

# *Faculty Awards*

OCTOBER 22, 2014

**UIC**

UNIVERSITY  
OF ILLINOIS  
AT CHICAGO

# 2014 Faculty Awards Celebration

Wednesday, October 22, 2014

University of Illinois at Chicago  
Student Center East

Reception 4:00 p.m.

Program 4:30 p.m.

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## Recognition of Award Recipients

Graduate College Mentoring Awards  
External Awards

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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 recognize individuals who are instrumental in shaping and inspiring the intellectual and cultural character of our campus. Your efforts bring distinction to UIC.

We honor recipients in six categories of academic distinction: the Award for Excellence in Teaching; the UIC Distinguished Professors; 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, Vice President for Academic Affairs Christophe Pierre, and Interim Vice Chancellor for Academic Affairs and Provost Rick Gislason join me in offering our congratulations to all the scholars and teachers named in these pages.

It is an honor to acknowledge the significant contributions of our faculty to research, discovery, teaching, and the translation and application of knowledge that ultimately leads to improvements in the human condition, benefiting our communities and indeed the world.

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

## UIC GRADUATE COLLEGE MENTORING AWARDS

### Alexander Aruin

*Professor, Department of Physical Therapy  
College of Applied Health Sciences*

Alexander Aruin learned that graduate mentoring is a dynamic process that requires mentors and mentees to work together. Aruin has adopted a number of strategies to negotiate these challenges, including guiding students through their coursework with an eye toward their thesis projects. He is “hands on” when helping to select the topics of the research and directing students toward cutting-edge technologies and new methods. After their formative years, Aruin shifts his attention to being available to students as much as possible while maintaining a balance between supervision and independence. This means an open door policy as well as daily visits to the lab, where he assists students with processing data and engages them in discussions. Ultimately, this guided and practical experience has enabled his students to win multiple awards at UIC, including the Chancellor’s Graduate Research Fellowship Award and the UIC Provost’s and Deiss Award.

### Kay-Eduardo González-Vilbazo

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

Kay-Eduardo González-Vilbazo’s main goal as a graduate mentor is to help his students become competitive professional linguists. Through coursework, this means making the goal of every single intellectual project a successful publication—a goal he helps them achieve by meeting with each of his mentees weekly to discuss their research. This is especially important at the graduate level because learning extends well beyond the confines of the classroom. González-Vilbazo also believes that professionalization goes beyond intellectual work. He prides himself on teaching his students about commitment, respecting deadlines, making constructive contributions, working in a team and assuming responsibility for their decisions. For González-Vilbazo, the key to being a successful professional means learning to motivate oneself and others, to know one’s skills, and to be aware of one’s strengths and weaknesses, all of which his students learn.

### Dan Schonfeld

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

Dan Schonfeld is a distinguished researcher, who at the beginning of his teaching career, worked hard to balance his own research duties and graduate student mentoring. Over time, Schonfeld adopted a number of strategies that helped him to become an immensely successful mentor, including giving primary credit on research projects to deserving students, fostering a supportive and socially dynamic atmosphere, and holding his students to the highest possible standards. Though his own research is largely theoretical, Schonfeld stresses growth in practical areas. He requires students to take courses in statistics every year, and urges non-native English speakers to enroll in technical writing courses during their second year. As a result of his guidance, his graduate students have gone on to win a number of prestigious “best student paper” awards at international conferences, and he has overseen a long list of successful placements after graduation in both industry and academic settings.

### Sultan Tepe

*Associate Professor, Department of Political Science  
College of Liberal Arts and Sciences*

In his professional commitment, Sultan Tepe challenges the false dichotomy that good researchers cannot be good teachers and mentors. Tepe believes that supporting a student cannot be limited to the confines of a class or seminar. He is committed to striking a balance between removing students from their intellectually familiar areas to new ones, and to building their capacity as independent thinkers. In his graduate mentoring, Tepe encourages students to look beyond the limits of conventional research, and to tackle big, important questions with rigorous methods rather than shying away from them. Because research often requires substantial financial support, Tepe believes mentoring involves reading his students’ applications and papers repeatedly to help them submit competitive grant applications and conference paper abstracts.

## EXTERNAL AWARDS

### COLLEGE OF APPLIED HEALTH SCIENCES

#### Joy M. Hammel

*Professor and Wade/Meyer Endowed Chair, Department of Occupational Therapy*

Joy Hammel was inducted into the American Occupational Therapy Foundation (AOTF) Academy of Research for her contributions to the advancement of research in the profession. This is the highest scholarly honor conferred by AOTF and one of the highest honors in the profession.

#### Tamar Heller

*Professor and Head, Department of Disability and Human Development*

*Director, Institute on Disability and Human Development*

Tamar Heller was given the Association of University Centers on Disability 2013 Multicultural Council Award for Leadership in Diversity, presented in recognition of her leadership and commitment to increasing diversity, cultural, and/or linguistic competencies, and for significant contributions to further the cause of understanding the diverse needs of families seeking disability services.

#### Robin Ann Jones

*Project Director and Instructor, Institute on Disability and Human Development*

Robin Ann Jones has been named President of the National Association of Rehabilitation Research and Training Centers, an organization that aims to improve the quality of life, the independence of life choices, and the inclusion of individuals with disabilities and their families through relevant research, training, technical assistance, knowledge translation, development and demonstration activities.

Jones was also given the Award for Excellence in Accessibility Leadership from the Kennedy Center Leadership Exchange in Arts and Disability in recognition of her work addressing the needs of the disability community as a whole.

#### Clive Yi-Chung Pai

*Professor, Department of Physical Therapy*

Clive Yi-Chung Pai has been given the Marian Williams Award for Research for outstanding basic clinical and/or educational research that pertains to physical therapy, sustained for at least 10 years, and makes a meaningful contribution to the scientific basis of physical therapy. Since the inception of the award in 1965, there have been a total of 31 awardees.

Pai has also been named editor of the *International Journal of Neurorehabilitation*.

### COLLEGE OF ARCHITECTURE, DESIGN, AND THE ARTS

#### Paul Andersen

*Clinical Assistant Professor, School of Architecture*

Paul Andersen, along with his faculty colleague Paul Preissner, designed a temporary installation for the 2014 Denver Biennial which was given an Honor Award from AIA Chicago. The award recognizes high design on a small scale as well as emerging local architecture firms that are operating with fewer than 10 people.

Andersen, with his firm Indie Architecture, also designed an installation for the Museum of Contemporary Art Denver which was awarded the Interior Architecture Award at the AIA Colorado Young Architects Awards.

#### Felicia Ferrone

*Instructor, School of Design*

Felicia Ferrone won the Top Shelf Award for her new furniture collection at the International Contemporary Furniture Fair, North America's premier showcase for contemporary furniture design.

#### Grant Gibson - Emerging Vision Award

*Clinical Assistant Professor, School of Architecture*

Grant Gibson received the Emerging Visions Award in the Chicago Architectural Club 2014 Emerging Visions portfolio competition. This portfolio competition provides a forum for young designers to be recognized and to share their visions, inventions and ideas.

#### Olivia M. Gude

*Professor, School of Art & Art History*

Olivia Gude was given the Manuel Barkan Award for her article "New School Art Styles." The prestigious Manuel Barkan Award is given for a work that deals carefully and imaginatively with an important issue, problem, or practice in the field of art education.

Olivia Gude was also given the Illinois Higher Education Art Educator of the Year award for her outstanding record of success as an art educator from colleagues, administrators, students, and community. The prize is given to an individual who is recognized as a leader in the field of Art Education for both scholarly and artistic excellence, and also for service to the profession and the advancement of the discipline.

#### Sung B. Jang

*Assistant Professor, School of Design*

Sung Jang won an International Product Design Award—The Toy Award—for her EQMobile MyRide series product design of children's toys. Judging criteria includes design concept, originality, play fun, safety, workmanship & quality.

#### Thomas Kelley

*Adjunct Assistant Professor, School of Architecture*

Thomas Kelly's collaborative "Norman Kelley" done with design partner Carrie Norman was awarded the Architectural League Prize as one of six chosen young architects or designers who exhibit exemplary and provocative work. The Architectural League Prize is one of North America's most prestigious awards for young architects and designers.

#### Andrew Moddrell

*Clinical Assistant Professor, School of Architecture*

Andrew Moddrell with design partner Christopher Marcincoski, was given the Emerging Visions Award in the Chicago Architectural Club 2014 Emerging Visions portfolio competition. The award promotes significant architectural endeavors by young architects and designers, and new practices yet to be acknowledged.

#### Daniel G. Murphy

*Lecturer, School of Theatre & Music*

Daniel Murphy was given the Jazz Recording of the Year award from the East Coast Music Association.

#### Sharon Oiga

*Associate Professor, School of Design*

Sharon Oiga won the American Graphic Design Award, presented by the editors of *Graphic Design USA*, for the book cover design of *Assemblages*, a collection of poems by artist and poet Marvin Tate. Only 10% of submissions are recognized annually among more than 10,000 entries.

#### Paul Preissner

*Associate Professor, School of Architecture*

Paul Preissner, and his faculty colleague Paul Andersen, designed a temporary installation for the 2014 Denver Biennial which was given an Honor Award from The American Institute of Architects Chicago. AIA recognizes high design on a small scale as well as emerging local architecture firms that are operating with fewer than 10 people.

### **Jennifer K. Reeder**

#### *Associate Professor, School of Art & Art History*

Jennifer Reeder's film "A Million Miles Away" was recognized with the Zonta Prize for the best female filmmaker in the International Competition. The Zonta Prize, given at the Oberhausen Film Festival, is one of the most highly coveted prizes for filmmakers around the globe.

The film also earned the Eileen Maitland Award at the Ann Arbor Film Festival, recognizing it for giving voice to women's and girl's issues.

Reeder was named Best Female Director at the Vienna Independent Shorts Film Festival. This award is given to recognize the best female director from an international pool of juried films and acknowledges the artistic excellence and creative brilliance of a female director from an international group of contestants.

Reeder also won the Best Short Film award from the Chicago Underground Film Festival, decided by an esteemed panel of national judges. One short film is recognized each year for being the best entry to this annual event that showcases independent, experimental and documentary films from around the world.

### **Deborah Renee Stratman**

#### *Associate Professor, School of Art & Art History*

Deborah Stratman received the Herb Alpert Award in the Arts. The award is an unrestricted prize of \$75,000, funded by the Herb Alpert Foundation, given annually to five risk-taking, mid-career artists working in the fields of dance, film/video, music, theatre and the visual arts.

Stratman also earned the Leon Speakers Award for the soundscape accompanying her film "Hacked Circuit" at the Ann Arbor Film Festival. The prize acknowledges the artistic excellence and creative innovation of a filmmaker, chosen by an esteemed jury.

### **Cheryl Towler Weese**

#### *Associate Professor, School of Design*

Cheryl Towler Weese was named AIGA Fellow in recognition of mature designers who have made a significant contribution to raising the standards of excellence in practice and conduct within their local or regional design community as well as in their local AIGA chapter.

Weese also received a top category Graphis Gold award for her environmental graphics work for Syracuse University. Gold awards go to the top 100 international entries.

One of Weese's exhibitions was given the Association of Art Museum Curators First Prize Awards are given annually to curated exhibitions representing a wide array of fields and media.

### **Daniel H. Wheeler**

#### *Professor, School of Architecture*

Daniel Wheeler, with his firm Wheeler Kearns, was awarded an AIA Distinguished Building Award, for their project Lake Shore Drive—one of 12 winners selected from 296 entries. The Design Excellence Awards honor the best of outstanding work from Chicago architecture firms found all around the world.

### **Matthew T. Wizinsky**

#### *Assistant Professor, School of Design*

Matthew Wizinsky was given the Core77 Design Award for "Ritual"—a poster series design for the Chicago Design Archive. The Core77 Design Awards celebrate the richness of the design profession and the brilliance of practitioners representing a diverse range of enterprises.

## **COLLEGE OF DENTISTRY**

### **Stephen Campbell**

#### *Professor and Head, Department of Restorative Dentistry*

Stephen Campbell was given the Kenneth Wical Award for Excellence in Prosthodontics by Loma Linda University in recognition of a lifetime of contributions to the specialty of Prosthodontics.

### **Caswell Evans**

#### *Clinical Professor and Associate Dean for Prevention and Public Health Sciences*

For his work as a strong and effective advocate for health promotion and disease prevention and his deep commitment to health equity and eliminating health disparities, Franklin & Marshall College awarded Caswell Evans an Honorary Doctor of Science.

### **Samson S. Flores**

#### *Adjunct Clinical Professor, Department of Restorative Dentistry*

Samson Flores was given the Lifetime Achievement Award of the American College of Dentists. This award recognizes Fellows for 50 years of Fellowship in the College.

### **Indru Punwani**

#### *Professor Emeritus, Department of Pediatric Dentistry*

Indru Punwani was given the Dr. Lewis A. Kay Excellence in Education Award of the American Academy of Pediatric Dentistry. This award, established in 2011, honors the director of the pediatric dental program determined to best exemplify the dedication and values set forth by Dr. Lewis A. Kay: outstanding leadership; commitment to educating pediatric dental residents to provide children with comprehensive quality oral health care; and contributions to society and the profession of dentistry that bring recognition to their program.

## **COLLEGE OF EDUCATION**

### **Pamela A. Quiroz**

#### *Professor, Department of Educational Policy Studies*

Pamela Quiroz was recently named co-editor of *Social Problems*, one of sociology's top journals noted for publishing research on the pressing social issues of our time.

Quiroz was also elected to a five—year term as the North American commissioning editor of *Children's Geographies*, an interdisciplinary and international journal published by Routledge. The journal features studies of the places and spaces of children's lives.

## **COLLEGE OF ENGINEERING**

### **Barbara Di Eugenio**

#### *Associate Professor, Department of Computer Science*

Barbara Di Eugenio was given the Innovator Award by the American Women in Science - Chicago Chapter in recognition of her body of research over her career.

### **Chris Kanich**

#### *Assistant Professor, Department of Computer Science*

Chris Kanich was given the National Science Foundation CAREER Award in Computer Science and Privacy. The award is intended to support 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. The CAREER award is the most prestigious award given by the National Science Foundation to junior faculty.

### **Bing Liu**

#### *Professor, Department of Computer Science*

Bing Liu was named Fellow of the Institute for Electrical and Electronics Engineers for his contributions to the study and practice of data mining.

### **Ying Liu**

#### *Assistant Professor, Department of Chemical Engineering*

Ying Liu was given the National Science Foundation CAREER Award—an honor intended to support 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. The CAREER award is the most prestigious award given by the NSF to junior faculty.

### **W. J. Minkowycz**

*James P. Hartnett Professor of Mechanical Engineering and Energy Systems, Department of Mechanical and Industrial Engineering*

W. J. Minkowycz was given the A.V. Luikov Medal by the National Academy of Sciences of Belarus in recognition for achievements in the fields of Numerical Heat Transfer and Computational Fluid Dynamics. Only one such award is given every two years worldwide.

Minkowycz was given the 75th Anniversary Medal of the American Society of Mechanical Engineers' Heat Transfer Division for his extensive contributions to the area of heat transfer and its development.

### **Dan Schonfeld**

*Professor, Department of Electrical and Computer Engineering*

Dan Schonfeld was named Editor in Chief of the Institute for Electrical and Electronics Engineers' journal *Transactions on Circuits and Systems for Video Technology*. Schonfeld is an internationally-recognized expert in the field of video technology and has previously served as associate editor of several IEEE journals.

### **Michael A. Stroschio**

*Distinguished Professor and Richard and Loan Hill Professor of Engineering, Department of Electrical and Computer Engineering; Professor, Bioengineering*

Michael Stroschio was named as a consultant to the Air Force Scientific Advisory Board based on his expertise and stature in his field—one of only two dozen people that fill this role in any given year.

### **Philip S. Yu**

*Distinguished Professor and Wexler Chair in Information Technology, Department of Computer Science*

Philip Yu was recognized with the Institute for Electrical and Electronics Engineers Conference on Data Mining 10-year Highest-Impact Paper Award. This award, given ten years after Yu's paper was published, acknowledges the extent of the paper's impact on the field.

Yu was given then EDBT Test of Time Award for a paper, first given a decade ago, that has met the "test of time" for its continuing importance.

Yu was also reappointed for a second term as Editor in Chief of ACM Transactions on Knowledge Discovery from Data—a major journal in the field.

## **JANE ADDAMS COLLEGE OF SOCIAL WORK**

### **Amy C. Watson**

*Associate Professor, Jane Addams College of Social Work*

Amy Watson was named Researcher of the Year by CIT International for her significant contributions to understanding the "Crisis Intervention Team" model of police response to mental health crises.

## **COLLEGE OF LIBERAL ARTS AND SCIENCES**

### **Sunil M. Agnani**

*Associate Professor, Department of English*

Sunil Agnani was given the Harry Levin Prize—an award acknowledging the excellence of a first book—for his monograph *Hating Empire Properly: The Two Indies and the Limits of Enlightenment Anticolonialism*. The Harry Levin Prize is one of two book awards given by the American Comparative Literature Association each year.

### **Mahrad Almotahari**

*Assistant Professor, Department of Philosophy*

Mahrad Almotahari was given the 2014 Philosophical Quarterly Essay Prize for his article "The Identity of a Material Thing and its Matter." Philosophical Quarterly is one of the top ten general subject-matter journals in philosophy.

### **Frank Joseph Chaloupka IV**

*Distinguished Professor, Department of Economics*

Frank Chaloupka was given the World No Tobacco Day 2014 Region of the Americas Award. This award reflects contributions to tobacco control research globally, particularly on the economics of tobacco and tobacco control and the impact of tobacco taxes/prices on tobacco use and its consequences. Chaloupka was one of only five people in the region of the Americas to receive this award.

### **Leon Fink**

*Distinguished Professor, Department of History*

Leon Fink was awarded the Sol Stetin Award in Labor History by the Sidney Hillman Foundation for his distinguished scholarship and service through his editorship of the flagship journal in the field of labor history.

### **Nilda M. Flores-Gonzalez**

*Associate Professor, Department of Latin American and Latino Studies*

Nilda Flores-Gonzalez has been named co-editor of *Social Problems*, one of the most respected and widely-read professional journals in the social sciences.

### **Alexander Furman**

*Professor, Department of Mathematics, Statistics and Computer Science*

Alexander Furman was named a Simons Fellow in Mathematics based on his scientific accomplishments and potential scientific impact. Simons Fellowships are awarded to scholars with a high potential for scientific impact during their leave period.

### **Lorena Garcia**

*Associate Professor, Department of Sociology*

Lorena Garcia was given the Distinguished Contribution to Scholarship Book Award from the American Sociological Association for *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity* (2012). The book award is given to publications that are considered to be on the cutting edge of sociological inquiry.

### **Isaac Martin Goldbring**

*Assistant Professor, Department of Mathematics, Statistics and Computer Science*

Isaac Goldbring was given the National Science Foundation CAREER Award in recognition of a junior faculty member who exemplifies the role of teacher-scholar through outstanding research, excellent education and the integration of education and research within the context of the mission of UIC. The CAREER award is one of the NSF's most prestigious awards.

### **Rachel Havrelock**

*Associate Professor, Department of English*

Rachel Havrelock was given the Alumni Impact Award by the U.S. Department of State for her impact as a former fellow of US Department of State travel seminars. The Alumni Impact Award recognizes the contributions that Fellows continue to make in their home communities through post-fellowship work. Havrelock gave the keynote lecture and received her award at the Professional Fellows Congress in Washington D.C. on June 4th-6th, 2014.

### **Dennis R. Judd**

*Professor and Interim Head, Department of Political Science*

The Urban Politics section of the American Political Science Association renamed its annual best book award the "Dennis Judd Best Book Award." The award recognizes the best book on urban politics published in the previous year. Founded in 1903, the American Political Science Association is the leading professional organization for the study of political science and serves more than 15,000 members in over 80 countries.

### **Norma Claire Moruzzi**

*Associate Professor, Department of Gender and Women's Studies and Department of Political Science*

Norma Moruzzi was named Research Fellow at the International Institute of Social History (IISH) in Amsterdam. The IISH is one of the world's largest documentation and research centers in the field of social and economic history.

### **Nadine Naber**

*Associate Professor, Department of Gender and Women's Studies*

Nadine Naber was named International Fellow of the Open Society Foundation. She will serve as an international adviser to Gender Studies at Birzeit University in Palestine in the areas of research, teaching, and service.

### **Barbara Ransby**

*Professor, Department of History*

*Professor, Department of Gender and Women's Studies*

*Professor, Department of African American Studies*

*Director, Social Justice Initiatives*

Barbara Ransby's *Eslanda: The Large and Unconventional Life of Mrs. Paul Robeson* was chosen as the 2013 winner of the Letitia Woods Brown Book Award by the Association of Black Women Historians. This award is given for an innovative manuscript by an African American woman scholar that enhances Africana women's historiography.

### **Roger W. Reeves**

*Assistant Professor, Department of English*

Roger Reeves was named the Princeton University's Lewis Center for the Arts Mary MacKall Gwinn Hodder Fellow for 2014-2015. The Mary MacKall Gwinn Hodder Fellowship is awarded to individuals who have begun to build a respected body of work, but have not yet received widespread recognition.

Reeves was also awarded the Larry Levis Reading Prize for his first book, *King Me*, a collection of poetry released by Copper Canyon Press in 2013. This award is presented annually by Virginia Commonwealth University for an author's first or second publication of poetry.

### **Barbara J. Risman**

*Professor, Department of Sociology*

*Professor, Department of Gender and Woman's Studies*

Barbara Risman was named president of the Southern Sociological Society. The Southern Sociological Society promotes the effective teaching of sociology, valid and reliable methods and research in the study of human society, diffusion of sociological knowledge and its application to societal problems, cooperation with related disciplines and groups, recruitment and training of sociologists, and development of sociology programs in educational and other agencies.

### **Yann F. Robert**

*Assistant Professor, Department of French and Francophone Studies*

Yann Robert was given an Andrew W. Mellon Foundation Fellowship at the Newberry Library. Robert will spend one year in residence at the Newberry to conduct original research in its pamphlet collection from the French Revolution to finish his book, *Living Theater: Politics, Justice, and the Stage in France* (1750–1800). The Andrew W. Mellon Fellowship is a long-term fellowship, and is intended to support significant works of scholarship that draw on the strengths of the Newberry's collection.

### **Stewart A. Shankman**

*Associate Professor, Department of Psychology*

Stewart Shankman was given the Early Career Award from the International Society for Research in Psychopathology in recognition of his innovative, multi-method research examining the relationship between depressive and anxiety disorders; the nature and familial transmission of emotional disorders; and basic questions in affective science. This award is given to scholars who have shown considerable promise and productivity in the formative years of their career.

### **Christof Sparber**

*Assistant Professor, Department of Mathematics, Statistics and Computer Science*

Christof Sparber was given the National Science Foundation CAREER Award in recognition of a junior faculty member who exemplifies the role of teacher-scholar through outstanding research, excellent education and the integration of education and research within the context of the mission of UIC. The CAREER award is one of the NSF's most prestigious awards.

### **Mikhail A. Stephanov**

*Professor, Department of Physics*

Mikhail Stephanov was named American Physical Society Fellow for his "seminal contributions to the theory of high energy density strongly interacting matter, and to the understanding of strong interactions in the strong coupling limit and for being among the first to propose the use of fluctuations to search for phase transitions in heavy ion collisions, for which there is now an active experimental program at the RHIC accelerator." Each year, no more than one-half of one percent of the current membership of the Society is recognized by its peers for election to the status of Fellow in the American Physical Society.

### **Nikos Varelas**

*Distinguished Professor, Department of Physics*

Nikos Varelas was named Fellow of the American Association for the Advancement of Science, recognizing his distinguished contributions to the field of experimental particle physics, particularly to the study of quantum chromodynamics at high energies. Professor Varelas is among 388 new AAAS fellows for the year 2014.

### **Katherine Mary Warpeha**

*Assistant Professor, Department of Biological Sciences*

Katherine Warpeha was named National Academies Education Fellow in the Life Sciences. This honor was bestowed by virtue of Warpeha's selection for and enthusiastic participation in the 2013 National Academies Northstar Summer Institute on Undergraduate Education in Biology.

## **COLLEGE OF MEDICINE**

### **Georges Bordage**

*Professor, Department of Medical Education*

Georges Bordage was given the Louis Levasseur Distinguished Service Award for outstanding contributions to the vision and mission of the Medical Council of Canada.

### **Scott T. Brady**

*Professor and Head, Department of Anatomy and Cell Biology*

Scott Brady was named Fellow of the American Association for the Advancement of Science in recognition of his distinguished contributions to the study of the cell and molecular biology of neurons, particularly with regard to the mechanisms of axonal transport and neurodegeneration.

Brady's steadfast commitment to the fight against Lou Gehrig's disease was recognized with the Iron Horse Award from the Greater Chicago Chapter of the ALS Association. The award is the organization's top honor, named after Lou Gehrig who suffered from the disease and earned the nickname "Iron Horse," while playing for the New York Yankees.

Brady was also elected by his peers to be president of the Association of Anatomy, Cell Biology and Neurobiology Chairpersons (AACBNC). The AACBNC provides leadership and advocacy in the biomedical sciences, especially the disciplines of Cell and Developmental Biology, Neurobiology and Anatomy.

**Sally Ann Campbell-Lee**

*Associate Professor and Director of Transfusion Medicine, Department of Pathology*

Sally Ann Campbell-Lee was named Chair of the Annual Meeting Educational Programming Unit of the American Association of Blood Banks (AABB). Approximately 6,000 people attend the AABB meeting and its 120+ educational sessions. Campbell-Lee has served as Chair of Technical/Clinical track programming over the past 3 years. She will now be responsible for overseeing the content of all educational programming, which includes the Technical/Clinical, Scientific, Quality/Education and Leadership/Management tracks.

**J. Scott Denton**

*Clinical Assistant Professor, Department of Pathology*

J. Scott Denton was named a Lifesaving Partner by Gift of Hope—an honor recognizing his role in helping to reduce the number of organ donation refusals involving central Illinois coroners over the last few years.

**Geraldine S. Fox**

*Professor of Clinical Psychiatry, Department of Psychiatry*

Geraldine Fox was given the Nancy C.A. Roeske, M.D. Certificate of Recognition for Excellence in Medical Student Education from the American Psychiatric Association. This award is given annually to APA members and fellows who have made outstanding and sustained contributions to medical student education.

**Ron Gaba**

*Associate Professor, Department of Radiology*

Ron Gaba was named Fellow of the Society of Interventional Radiology. In the eyes of the SIR Gaba has distinguished himself individually and has been recognized as a leading contributor in educational, investigational, organizational or professional aspects of interventional radiology. This honor is conferred on only 7% of the society's membership.

Gaba was also named a *Journal of Vascular and Interventional (JVIR) Radiology* Editor's Award Honoree for Outstanding Laboratory Investigation. Awardees were chosen by a review of all manuscripts published in 2013/2014, voted by the editorial board members, and selected by the editor-in-chief.

**Roger William Geiss**

*Professor and Chair, Department of Pathology*

Roger Geiss was given the Michele Raible Distinguished Teaching Award in Undergraduate Medical Education for his outstanding contributions to that field, as well as for his stature as a nationally recognized pathology educator.

**Memoona Hasnain**

*Associate Professor, Department of Family Medicine*

Memoona Hasnain was given the Josiah Macy Jr. Foundation's Faculty Scholar Award on the basis of her prior accomplishments and future promise as an educational leader and innovator.

**Denise M. Hynes**

*Professor, Department of Public Health in Medicine*

Denise Hynes completed a Fellowship in the Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program. ELAM is a year-long part-time fellowship program for female faculty in schools of medicine, dentistry and public health dedicated to developing the professional and personal skills required to lead and manage in today's complex health care environment, with special attention to the unique challenges facing women in leadership positions.

**Linda J. Kenney**

*Professor, Department of Microbiology and Immunology*

Linda Kenney was given the Distinguished Service Award for developing new communities and fostering the international growth of the mechanobiology field.

**Edward Douglas Lewandowski**

*Professor, Department of Physiology and Biophysics*

Edward Lewandowski was elected Fellow of the International Society for Heart Research (ISHR) in recognition of outstanding research achievements and contributions to the society—an honor restricted to 5% of total membership.

**Richard D. Minshall**

*Associate Professor, Department of Anesthesiology*

Richard Minshall was named International Fellow of the American Heart Association (FAHA), conferred by the Councils on Basic Cardiovascular Sciences and Arteriosclerosis, Thrombosis, and Vascular Biology. Fellowships provide a means to recognize and award Premium Professional members for excellence, innovative and sustained contributions in the areas of scholarship, practice, education, volunteer service, and leadership within the AHA/ASA.

**Yoon Soo Park**

*Assistant Professor, Department of Medical Education*

Yoon Park was given the Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar by the National Council for Measurement in Education, the largest international organization dedicated to the science and practice of measurement in education.

**Gail S. Prins**

*Professor, Department of Urology*

Gail Prins was given the Distinguished Andrologist Award by the American Society of Andrology for her groundbreaking research providing the first direct evidence that exposure during development to bisphenol A, a plastic additive found in thousands of products, increases the risk for prostate cancer in human prostate tissue.

**Ara S. Tekian**

*Associate Professor, Department of Medical Education*

Ara Tekian was given the American Armenian Medical Society Lifetime Achievement Award for his significant contributions to the promotion of high standards and innovation in medical education worldwide and sustained contributions to the promotion of medical education in Armenia and the Diaspora.

**COLLEGE OF NURSING****Barbara E. Berger**

*Clinical Assistant Professor, Department of Biobehavioral Health Science*

Barbara Berger received the Sage Award for mentoring and supporting leadership at the 16th Annual Power of Nursing Leadership Event. The SAGE Award honors nurses who mentor and support the leadership of today, while always looking for ways to mentor the nurse leaders of tomorrow.

**Martha Dewey Bergren**

*Clinical Associate Professor, Professor Health Systems Science*

Martha Bergren was named Fellow of the American Academy of Nursing—the most prestigious honor in the field of nursing, recognizing significant accomplishments and extraordinary impact on the profession and health care. Academy Fellows are recognized nationally and internationally as nursing leaders in education, management, practice and research.

**Eileen Collins**

*Professor, Department of Biobehavioral Health Science*

Eileen Collins was given the American Association of Cardiovascular and Pulmonary Rehabilitation Thomas L. Petty Distinguished Pulmonary Scholar Award for her significant advances in the field of pulmonary rehabilitation. This award is presented to an individual who has made significant advances in the field of pulmonary rehabilitation through research and scholarly contributions and has earned national prominence in this field through contributions in contemporary research and/or education.

**Susan J. Corbridge**

*Clinical Associate Professor, Department of Biobehavioral Health Science*

Susan Corbridge was named to the National Board of Directors for the National Organization of Nurse Practitioner Faculties (NONPF). This the only organization specifically devoted to promoting quality nurse practitioner (NP) education at the national and international levels.

**Constance Miles Dallas**

*Associate Professor, Department Health Systems Science*

Constance Dallas was named Fellow of the American Academy of Nursing—the most prestigious honor in the field of nursing recognizing significant accomplishments and extraordinary impact on the profession and health care. Academy Fellows are recognized nationally and internationally as nursing leaders in education, management, practice and research.

**Holli Austin DeVon**

*Associate Professor, Department of Biobehavioral Health Science*

Holli Austin DeVon was named Fellow of the American Academy of Nursing—the most prestigious honor in the field of nursing, recognizing significant accomplishments and extraordinary impact on the profession and health care. Academy Fellows are recognized nationally and internationally as nursing leaders in education, management, practice and research.

Austin DeVon was also named to the Board of Trustees for the Midwest Nursing Research Society (MNRS) Foundation. The MNRS Foundation was established to raise funds to support the dissertation and seed grants awarded each year to its members.

A third honor was conferred on Austin DeVon this year when she received an Institute of Medicine Chicago (IOMC) Fellowship. IOMC Fellows are graduates in medicine and allied fields, or distinguished persons engaged in allied pursuits, whose professional contributions are meritorious, who demonstrate leadership in improving the health of the community, and who manifest the highest ethics, standards, and principles of professionalism.

**Kamal Eldeirawi**

*Assistant Professor, Department of Health Systems Science*

Kamal Eldeirawi was named Nurse Faculty Scholar of the Robert Wood Johnson Foundation for her potential and for her strong commitment to a full career as an academic nurse leader, with the capacity to achieve full professor. The Robert Wood Johnson Foundation Nurse Faculty Scholars program is working to develop the next generation of national leaders in academic nursing through career development awards for outstanding junior nursing faculty.

**Carol J. Ferrans**

*Professor, Department of Biobehavioral Health Science*

Carol Ferrans was given the International Nurse Researcher Hall of Fame Award from the Sigma Theta Tau International Honor Society of Nursing. This award recognizes extraordinary nurse researchers who have achieved significant and continuous national and/or international recognition for their work and whose research has impacted the nursing profession and the people it serves.

**Patricia Hershberger**

*Associate Professor, Department of Women, Children and Family Health Science*

Patricia Hershberger received the Women's Health & Transitions in Childbearing Research Section's Best Paper Award. The purpose of the Women's Health & Transitions in Childbearing Research section is to advance nursing science and transform nursing practice related to women's health and areas associated with childbearing through the conduct, dissemination, and translation of impact research.

**Karen L. Hopcia**

*Assistant Professor, Department of Health Systems Science*

Karen Hopcia was named Fellow of the American Association of Occupational Health Nurses (AAOHN). Fellows are leaders in the field of occupational and environmental health nursing who have made significant contributions in the areas of clinical practice, education, research, management or policy.

**Tonda L. Hughes**

*Professor, Department of Health Systems Science*

Tonda Hughes was given the Distinguished Contribution Award from the Midwest Nursing Research Society (MNRS), which recognizes the contribution of a member who has conducted or promoted research that has enhanced the science and practice of nursing in the MNRS region.

**Alicia K. Matthews**

*Associate Professor, Department Health Systems Science*

Alicia Matthews won the Healthy Chicago Award from the Chicago Department of Public Health for her tobacco cessation work that resulted in the Chicago City Council adopting an ordinance to prohibit the sale of flavored tobacco products, including menthol products, within 500 feet of a school.

**Mariann R. Piano**

*Professor and Head, Department of Biobehavioral Health Science*

Mariann Piano was named Chair of the American Heart Association's (AHA) Council on Cardiovascular and Stroke Nursing—one of the world's eminent organizations of cardiovascular and stroke professionals. The Council's mission is to accelerate the discovery, translation and application of knowledge to promote and improve overall cardiovascular health.

**Lauretta T. Quinn**

*Clinical Associate Professor, Department of Biobehavioral Health Science*

Lauretta Quinn was given an American Heart Association (FAHA) Fellowship in recognition of her scientific and professional accomplishments and volunteer leadership and service.

Quinn was also elected to the Editorial Board of *Diabetes Spectrum*— the official journal of the American Diabetes Association, committed to assisting health care professionals in developing strategies to individualize treatment and enhance diabetes self-management education to optimize patient outcomes. Approximately four people nationally are appointed to the editorial board every two years.

**Kathleen J. Sparbel**

*Clinical Assistant Professor, Department of Health Systems Science*

Kathleen Sparbel was given the International Society of Nurses In Genetics (ISONG) Founders Award for Service. The award honors an ISONG member who has made outstanding and significant contributions to genetics/genomics nursing through service to ISONG. ISONG is a global nursing specialty organization dedicated to genomic health care, education, research, and scholarship.

**Catherine E. Theorell**

*Visiting Advanced Practical Nurse, Department of Neonatology*

*Adjunct Clinical Assistant Professor, Department of Women, Children and Family Health Science*

Catherine Theorell submitted a case study that was presented as Case of the Year for the Neonatal APN Conference in Washington, D.C. The program is designed to address the most challenging issues while also highlighting the work that an individual or colleagues are doing to make a difference.

### **Karen Mary Vuckovic**

*Clinical Assistant Professor, Department of Biobehavioral Health Science*

Karen Vuckovic was given the Midwest Nursing Research Society (MNRS) Dissertation Research Award (Acute and Critical Care Section) for “Dyspnea in Heart Failure with Preserved Ejection Fraction.” The purpose of the Acute & Critical-Care Across The Life Span Research Section is to foster collaboration among nurse-scientists and clinical scholars, and collectively contribute to the advancement of science that underpins the nursing care of acutely and critically-ill patients and their families across the life span and health-care settings.

### **Susan Walsh**

*Teaching Associate, Department of Women, Children and Family Health Science*

Susan Walsh was given the Women of Concern Award from Concern Worldwide for her work in Haiti advancing maternal child wellness. Concern Worldwide’s mission is to ensure that people living in extreme poverty are able to meet their basic needs, achieve their rights and manage their own development.

### **Shannon N. Zenk**

*Associate Professor, Department of Health Systems Science*

Shannon Zenk was named Fellow of the American Academy of Nursing—the most prestigious honor in the field of nursing, recognizing significant accomplishments and extraordinary impact on the profession and health care. Academy Fellows are recognized nationally and internationally as nursing leaders in education, management, practice and research.

## **COLLEGE OF PHARMACY**

### **Stephanie Y. Crawford**

*Associate Professor, Department of Pharmacy Systems, Outcomes and Policy*

Stephanie Crawford was given the American Pharmacists Association (APhA) Wiederholt Prize. The Wiederholt Prize recognizes the best paper published in the *Journal of the American Pharmacists Association (JAPhA)*, within the past two calendar years, describing original investigation in the areas of economic, social or administrative sciences.

### **Michael Federle**

*Associate Professor, Department of Medicinal Chemistry and Pharmacognosy*

Michael Federle won the Burroughs Wellcome Fund Investigators Award in the field of Pathogenesis of Infectious Diseases. The award, similar to the NSF CAREER Award, is given to early-career scientists with a strong track record and promising future. The Burroughs Fund awards 10 recipients per year working in infectious diseases nationwide.

Federle was also named an American Society for Microbiology Distinguished Lecturer. Lecturers are chosen through a competitive nomination process, and only the most distinguished lecturers and researchers are chosen to participate in the program.

### **Henri Richard Manasse, Jr.**

*Professor and Dean Emeritus, Department of Pharmacy Systems, Outcomes and Policy*

Henri Manasse was given Honorary Membership into the Illinois Council of Health-System Pharmacists (IChP). This award recognizes longstanding participation in and advocacy for advancing pharmacy practice in hospitals and health systems.

Manasse was also given the Key to the City of Corpus Christi, Texas. This recognition was presented to recognize over 45 years of contributions to the development of pharmacy practice and pharmacy education. It is a rarely-presented gesture by the City.

### **Alexander Mankin**

*Distinguished Professor, Department of Medicinal Chemistry and Pharmacognosy*

Alexander Mankin was given the American Association of Colleges of Pharmacy (AACCP) Paul R. Dawson Biotechnology Award. This award honors an active scientist within the ranks of pharmacy education who is recognized by his or her peers as one of the leaders in the contemporary teaching of and scholarship in biotechnology and its related science.

Mankin was also named Fellow of the American Academy of Microbiology. Fellows are nominated and elected through a highly selective, annual peer review process, based on their records of scientific achievement and original contributions that have advanced microbiology. Election to Fellowship indicates recognition of distinction in microbiology by one’s peers.

### **Jennifer Chan Marcelo**

*Clinical Assistant Professor and Clinical Pharmacist, Department of Pharmacy Practice*

Jennifer Marcelo was given the American Pharmacists Association’s 2014 Pharmacy Today One to One Patient Counseling Recognition award. This program honors pharmacists who step out from behind the pharmacy counter to interact with patients, whose superior communication skills have resulted in improved outcomes for their patients.

### **Dejan S. Nikolic**

*Research Assistant Professor, Department of Medicinal Chemistry and Pharmacognosy*

Dejan Nikolic was given the Phytochemical Society of North America (PSNA) Arthur Neish Young Investigator Award. The award—up to five of which are given nationally—is presented each year by the PSNA to outstanding early career scientists.

### **Glen Thomas Schumock**

*Professor and Head, Department of Pharmacy Systems, Outcomes and Policy*

Glen Schumock was given the American Pharmacists Association (APhA) Clinical Research Paper Award for 2014. The Clinical Research Paper Award promotes and encourages high-quality clinical research or practice-based research in the clinical sciences by recognizing an original research article in this area that has been published in the *Journal of the American Pharmacists Association*.

### **Daniel Touchette**

*Associate Professor and Clinical Pharmacist, Department of Pharmacy Systems, Outcomes and Policy*

Daniel Touchette was given a Takeda Professorship in Medication Adherence in recognition of publishing an impactful body of literature addressing issues related to medication adherence and developing programs that will improve medication adherence. The professorship provides the recipient with unrestricted funds for conducting research in medication adherence, supported by a five-year commitment from Takeda Pharmaceuticals Inc.

Touchette also received the American Pharmacists Association-Academy of Pharmaceutical Research and Science (APhA-APRS) Clinical Research Paper Award. The Clinical Research Award promotes and encourages high quality clinical research or practice based research in the clinical sciences by recognizing an original research article in this area which has been published in the *Journal of the American Pharmacists Association (JAPhA)*.

## **SCHOOL OF PUBLIC HEALTH**

### **David DuBois**

*Professor, Division of Community Health Sciences*

David DuBois was named Chair of the Research Board of National Mentoring Resource Center, an honor analogous to serving as editor of a major journal. DuBois will lead the Research Board in reviewing and synthesizing research on the effectiveness of mentoring programs and practices.

### **Faith E. Fletcher**

*Research Assistant Professor, Division of Community Health Sciences*

Faith Fletcher was given the Kaiser Permanente BURCH Minority Leadership Award which aims to enhance the voices and leadership development of minority researchers committed to improving service to the underserved and reducing health and healthcare inequalities. Fletcher was among six researchers to receive this prestigious award.

Fletcher was also named Fellow of the Fordham HIV Prevention Research Ethics Training Institute for her extensive HIV prevention research experience, demonstrated leadership, and scholarly potential in the field of HIV prevention research ethics. Fletcher was one of six early career investigators to receive this award for the 2014-2016 cohort.

### **Jesus Ramirez-Valles**

*Professor, Division of Community Health Sciences*

Jesus Ramirez-Valles was elected editor in chief of *Health Promotion Practice*, a peer-reviewed bimonthly journal devoted to the practical application of health promotion and education, and one of the major journals in the field of health promotion.

### **W. Wayne Wiebel**

*Professor Emeritus, Division of Epidemiology and Biostatistics*

Wayne Wiebel was given the Ho Chi Minh City, Vietnam Medal of Honor for Outstanding Contributions to the Development & Protection of the City. As USAID Director of Health for the south of Vietnam, Wiebel helped fund, design, implement and evaluate public health programming. This is the highest award issued by the HCMC Peoples Committee for contributions to the well-being of the city.

## **COLLEGE OF URBAN PLANNING AND PUBLIC AFFAIRS**

### **Janet L. Smith**

*Associate Professor, Department of Urban Planning and Policy*

Janet Smith was named to the Urban Affairs Association (UAA) Service Honor Roll—the equivalent to a Hall of Fame for the organization—recognizing outstanding service to the organization over many years. The UAA is the international professional organization for urban scholars, researchers, and public service professionals.

### **Nikolas Theodore**

*Professor, Department of Urban Planning and Policy*

Nikolas Theodore was named managing editor of *Antipode: A Radical Journal of Geography*. Now appearing five times a year and published by Wiley-Blackwell, *Antipode* continues to publish some of the best and most provocative radical geographical work available today.

Theodore was also named a Highly Cited Researcher in Sciences and Social Sciences by Thomson Reuters, publishers of scientific and scholarly research. In the period 2002-2012, several of his papers were in the top 1% in terms of citations within the social sciences. Theodore is one of 177 researchers in the social sciences worldwide to receive this acknowledgement. He is the only person in the Social Sciences to receive this in the entire U of I system, one of two total at UIC, and one of only two urban planners to be noted.

## **TEACHING RECOGNITION PROGRAM**

### **Fatemeh Afshari**

*Clinical Assistant Professor, Department of Restorative Dentistry  
College of Dentistry*

Fatemeh Afshari's quest to become a truly excellent teacher began when she found that periodic evaluation and ongoing maintenance following dental therapy is not only beneficial for patients, but for students as well. Since that time, she has centered her teaching philosophy around learning from past mistakes and successes in order to empower students to become life-long learners. Afshari is co-director of the Complete Denture Course, which has been redesigned to include live patients into what has historically been a laboratory and lecture course. The new program teaches dental students the basics of complete denture therapy in an active and dynamic way and currently serves as a national program model. Thanks to her work, UIC is widely regarded as the nation's leader in predoctoral dental implant and evidence based dentistry education. In recognition of her achievements, Afshari has recently been recognized with the 2011 American Dental Association Dental Implant Education Teaching Award which is given every two years to acknowledge a dental educator who has demonstrated a commitment to excellence and innovation in the field of implant dentistry education.

### **Evelyn Behar**

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

Evelyn Behar's primary goal in teaching is to increase students' ability to think critically about the theory, science, and practice of psychology. Insisting that her students must rely on empirical data to support their claims, Behar rigorously trains them in the process of identifying and critiquing independent variables that makes the study of psychology a scientific discipline. Students taking Behar's *Introduction to Research in Psychology* are able to consistently identify deficiencies in contemporary psychological research that doctoral students at other institutions are unable to see or interpret. Behar is also deeply committed to helping to train students to collect and evaluate empirical data. She and her clinical trainees collaborate to design treatment plans that correspond to empirically verified best practices, and to map the patients' progress to determine if the interventions are helping, rather than relying on a subjective sense of "clinical intuition." Behar says, "My teaching experiences have afforded me some of the most rewarding moments of my academic career. I want to see my students exercise their minds."

### **Vahe Caliskan**

*Clinical Associate Professor, Department of Electrical and Computer Engineering  
College of Engineering*

Vahe Caliskan began his college career at UIC as an undergraduate in 1986. After graduating from MIT and working in the electronics industry, Caliskan returned to UIC's Department of Electrical and Computer Engineering to become one of its most popular instructors. Caliskan currently serves as Director of Undergraduate Studies and he also sits on numerous department and university-wide committees dedicated to improving undergraduate education—an area in which he excels. Caliskan also supervises small groups of students in the Senior Design sequence, introducing them to product development and what they should expect from industry jobs. Caliskan has supervised a number of groups that have won awards competing in the College of Engineering design EXPO, including an all-female team that won the innovation award. At the core of his teaching, Caliskan believes that undergraduates thrive when they see engineering work "live." "I try to build the students' physical insight by introducing real examples that reinforce the mathematical concepts," he says. "In my lectures, I focus on understanding rather than memorization."

**Isaac Cha**

*Clinical Assistant Professor, Department of Pharmacy Practice*

*College of Pharmacy*

*Clinical Assistant Professor, Department of Family and Community Medicine*

*College of Medicine*

With dual appointments in both the College of Medicine and the College of Pharmacy, Isaac Cha's teaching is interdisciplinary and inter-professional by nature. As a cornerstone of his pedagogy, Cha provides complex case-based clinical scenarios that simulate commonly encountered real-world clinical situations. These exercises have proven to help students utilize their higher-order thought processes to understand the nuances of basic-science concepts while also applying their knowledge to solve complex clinical problems. By placing students from medicine and pharmacy together, they learn how to collaborate to determine the optimal medical/drug therapy. "Health care professionals from different disciplines must work closely together with mutual respect and draw on each other's strengths to provide the best possible care to our patients," Cha says. "I also strongly believe that students from different health care disciplines will more readily embrace the idea and understanding of the value of working together if they, as students, train together in an inter-professional environment."

**Andrew Clarno**

*Assistant Professor, Department of Sociology and Department of African American Studies*

*College of Liberal Arts and Sciences*

A cornerstone of Andy Clarno's pedagogy is that students enter the classroom with their own knowledge and experience. Striving to create learning environments that allow students to examine the social structures in which they live, Clarno crafts assignments that extend beyond the walls of the university. To this end Clarno revised *Introduction to Sociology* to become a blended learning experience wherein students engage in a wide range of practical exercises completed outside of class. In *Race and Urban Life* one of the primary assignments is for groups of students to visit community-based and social service organizations in Chicago to learn about the local dynamics of race and class in the city. At the department level, Clarno created and administered three new area exams for the graduate program. At the college level, he developed a new Social Justice minor, including course development and curriculum design. "I encourage my students to regard sociology as a practice of learning about and engaging with the world," he says. "Readings and lectures can provide a set of tools for sociological analysis, but the practice itself requires the critical and creative application of these tools."

**John Coumbe-Lilley**

*Clinical Assistant Professor, Department of Kinesiology and Nutrition*

*College of Applied Health Sciences*

In every course John Coumbe-Lilley creates, he first identifies the expected learning outcomes and then considers the teaching methods essential to achieving them. His approach to teaching, from student evaluation to research components, is informed by constructivist methods of education and stems from the fundamental commitment to achieve specific, valuable outcomes. Coumbe-Lilley ensures that students are aware not only of the content of the course, but also the ways in which knowledge is used and applied. Because he teaches in a wide range of subjects including business, psychology, and kinesiology, Coumbe-Lilley's teaching goals are dynamic and far-reaching, specifically tailored to each environment. "I view my teaching role as living multiple roles," he says. "I am the architect of learning in my classroom; a subject matter expert; student servant; evaluator; mentor; academic coach and personal counselor. I have grown to love these roles and to recognize each has their place in the context of my work."

**Lisa Cushing**

*Associate Professor, Department of Special Education*

*College of Education*

Lisa Cushing is a leader in the field of learning behaviors. In conjunction with her colleague Michelle Parker-Katz, Cushing developed four advanced, state-approved programs for special educators in the Chicagoland area. These programs provide educators with the knowledge and skills to help improve outcomes related to secondary transition of students with disabilities, adapt curriculum in the general education classroom, and support students with multiple disabilities and complex behavioral needs. "[My] high expectations are based on my belief that students with disabilities have a right to be taught by highly qualified educators who are established in both theory and practice," she says. One of the first assignments her students are asked to do is an evaluation of their own school districts through a careful assessment of 47 quality indicators associated with successful outcomes for students with significant disabilities. Students work with someone with a significant disability in a classroom setting, using their newly-acquired awareness of best practices. By the time the course is completed, students have had multiple opportunities to practice strategies and methods that are grounded in research, leading to significant gains for those in the classroom and the community at large.

**Barbara Di Eugenio**

*Professor, Department of Computer Science*

*College of Engineering*

Contrary to popular opinion, Barbara Di Eugenio believes programming is not the essence of computer science; rather, she thinks that programming is the tool that realizes a computational way of solving problems. Influenced by the growing interdisciplinarity of the field, including natural language processing and linguistics, Di Eugenio sees computer science as a constantly evolving discipline that requires putting the tenets of computational thinking into practice with the most advanced technology. Di Eugenio adapts her curriculum according to the latest advances in her research field to design applications with relevance. Requiring students to design programs that, for example, answer questions about current events, or help grade papers of non-native English speakers, pushes students to utilize the most immediate and functional methods at their disposal. Modeling their future working environments, Di Eugenio's term projects are group-oriented and independently evaluated. "I consider it my mission to strive to form professionals that are versed in the methods (computational thinking), the tools (programming), and the practice (current development)," she says.

**Alison Doubleday**

*Assistant Professor, Department of Oral Biology*

*College of Dentistry*

For Alison Doubleday, teachers have four primary responsibilities: providing basic knowledge, discussing current debates within the field, examining the broader relevance of the field, and developing skills that are important through many aspects of life. As an instructor of anatomy and histology for a university that serves students from diverse backgrounds, Doubleday has distinguished herself by uniting all four responsibilities in a succinct and meaningful way. First and foremost, Doubleday excels at getting her students to memorize the basics of anatomy and histology through intuitive exercises, but always with an eye toward situating that knowledge within broader disciplinary contexts. Once students understand that anatomic function is intimately connected with other characteristics of a particular structure, the need for countless lists of terms for memorization rapidly declines and students can quickly move to the higher orders of learning. By emphasizing the fact that such information can be useful in ways that extend beyond the immediate classroom, Doubleday instills in her students the very essence of scholarly inquiry that knowledge is valuable in and of itself.

### **Jakob Eriksson**

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

Jakob Eriksson primarily teaches three courses that deal with the low-level, nitty-gritty details of how a computer operating system works. After completely redesigning these courses to meet his own criteria, Eriksson wound up with dynamic classes that keep both him and his students on their toes. Instead of relying on PowerPoint, Eriksson utilizes a combination of prepared notes, live programming, and in-class interactive problem solving to address issues that emerge in a real-world setting. In all three classes, Eriksson and his students build several essential computer system and internet software components from scratch, learning about standards, protocols, and techniques along the way. Although his notes provide him an overall structure, he is never positive where his lectures will ultimately go; every day is an incredibly rich challenge that emerges from practical problems. In addition to his own superb work, Eriksson selects and works closely with his teaching assistants who, under his direction, have received a number of departmental awards for their own outstanding work. Finally, Eriksson has also extended his pedagogical reach outside UIC by hosting four high school students for a full year each in his research lab as part of the research internship program at the Proviso Math and Science Academy.

### **Didem Ozevin**

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

Didem Ozevin strongly supports the integration of students from multiple educational levels into his research activities in order to extend learning beyond the classroom. Combining students with diverse backgrounds ensures that students can learn from one another and work collaboratively in environments that resemble the jobs they'll take once they leave UIC. Because undergraduate teaching should not be limited to classroom teaching, but instead be linked with real-life problems and research experience, Ozevin integrates recently published journal articles on subjects ranging from tension members to welded connections. Ozevin shows students that learning in civil engineering does not end with graduation—good engineers keep track of studies and new developments throughout their entire lives. Because he strongly believes that undergraduates should have internship or research experience during the course of their studies, Ozevin has also hired a number of undergraduate research assistants to help provide them with experience and has mentored them through projects that have been presented at a number of conferences, including the UIC Research Forum and the ASME Symposium in Houston.

### **Christina Pugh**

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

As both a practitioner and scholar of the lyric poem, Christina Pugh brings a unique perspective to the teaching of literature. Her classes are dedicated to understanding how lyric poems work as linguistic artifacts on the micro-level of craft, as well as how they signify musically, intellectually, and emotionally. Beginning with the most basic sonic and conceptual aspects of poetic lines, Pugh expands her students' conceptions of how poems resonate within and between sentences. Teaching students the prosody of poetic lines is not unlike teaching a foreign language, so Pugh emphasizes oral (and aural) methods to help students understand poetic meter in a visceral and sonic way. The interpretation of poetry—what we might call “close reading”—is for Pugh the cultivation of sustained, deep concentration that is often lost in contemporary society. Through her meticulous investigation of poetry as a functioning linguistic machine, Pugh's classrooms are laboratories for producing knowledge that cannot be instantly retrievable via an Internet search. “It's the tenor of attention that encourages every student,” she says. “In a poem, nothing can be swept under the rug.”

### **Ruth Rosenberg**

*Assistant Professor, School of Theatre & Music  
College of Architecture, Design, and the Arts*

The way Ruth Rosenberg sees it, her students come into the classroom already deeply interested in, if not obsessively devoted to the subject she is teaching. Her job is to transform their relationship to music into a focused, intellectual endeavor, helping her students develop disciplined listening habits, a useful technical vocabulary, and a fluency with methodological tools required for music on the undergraduate level and beyond. An ethnomusicologist by training, Rosenberg teaches a survey of non-western and popular music traditions from around the globe. Not only does Rosenberg host in-class performances and lectures from people in the Chicago area, she also performs for her students. Eschewing textbooks, Rosenberg chooses instead craft modules that show music to be a lens through which to view the social relationships, aesthetic values, ideologies, and religious beliefs of a community. She has also been central in developing an Honors College freshman seminar on the *History of Women in Music* focused specifically on women's roles in the performance, production, and consumption of music.

### **Catherine Ryan**

*Clinical Assistant Professor, Department of Biobehavioral Health Sciences  
College of Nursing*

Because nursing is a dynamic applied science, teaching nursing presents some unusual challenges. With the constant introduction of new technologies, practices, and regulations, nursing educators cannot hope to present every potential patient situation in the classroom. Instead, teachers like Catherine Ryan attempt to provide the appropriate background and then facilitate the critical thinking skills nurses will apply to a wide range of patient care situations. Since most of her students already hold Master's degrees and have clinical experience, Ryan helps them choose a challenge they regularly experience for which they will establish an evidence-based solution. Ryan facilitates her students' formulation of inquiry questions and assists them in synthesizing the available data so that they can utilize their new knowledge in practical care settings. “I see teaching excellence measured not only through student satisfaction levels and achievement on standardized examinations,” she says, “but also through evidence of students' motivation to challenge themselves to achieve beyond the minimal requirements of a course or program, and eventually through the outcomes that their patients experience as a result of the care that students that I have worked with provide.”

### **Mike Stieff**

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

As an interdisciplinary scholar, Mike Stieff has had the opportunity to teach a diverse range of courses to graduate and undergraduate students in learning sciences, chemistry, and teacher credential programs throughout his career. Stieff currently teaches organic chemistry at UIC, a large lecture with over 250 students who often arrive feeling intimidated by both the size of the course and the subject itself. Believing that active participation in science is key to helping nurture understanding, Stieff has employed an “inverted” instructional model where students review video lectures, slide presentations, and simulations prior to coming to class. This way students can work collaboratively on problem solving skills and concept development in the classroom directly with the instructor. Furthermore, Stieff's own research on effective chemistry education has led to key reversals in the widely-held belief that visualization is necessary at all levels of effective chemistry pedagogy. By reframing visualization as a choice of strategy instead of an ability construct, Stieff has been able to target precisely the lessons and activities that will benefit most from the use of visualization tools. “I strive to construct my courses in a way that encourages students at all levels to view their learning as a developing process rather than satisfying a particular requirement,” he says.

### **Sandra Sufian**

*Associate Professor, Department of Medical Education  
College of Medicine*

Sandra Sufian is the only professor in the entire country who teaches the history of disability to medical students from a disability studies perspective. As part of a larger intellectual project to bridge the humanities with the applied health and medical sciences, Sufian teaches, advises, and mentors pre-med undergraduate honors students, medical students, and students in the Disability Studies program. By training medical professionals to question their own and others' assumptions and to become aware of transformations in medicine and disability across time, Sufian helps sensitize medical students to the human and transient aspects of their profession. Recognizing that these practitioners-to-be will inevitably work with people with disabilities in their practice, she orchestrates courses that help them to consider the interaction of impairment and disability, as well as the intersection of disability with race, class, gender and sexual orientation. As Sufian's students emerge from her classroom, they have a better understanding of the social ramifications of scientific research, the changing relations between the state and the medical profession, and ethical issues in genetic medicine.

### **Eric Swirsky**

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

In addition to the ethical and legal issues of health informatics, Eric Swirsky teaches communication, and for him that's a two-way street. Swirsky is constantly reevaluating his methods and approach in order to maximize meaningful communication between himself and his students. For example, changing the trajectory of a course in real time based on student feedback is a fundamental signal that the instructor is listening and responsive to student needs. Over the years Swirsky has developed a range of assessments to gauge student learning, including the Reflective Interactive Communication Exercise (RICE) designed to put students in real-world scenarios where they interact with another classmate or a group to solve a problem, analyze a case, or work through a communication issue. Students are assigned roles and a common communication/medical ethics scenario. Based on their roles each student drafts a message to the other from their perspective utilizing specific techniques and then critique their own and each other's work after a period of reflection. "Trimming my teaching philosophy to its bare essence I come to this: Always create value," he says. "That begins with the student, but extends to colleagues, our program and department, the college, the profession and the community at large. All of my efforts are worthless unless students have the ability to take away something of value."

### **Wilson Andrew Tillotson**

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

Because of its zoo of equations and esoteric concepts, physics is a notoriously hard subject. By transforming the "why" and "how" of physics equations into an active learning experience, Wilson Andrew Tillotson makes math and science meaningful. Through extensive use of remote response systems (iClicker), Tillotson engages students with hypothetical experiments that are non-intuitive and therefore conceptually challenging. Over the past five years, Tillotson has also developed over twenty new laboratory activities for students in undergraduate physics teaching labs through a wide range of disciplines including classical mechanics, electricity and magnetism, optics, quantum mechanics, nuclear physics and astronomy. He was responsible for the complete modernization of the Physics 108 lab and more recently has been involved in modernizing the Introduction to Astronomy lab (Physics 112) where he has set up a truly state-of-the-art facility that merges traditional lab activities with exciting virtual environments using modern equipment including iPads and 3D TV screens.

### **Charitianne Williams**

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

Charitianne Williams has distinguished herself by teaching UIC's diverse group of second-language learners. Because very few of the instructors of first year writing courses have received true Teaching English to Speakers of Other Languages (TESOL) training, English Language Learning and bilingual students sometimes find themselves in courses where they do not feel supported or included. To address this specific concern, Williams created a number of English Language Learner (ELL) and Bilingual designated courses. In addition to these specific courses, she created the Supporting the Writing of English Language Learners (SWELL) program to aid UIC instructors in their efforts to help English Language Learner students. "If I can communicate clearly to students the ways in which I expect their skills to not only increase, but benefit them, then I provide the opportunity to develop a relationship with language and academic discourse," she says. "My greatest failure as a teacher would be if my students came to be alienated from language, to see it as an obstacle, or to use it as a measure of their deficits."

## UNIVERSITY SCHOLAR AWARDS

### Scott T. Brady

*Professor and Head, Department of Anatomy and Cell Biology  
College of Medicine*

Scott Brady has made three extraordinary contributions to the study of the cellular cytoskeleton, all of which have earned him international acclaim as a leader in the field of neurochemistry. From his very first dissections of the large axons found in squid, Brady charted a research path that would lead to the discovery that kinesin was the motor that transported membrane-bound organelles from the cell body to the periphery. From this pioneering characterization of the cell motor, Brady would go on to further dissect, isolate, and identify the macromolecular components that facilitate cellular transport—a fundamental discovery in cellular biology. Recently he has been examining the disruption of cellular transport in human pathology. Alzheimer's, Parkinson's, and Huntington's disease are all neurodegenerative diseases that are characterized by failure in motor and neurofilaments.

In 123 papers in just over three decades, the common denominator has been Brady's extraordinary scientific mind. Through a robust research agenda, he has been able to identify some of the most essential and foundational components of cell biology. Brady has been editor on multiple editions of the standard text in *Basic Neurochemistry* and has almost single-handedly rejuvenated the American Society for Neurochemistry. He was recently elected as a Fellow of the American Association for the Advancement of Science.

### Serdar Ogut

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

Serdar Ogut is a pioneer in applying advanced computation to problems in the forefront of materials science. The most fundamental contributions in this area are based directly on the natural laws describing the behavior of electrons and atoms, the building blocks of materials, without employing any ad hoc approximations. Such formulations are referred to as "first principles" theoretical calculations. Ogut specializes in this area of research, the most demanding and visionary direction of materials computation. The significance of his research accomplishments is clearly demonstrated by his recent election as a Fellow of the American Physical Society, an honor bestowed on only one half of 1 percent of the membership of the society each year.

Ogut is the author of over 60 articles that have appeared in the most prestigious publications. The importance and influence of his work is evident by any metric. His h-index is an impressive 24, and his papers have been cited over 2000 times, with his most heavily-cited paper receiving over 200 citations and five papers receiving over 100.

Ogut has also formed vital and productive collaborations with scientists both within and outside of UIC, and has been awarded approximately \$1.5 million in grants to support his research. He has served (and continues to serve) as a Program Director for the National Science Foundation. What is perhaps most exciting about Ogut's research trajectory is that, although he has already enjoyed enormous success, he seems to be just hitting his stride. There is every reason to expect that his research productivity and stature will continue to grow in new and exciting ways in the years to come.

### Ghanshyam N. Pandey

*Professor, Department of Psychiatry  
College of Medicine*

Ghanshyam Pandey has made significant contributions to understanding the neurobiology of suicide and depression. For over 40 years, he has conducted breakthrough research on the neurobiology of mood disorders and suicide and in the past several years, Pandey has focused on the role of the neuroimmune and neuroendocrine functions in these areas. His studies of the molecular mechanisms of depression, using both human postmortem brain samples and tissue from depressed patients, have been innovative. In addition, his recent studies on proinflammatory cytokine gene expression in the brain tissues of suicidal individuals are truly cutting-edge.

Pandey's work has received continuous funding from the National Institute of Mental Health since 1981. He has been awarded many prestigious research awards, the most recent being Researcher of the Year from the American Foundation for Suicide Prevention (2010); Bachawat Memorial Lifetime Achievement Award in Neuroscience from the Indian Academy of Neurosciences (2010); UIC Researcher of the Year for the Clinical Sciences (2010); and the Science Congress President Gold Medal for Excellence in Scientific Research given by the Prime Minister of India (2011).

Pandey has published about 220 peer-reviewed papers in high-impact journals including *Nature*, *Science*, *Proceedings of the National Academy of Sciences*, *Archives of General Psychiatry* and *American Journal of Psychiatry*.

### Guido Frank Pauli

*Professor, Department of Medicinal Chemistry and Pharmacognosy  
College of Medicine*

Guido Pauli has been instrumental in developing quantitative NMR methodologies for evaluation of the purity of a wide variety of natural products. He has published several highly cited papers in this area primarily in the *Journal of Natural Products*, which is the premier Pharmacognosy journal published by the American Chemistry Society. He has recently been asked to formulate guidelines for the purity analyses of natural products and synthetic compounds using quantitative NMR techniques for the *Journal of Medicinal Chemistry*, a tremendous honor that emphasizes the broad power of quantitative NMR in natural product, synthetic chemistry, and drug discovery research in general.

With an h-index of 29, Pauli has published more than 129 peer-reviewed papers in a variety of journals including *Analytical Chemistry*, *Chemical Research in Toxicology*, *Journal of Agriculture and Food Chemistry*, and the *Journal of Natural Products*. His research has been supported by numerous federal grants primarily from the National Institutes of Health, but also from the Global Alliance for TB Drug Development, and the American Society of Pharmacognosy.

Pauli serves as the Co-Director of the UIC/NIH Center for Botanical Dietary Supplements Research. It is the oldest center in the United States devoted to establishing the safety and efficacy of botanical dietary supplements. His research team actively collaborates with the other two projects in the Botanical Center to perform bioassay-directed fractionation experiments, synergistic studies, and botanical knock-out/down experiments to fully characterize and potentially improve the safety and efficacy of supplements.

**James W. Pellegrino**

*Professor, Department of Psychology  
College of Liberal Arts and Sciences  
Professor, Department of Curriculum and Instruction  
College of Education*

James Pellegrino studies thinking and learning in children and adults, using cognitive research and theory to develop instructional and assessment practices with a focus on complex learning environments. The impact of Pellegrino's work on educational policy is profound. His h-index of 50 understates the influence of his work. He is the author of over 275 books, articles, and reports, which have been cited over 8,600 times. One of his assessment reports for the National Research Council was cited almost 1,200 times, and another cited 641 times.

One of his most successful projects involved reframing the curriculum and assessment frameworks for AP courses in basic science, resulting in AP courses in biology, physics, and chemistry throughout the country being taught and assessed differently. Another of his projects developed and tested integrated curriculum and instructional approaches for algebra courses aimed at providing rigorous grounding in the subject to underprepared urban youth, which has also been adopted in school districts across the nation.

Pellegrino has been appointed to numerous National Academy of Science and National Research Council study sessions, several of which he has chaired. Since coming to UIC, he has been PI or co PI on grants totaling approximately \$42 million from the National Science Foundation, the Department of Education, the Institute for Educational Sciences and other sources.

**Steven E. Tozer**

*Professor, Department of Educational Policy Studies  
College of Education*

Steve Tozer's career is the embodiment of what UIC is all about. Tozer is the prototypical engaged scholar who has had, and continues to have, a profound impact on the field of education in the city of Chicago and the entire nation. Tozer edited with two colleagues the first handbook of research in the social foundations of education, and he was lead author of *School and Society: Historical and Contemporary Perspectives*, a textbook used widely across the country in teacher preparation courses.

Shortly after coming to UIC, Tozer realized that if pre-service teachers were still learning as they took their first jobs, schools needed to be sites of learning themselves and principals were ultimately responsible for ensuring that would happen. He created an urban principal preparation program that could, as a rule, produce principals who would cultivate schools as sites of learning for students and teachers alike.

Over the course of the last 15 years, Tozer has secured over \$10 million from local and national philanthropies in support of principal development, making UIC home to arguably the nation's premiere principal preparation program. The Ed.D. program he developed is a cohesive program of tenure-track and clinical coaches who are all committed to the program's success.

**Philip S. Yu**

*Professor, Department of Computer Science  
College of Engineering*

For over 29 years, Philip Yu worked at IBM where he became an internationally-renowned data mining researcher. Since coming to UIC, Yu has distinguished himself by becoming one of the most widely-cited and influential computer scientists in history. His h-index is an impossibly high 105, and he has published conference papers, and 36 journal papers, and given 32 keynotes and invited talks in the past four years alone.

Yu's main research area is data mining, which is the extraction of meaningful and useful information from extremely large data sets. Yu works in two related areas; information network mining and data streams. Yu pioneered the study of information networks by defining a novel similarity measure between nodes and introducing a generalized homophily principle. Applying and extending these novel network mining techniques, he received two other NSF grants related to knowledge discovery of biological networks which have allowed him to map and mine brain imaging data for early prediction of neurological diseases.

Yu has also revolutionized the study of data streams by fundamentally rethinking our approach to velocity challenges in big data. His stream algorithms for capturing both the time and spatial dimensions of variability in dynamic network behavior have recently been incorporated into IBM's InfoSphere Streams Processing Product which has been widely used.

## AWARD FOR EXCELLENCE IN TEACHING (AET)

### Eric “Rico” Gutstein

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

Eric Gutstein’s research and teaching interests include math education; teaching for social justice and critical literacies in urban, multicultural contexts; Freirean approaches to teaching/learning; and Chicago school policy. Gutstein is co-founder of Teachers for Social Justice, an organization of educators in the Chicago area committed to justice and equity in education and society that supports teachers both within and outside of the classroom.

Since becoming a professor in 1994, Gutstein’s teaching, research, and public service have focused on mathematics for social justice (critical math). This means that students learn and use math to understand their own social reality, with the goal of becoming participants in shaping society in ways they find appropriate. Outside of his classrooms at UIC, Gutstein has played a recognized role in the larger math education research community through helping others learn how to teach critical math. In 2003, Gutstein helped start Chicago’s Social Justice High School (in Lawndale) and worked there to support teachers while developing and teaching critical math. Gutstein’s co-edited book *Rethinking Mathematics: Teaching Social Justice by the Numbers* was written mainly by K-12 mathematics teachers and has widespread use and recognition within the mathematics education community. Gutstein’s own book, *Reading and Writing the World with Mathematics: Towards a Pedagogy for Social Justice* stands out in mathematics education as the only detailed, full-length published study of teaching and learning mathematics for social justice in K-12 schools, and is widely read and highly regarded in the field.

*“Dr. Gutstein has been the best educator that I have had in my academic years and is a role model to follow,” says Maria Salinas of Rosario Castellanos Elementary School. “He is an extraordinary educator that represents UIC’s college of education vision and mission. He will stand for what is right without fear of what others might think. He is devoted to public education and is a stronger believer in quality education for all.”*

### Ilene B. Harris

*Professor and Head, Department of Medical Education  
College of Medicine*

Ilene Harris is Professor, Head, and director of Graduate Studies in the Department of Medical Education, director of the Masters in Health Professions Education leadership program, and Director of the department’s collaborative PhD Program with the College of Education. Her research, reported in over 120 published papers in peer reviewed journals, a number of book chapters, and over 300 presentations/workshops at regional and national venues, has been in the areas of curriculum studies, the methodology and use of qualitative methods, performance assessment, program evaluation, and the nature of professional practice.

Harris has had a long and productive career in education, with a focus on medical education that has included direct teaching in formal courses; graduate student mentoring and advising; faculty development; education leadership and administration to support major education programs; and education scholarship. She has held leadership roles in major professional organizations in medical and health professions education, both at the regional and national levels.

Harris’s professional research provides a foundation for her education practice and provides her with the laboratory for education scholarship. The experience of direct teaching in leader groups, in mentoring individual students, and in giving interactive lectures is almost always invigorating and revitalizing and a reciprocal and mutually reinforcing activity. “Dr. Harris is solicited widely because of her expertise in health professions education, in particular in the areas of qualitative approaches and methods and curriculum studies,” says Georges Bordage, Professor of Medical Education at UIC. “One cannot mention qualitative methods in medical education without thinking of Dr. Harris’ contribution.”

### Jennifer Wiley

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

Over her 14 years at UIC, Jennifer Wiley has established an active research program resulting in over 100 publications and a continuous record of external funding. A world-renowned figure in the psychology of learning, Wiley has put her research to work in order to make sure students in the Psychology Department at UIC receive the best possible education.

Wiley was foundational in restructuring two key courses, Psychology 100 and 242, in response to the latest developments in learning science, and she is now working on revisions to Psychology 343. Preliminary results show that students are learning better in the newly-revised courses and enjoying them more. A comprehensive survey of all Psychology 100 students from Fall, 2013 indicates that Wiley’s curricular interventions have had an incredibly positive impact on the learning experience for these students and, compared to past surveys of Psychology 100 students, has greatly increased student interest in taking an additional psychology course and declaring psychology as their major.

The excellence of Wiley’s work has already received a great deal of recognition. She has won the Council for Excellence in Teaching and Learning (CETL) Teaching Recognition Program Award twice, and is the recipient of a teaching award from the American Psychological Association Division 2 (the Society for the Teaching of Psychology) and a prestigious Humboldt Award for Experienced Researchers. She has also been an Invited Senior Scholar for the Spencer Foundation Dissertation Fellowship Program.

## UIC DISTINGUISHED PROFESSORS

### Alexander Mankin

*Alex A. Neyfakh Pharmacy College Professor, Department of Medicinal Chemistry and Pharmacognosy  
College of Pharmacy*

Alexander Mankin's career is defined by his fundamental contributions to pharmaceutical biotechnology research and education. Mankin is an outstanding scientist who has impacted two major research areas: the mechanisms of action for ribosome-targeted antibiotics and the fundamental mechanisms of protein synthesis. In his pioneering research on the mechanisms of ribosomal translation, Mankin's team developed an experimental system that allows incorporation of mutations at critical positions of ribosomal RNA. Their data showed that the ribosome catalyzes polymerization of amino acids by proper positioning of the reaction substrates rather than being a chemical catalyst—a critical insight into the functioning of the ribosomal catalytic center. In his studies of ribosomal antibiotic mechanisms, Mankin has made several breakthrough contributions that put him at the cutting edge of antibiotic research. His studies established the site and mechanism of action of the antibiotic linezolid, the first drug in the first new class of antibiotics in 35 years. Furthermore, the most recent work in Mankin's lab may have a transformative influence on the way protein synthesis inhibitory antibiotics are viewed and developed. His recent paper in *Cell* has opened up new ways for development of superior antibiotics and other drops acting upon protein synthesis.

Mankin has authored over 100 papers in top-tier publications including *Nature*, *Nature Genetics*, *Cell*, and *Molecular Cell*. Since 1997, he has delivered more than 50 invited lectures at universities across the world. Mankin's h-index is 37, and other scientists have referenced his various scientific papers at a rate of well over 100 citations per year for at least the past five years. In 2008, Mankin was the first recipient of the UIC Researcher of the Year Award, and in 2013 he received the highly prestigious Paul R. Dawson Award for outstanding achievements in biotechnology research from the American Association of Colleges of Pharmacy. Mankin's research has also been well-funded by the National Institutes of Health, the National Science Foundation, and a variety of pharmaceutical firms. Within the past decade, Mankin has received 10 grant awards from federal agencies and several grants from the pharmaceutical industry. These pharmaceutical grants are particularly impressive given that they were awarded for basic science studies into understanding fundamental drug mechanisms rather than for drug testing or applied goals, which is the norm for industry funding.

*"Mankin has made seminal contributions to a most important field in medical chemistry," says Ada Yonath, 2009 Nobel Laureate in Chemistry. "He is well known internationally as an extremely productive and solid scientist with a unique structural approach who asks the right questions and provides sound, profound, and impressive answers. I state with no hesitation that Mankin's ground-breaking scientific achievements [and] my interactions with Prof. Mankin contributed significantly to my winning of the Nobel Prize."*

### Roger Paul Weissberg

*Professor and NoVo Endowed Chair in Social-Emotional Learning  
Department of Psychology  
College of Liberal Arts and Sciences*

Roger Weissberg is a devoted scholar in the area of prevention research, seeking to find interventions that will promote and protect the well-being of children and young people. The author of more than 200 publications focusing on preventative interventions with children and adolescents, Weissberg has received the highest marks of distinction in his own and related fields. He has been elected to the National Academy of Education, held the presidency of the American Psychological Association (APA) Society for Community Research and Action and co-chaired the APA Presidential Task Force on "Prevention: Promoting Strength, Resilience, and Health In Young People."

A transformative figure, Weissberg has been instrumental in the founding of an entire field—the field of social-emotional learning—which did not exist prior to 1995. Social and emotional learning has moved from a research program, to an education program, to an Illinois state educational policy, and towards a widely-recognized movement that is affecting national and international practice. After 20 years of conducting school-based social-emotional development research with children and youth, Weissberg helped to establish, and then became president of the Collaborative for Academic Social and Emotional Learning (CASEL), an international organization that fosters the development and dissemination of effective school-based programs to enhance the social and emotional development of young people. Weissberg is one of those rare scholars who has had a dramatic impact on research, practice, and policy. He has published approximately four times more than the average of his peers, putting him in the highest publication rate category among all universities. He is the author of 12 books, including *Promoting Social and Emotional Learning: Guidelines for Educators*,—a defining text in the field.

The value of social and emotional learning, and Weissberg's work within it, has also been recognized monetarily. He has been awarded approximately 100 grants from federal agencies, state government, and foundations which have generated roughly \$40 million in support, and in 2011 the NoVo Foundation provided \$17 million in funds to support CASEL. Weissberg was also given an additional \$2 million to establish the NoVo Foundation Endowed Chair in Social and Emotional Learning, which he now holds with great distinction.

*"He is unequivocally the preeminent leader in the field of social and emotional learning (SEL)—and has been for the last two decades," says Mark Brackett of Yale University. "In my opinion, Roger is one of the most influential psychologists in the 21st century."*

**Alexander Yarin**

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

Since joining UIC in 2006, Alexander Yarin has rapidly become the most productive faculty member in the Department of Mechanical and Industrial Engineering. Yarin is a prolific scientist, having authored 3 books, 10 chapters, 238 journal papers, and 56 conference papers. In 2013 alone, Yarin published a book with Cambridge University Press along with 20 papers in leading journals. Not only is Yarin productive, he is also impactful. His h-index is 43, and he is within the top 5% of cited authors in chemistry journals totaling over 11,000. During his 8 years at UIC, Yarin has earned 17 grants, from NSF, DOE, NASA, Volkswagen Foundation, Nonwovens Cooperative Research Center, United Soybean Board, and a large 5-year grant from the United States Gypsum Company.

At UIC, Yarin has established the Multiscale Mechanics and Nanotechnology Laboratory, which is a nationally recognized research center attracting visitors from across the globe. Along with his leadership in the hydrodynamics of drop impact, Yarin's main contributions are in the hydrodynamics of free liquid jets and films moving in air. He was the first to explain and describe the bending instability of polymer solution jets, which is at the foundation of the electrospinning technique today. Yarin's recent work in this area has been explosive in terms of recognition. Today he is acknowledged as a premier theorist in this area and an innovative experimentalist. Recently, Yarin pioneered three novel research directions derived from his work on nanofibers. The first is related to spray cooling of extremely high heat flux surfaces, for which he developed a technique that could result in a significant miniaturization of computer chips, attracting attention and research grants from NSF and NASA. The second direction pioneered by Yarin resulted in novel mechanoresponsive co-polymers and nanoparticles, nanofibers, and coatings. These results attracted significant attention in the biomedical community from those interested in smart drug carriers. Finally, Yarin's group developed a novel process of making nonwovens by means of solution blowing. The new process introduced in his laboratory was immediately applied to biopolymers, particularly in the SoyDiesel industry. Developing innovative ways of utilizing residual soy protein resulting from SoyDiesel production will make the overall process more economically feasible, reduce the cost of SoyDiesel and lead to a lesser dependence on petroleum oil.

*"Alex's deep insight, his high level of mathematical skills, and his capacity for diligence and hard work have played a key role in the exponential growth of interest in the electrospinning process," says Darrell H. Reneker, Distinguished Professor of Polymer Science at the University of Akron. "It has been my good fortune to work with several brilliant theoreticians in my career in materials science. Alex stands out in that group as being the most patient in developing and explaining his theories and equations in a way that can be understood without further laborious mathematical manipulations."*

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

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

**Stacey Horn**

*Professor and Chair, Department of Educational Psychology  
College of Education  
Professor, Department of Psychology  
College of Liberal Arts and Sciences*

**Nadine R. Peacock**

*Associate Professor, College of Liberal Arts and Sciences  
School of Public Health*

**Krishna R. Reddy**

*Professor, Civil and Materials Engineering  
College of Engineering*

**Alan J. Schwartz**

*Professor and Associate Head, Department of Medical Education  
Research Professor, Department of Pediatrics  
College of Medicine*

**Gene Collerd**

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

**Vice Provost for Faculty Affairs, Renee Taylor**

*Ex officio without vote  
Office of the Vice Provost for Faculty Affairs*

**Elmira Perkins**

*Panel Staff  
Administrative Assistant, Office of the Senate*

## UNIVERSITY SCHOLAR REVIEW PANEL

**Taffy E. Raphael**

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

**Hayat Onyuksel**

*Professor, Department of Biopharmaceutical Sciences  
College of Pharmacy  
Professor, Richard and Loan Hill Department of Bioengineering  
College of Engineering*

**Marcia Lausen**

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

**Cecilia Gerber**

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

**Edwin Cook**

*Professor of Psychiatry / Physician Surgeon, Department of Psychiatry  
College of Medicine*

**Diana Wilkie**

*Professor and Harriet Werley Endowed Chair for Nursing Research,  
Department of Biobehavioral Health Science  
College of Nursing  
Professor, Department of Electrical and Computer Engineering  
College of Engineering*

**Nissim Hay**

*Distinguished Professor, Department of Biochemistry and Molecular Genetics  
Co-Director, Department of Research Programs  
College of Medicine*

**Vice Provost for Faculty Affairs, Renee Taylor**

*Ex officio without vote  
Office of the Vice Provost for Faculty Affairs*

**Elmira Perkins**

*Panel Staff  
Administrative Assistant, Office of the Senate*

## TEACHING RECOGNITION PROGRAM REVIEW PANEL

**Suresh K. Aggarwal**

*Adjunct Professor, Department of Mechanical & Industrial Engineering  
College of Engineering*

**Gene J. Collerd**

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

**Anna Guevarra**

*Associate Professor and Director, Asian American Studies Program  
Associate Professor, Department of Gender and Women's Studies  
Associate Professor, Department of Sociology  
College of Liberal Arts and Sciences*

**Stephen Melamed**

*Clinical Professor, School of Design  
College of Architecture, Design, and the Arts  
Associate Director, Interdisciplinary Product Development Program Innovation UIC*

**Michael T. Muller**

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

**Rodney C. Shrader**

*Professor, Department of Managerial Studies  
Director and Chair, Institute for Entrepreneurial Studies  
College of Business Administration*

**Peter G. Okkema**

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

**Valerie S. Prater**

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

**Eileen Hacker**

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

**Theresa A. Thorkildsen**

*Professor, Department of Educational Psychology  
College of Education*

**Yue Yin**

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

**Mary Louise Bareither**

*External Affiliate, Department of Kinesiology and Nutrition  
College of Applied Health Sciences*

**Wu-Ying Hsieh**

*Professor, Department of Special Education  
College of Education*

## TEACHING RECOGNITION PROGRAM REVIEW PANEL

### Inmaculada Taboada

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

### Jane Rines Marone

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

### Danilo Erricolo

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

### Robert D. Johnston

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

## DISTINGUISHED PROFESSOR REVIEW PANEL

### Piergiorgio L. Uslenghi

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

### Ahmed Shabana

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

### George W. Crabtree

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

### Geula Gibori

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

### Mark Rasenick

*Distinguished Professor, Department of Physiology and Biophysics  
Director, Neuroscience Training in the Department of Psychiatry  
College of Medicine*

### Frank Chaloupka

*Distinguished Professor, Department of Economics  
College of Liberal Arts and Sciences  
Director, Health Policy Center in the Institute of Health Research and Policy  
School of Public Health*

### William T. Beck

*Distinguished Professor and Head, Department of Biopharmaceutical Sciences  
College of Pharmacy  
Program Leader, Cancer Center  
College of Medicine*

### Vice Provost for Faculty Affairs, Renee Taylor

*Ex officio without vote  
Office of the Vice Provost for Faculty Affairs*

### Elmira Perkins

*Panel Staff  
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AT CHICAGO