Asian American Studies
College of Liberal Arts and Sciences*

Michael Muller

*Lecturer, Department of Biological Sciences
College of Liberal Arts and Sciences*

Rodney Shrader

*Professor, Department of Managerial Studies
College of Business Administration*

UIC

UNIVERSITY
OF ILLINOIS
AT CHICAGO