Aimee D. Prawitz receives the Sullivan Award for Research

In Spring 2010, Professor Aimee Prawitz was the recipient of the NIU College of Health and Human Sciences Sullivan Award for Research. Prawitz not only has a very strong publication record, she also regularly teaches research methods and has been a mentor to other faculty members. Prawitz shares her philosophy of research in the paragraphs that follow.

The expansion of knowledge through research is critical to the mission of a university. Research, or the discovery of truth, not only renews intellectual vitality—more importantly, it serves to expand the instructional mission of the university. Thus, my philosophy of research comprises four facets: a) Continued on page 3.

Amy Ozier receives Lankford Award for Teaching

In Spring 2010, Assistant Professor Amy Ozier was the recipient of the NIU College of Health and Human Sciences Lankford Award for Teaching. Ozier shares her philosophy of teaching in the paragraphs that follow.

As a graduate and undergraduate student, one of my primary goals was to get an A. I did well academically, but unfortunately I cannot say that I did much to massage my emotional intelligence. However, my awareness now that I went for the grade served a purpose because I now try to teach in a way that moves students beyond just wanting to get a good grade, to wanting to learn in order to move them along their academic, professional, and most importantly, their Continued on page 4.

Lan Li receives Fisher Award for Service

Professor Lan Li was the 2010 recipient of the College of Health and Human Sciences Fisher Award for Service. Li shares her philosophy of service in the paragraphs that follow.

I believe that to use my acquired knowledge to serve with excellence is a natural instinct of a responsible educator. Serving the university, the community and others brings a sense of fulfillment to me. I believe there is a direct causation between satisfaction, self-fulfillment and service. As we serve, not only do we enrich those around us, we also find personal satisfaction in giving to society. I also believe that as members of society who benefited Continued on page 5.

Please stay in touch!
Send updates to lederscheid@niu.edu or use the reply form on page 24. Thank you.
Message from the Chair

Faculty and staff from the School of Family, Consumer and Nutrition Sciences and I send greetings and best wishes to friends and alumni. We hope that you will enjoy the 2011 issue of the Resource which features faculty and student involvement during 2010 in our mission of teaching, research and service.

In 2010, Xiaolin (Charline) Xie was promoted to full professor. Congratulations, Dr. Xie! FCNS also won the trifecta of College of Health and Human Sciences Dean’s awards in 2010, with Amy Ozier winning the teaching award, Aimee Prawitz winning the research award, and Lan Li winning the service award. Congratulations to them and to all of our outstanding faculty.

In 2010, FCNS faculty helped to organize two conferences – one at the state level and one international conference. One of our graduates was chosen by the university as an Outstanding Alumna. FCNS faculty won all three College of Health and Human Sciences faculty awards - one each for teaching, research, and service. I hope that you enjoy reading these and other stories about our hard-working faculty and students.

In 2010, faculty published 8 peer reviewed articles, 3 peer reviewed book chapters, 1 scholarly book, and 4 peer reviewed abstracts in conference proceedings. They also presented 21 peer reviewed presentations at national and international conferences.

Although this is a 2011 story, I will break the custom of reporting only 2010 news to share with you that I retired on July 1, 2011, after 32 years of service to the School of FCNS – 24 as a professor and 8 as chair. The task of cleaning out my office has given me occasion to look at old class notes, gradebooks (dating to Fall, 1979), and thank-you notes from students which I had tucked away. Seeing names of students from long ago sparked my memories of many of you. My e-mail address, lsmart@niu.edu, will remain good and I invite you to contact me to share a memory. I want to thank all of my students and colleagues for your hard work, questions, and insights. It was a privilege to work with you. Associate Professor Linda Derscheid (lederscheid@niu.edu) has been chosen as Acting Chair for FCNS. The school will be in capable hands.

Thank you for your generous financial support, and for letting others know about our programs. Please remember to complete alumni surveys one year after graduation. Some cohorts also are asked to complete surveys five and 10 years after graduation. The surveys are now entirely on-line and are quick to complete. Your response remains anonymous. We need your feedback to keep our programs strong.

Your success is our success, so please stay in touch with us!

Laura S. Smart, Ph.D., C.F.L.E.
attention to the scientific method, collaboration among researchers, mentoring of student researchers and support of fellow researchers, and appropriate dissemination of research findings to the public.

If research is pivotal to the mission of the university, then good research is crucial to the process. The worth of the findings hinge on the scientific methods employed. Hence, attention to the plan for the research is vital to the worth of the endeavor. To that end, in my own research efforts I dedicate substantial time and energy to the up-front work. A thorough review of the body of knowledge comprising what is already known can guide us to appropriate questions about what we do not yet know. After that, the scientific method is an organized process to approach it otherwise is folly.

Social scientists tend to see and explain things in terms of a specific and sometimes narrow set of concepts, which can result in reductionism. One option to address this concern is the undertaking of collaborative research across disciplines. My most rewarding research endeavors have involved working with colleagues who bring to the table different perspectives. As a consumer scientist, I have had the privilege of working with researchers in the areas of nutrition, gerontology, child development, public health, and fashion merchandising. In the past, I have worked with researchers from the Federal Trade Commission, the Food and Drug Administration, and a psychology colleague from the University of South Carolina, and a nutrition colleague from my own School to explore deception in advertising related to weight loss products and services. Currently, I am involved as a research scholar with colleagues across the nation as we develop and test an instrument to measure financial distress and financial well being. With each study, I have learned from my colleagues, and they, I like to think, have learned from me. In viewing families and individuals in their role as consumers, then, I have learned to consider a number of theoretical and pragmatic perspectives.

One of the most enjoyable and growth-producing aspects of my profession has been the opportunity to mentor students as they learn to conduct research. The graduate research methods course has been a part of my regular teaching load in FCNS since 1995. Additionally, I have taught research methods to the Public Health graduate students during two semesters. Working with beginning researchers is at the same time challenging and rewarding. The fulfillment I feel when helping students work through fledgling attempts at proposal writing helps me realize that indeed I have chosen the right career.

The true pleasure comes, though, when I am asked to direct a student through the completion of a research project. It is satisfying to offer my support and expertise from the beginning of a student’s idea to its culmination as a published research study. Both undergraduate and graduate students benefit from the hands-on learning that takes place throughout the process. Seeing their names in print as published researchers validates students’ hard work and their potential to succeed as social scientists.

“Publishing Circle” is a self-support group for scholars which I started in 2004 for faculty in FCNS. The initiative provides a forum for the support of colleagues’ research efforts through critiques of written work and verbal feedback. Participants pledge to write for 15-30 minutes each day, providing continuity and renewed energy for their work. The Publishing Circle recently was expanded to include colleagues from across the College of Health and Human Sciences. Members of the group have enjoyed a high acceptance rate for all manuscripts developed through the initiative and submitted for publication.

Ultimately, the end goal for all research should be the dissemination of the findings to the public. This concept further validates the connection between the seeking of knowledge by researchers and the education of students through instruction. Universities are the origin of much of the new information available; what sense would it make if university professors were to not share this knowledge? Therefore, publication in respected professional journals and dissemination of new findings in professional forums is essential to the mission of the academic unit. The imparting of new information in the classroom, both from one’s own research and that of other scientists in the field, is pivotal to intellectual vitality. Continual updating of my coursework with new research findings is crucial to my role as a teacher as well as to my integrity as a researcher.

An important component of publication in respected professional journals is the peer review process. It is the responsibility of researchers to serve as peer reviewers of the work of others, offering a fair evaluation of their efforts along with constructive critiques to encourage publication of appropriate works. Given this philosophy, I serve on the editorial boards of three journals and as a reviewer for the conference proceedings of several professional organizations. I have served as a conference proceedings editor, and I have served as the editor of the Journal of Consumer Education.

In summary, my philosophy of research is simply this. It is impossible for me to separate the facets of my role as a researcher– I teach and I learn as I mentor, conduct, collaborate on, evaluate, support, and disseminate what I hope is good research in search of truth.
personal paths. Through the years I have created a mental “tool box” where I frequently place “tools” of knowledge, skills, theory, personal and professional experiences, nutrition education resources, and self-exploration. My goal is to assist students in building up their own unique tool-boxes.

The process of teaching is very dynamic, from creating lesson plans, knowing the content, creating active learning experiences, linking theory and practice, and ultimately making the content come alive for students. Figuring out how to present more than a lecture can be challenging. However, I feel truly fortunate that I have the opportunity to teach on several levels. First, I teach in the field of Family, Consumer, and Nutrition Sciences, specifically Nutrition and Dietetics, and so eating and health behaviors are cornerstones of learning for students. Reflection once again takes me back to my college years where, even as a nutrition student, I had the idea that “diet” was something that one goes “on and off” or starts on New Year’s Day. I also thought one had to feel guilty about having decadent desserts and pizza every now and then. I was very much a dichotomous thinker; I had to eat the whole pie or no pie; I had to work out two hours or no hours. Balance was not a word in my personal or academic vocabulary. I often see students coming into my classes having these same misconstrued ideas and beliefs. It is alarming to know that these are the individuals who will be teaching and counseling nutrition to the lay public. If their ideas about food are rigid and unrealistic, those are the types of recommendations that they will be giving to their clients. Food and eating should be enjoyed and used to obtain overall health. Thinking that food should never be enjoyed can lead to maladaptive eating behaviors ultimately leading to overweight and obesity and/or eating disorders.

Through teaching, I intervene with weight and good issues on a public health level. I get to try my best to touch/teach many students who will ultimately touch/teach hundreds of lives on issues related to eating and health. I try to teach the way I hope my students will teach others. Although I am far from perfect, I hope that the example I set in teaching allows students to have fun with learning while also gaining knowledge and skills about how to effectively assist in changing health behaviors. I teach students to assist me in saying the following sentence, “Small changes make big differences.” In the middle of class, we will be talking about a lesson topic related to behavior and I will say, “Small changes” and the students respond, “make big differences.” Not only does this wake them up, but it reminds us all of the type of message we should be conveying to both the public and to ourselves. This simple saying is a powerful message in their toolbox.

Second, teaching provides a venue to share research related to emotional eating. For too long, dietitians have preached the calorie in-calorie out equation related to weight. This equation simplifies the behavior change process to the point of frustration for overweight Americans. Recognizing that there are other factors besides nutrition and physical activity – such as emotions—that fuel eating, provides relief and hope for those who have struggled with weight most of their lives. In the traditional paradigm of teaching nutrition, this component was untouched. As a dietitian who has practiced in the field of weight management, I feel compelled to share with students my professional experiences along with non-traditional nutrition research. As a result, students can be equipped with the complete weight management equation that truly will address changing behaviors for the long term. Through this type of teaching, knowledge and skills are developed that not only address nutrition and physical activity, but also recognize when other issues fuel eating. Thus, students have special tools in their tool box to appropriately treat the individuals/groups they teach/counsel.

Finally, I am fortunate to be teaching because I get to see growth—both personal and professional—in students. When I witness students demonstrating effective nutrition education through realistic, fun, and meaningful messages to the public, I get excited. There have been several times this semester when I have gotten goose bumps during students’ presentations of their major projects! It is awesome to see students “get it” and then “apply it.” And I will tell students I get goose bumps! When I see skills being built and accurate knowledge being related, I see hope for the future. These are our nutritional leaders of tomorrow!
from our excellent education system, there is fundamental and even fiduciary responsibility to use the acquired knowledge to strengthen the well-being of our society. I have been actively involved in providing professional service at various levels; within the program, at the school and college, at the university, within the state, and also at national and international settings. As a hospitality administration educator, I believe that providing professional service is one of the effective means for me to support the mission of our university and to serve the community and the society at large.

**Service to the School, College and University**

I view service to the academic unit as an important component of faculty duties. Besides our core responsibility of expanding knowledge through research and imparting knowledge and skills to students through teaching, faculty play a critical role in supporting an academic institution to provide many other essential academic services to sustain itself as an excellent institution of higher learning.

In 2001 I was assigned to develop a Hospitality Administration (HA) program in the School of FCNS. I first developed the curriculum and then formed a 15-member industry advisory committee in 2003. I work closely with the advisory committee to ensure that they provide support to our HA program in areas such as scholarships, grants, computer software and equipment sponsorships. Separately but simultaneously, I focus on enhancing student activities in the HA program. I guided HA students in the development of its own student association (Society of Hospitality Administration). I established a mentorship program in which each student is matched with an industry mentor. To assist our graduates in getting employment, I organize the Hospitality Recruitment Day annually and bring recruiters for the hospitality industry to our school.

Besides providing services to the HA program, I have served in major committees in the school, college, and university. This service not only enhances the reputation and visibility of the School of FCNS and College of Health and Human Sciences within the university, but it also brings me personal growth and development opportunities as I get to learn from other esteemed colleagues while interacting with a wide variety of faculty members from other disciplines.

**Service at State and National Levels**

I have been actively involved in providing service to my profession at state and national level. I view service to the profession as important for two reasons. First, it is my responsibility to enhance the reputation of my profession among the business and academic communities. Second, it offers opportunities to enhance the reputation and visibility of the institution with which I am affiliated.

In the past, I have served as treasurer and vice president of Illinois Chapter of the Council on Hotel, Restaurant and Institutional Education (CHRIE). In May 2009, I was elected as the chapter president of Illinois CHRIE. I have served as a professional consultant for National Restaurant Association Educational Foundation, and I participated in developing the certification examination of Foodservice Management Profession, reviewed the High School Hospitality Education Foodservice Certification Examination, and translated the Chinese version of “ServSafe” national certification examination. I also conducted a research project for the National Restaurant Association Educational Foundation.

**Service in International Settings**

I had the opportunities to provide a variety of international services because of my international experience. I was a visiting professor at China Dongbei University of Finance and Economics and at Chinese University of Hong Kong (CUHK). I assisted in hospitality curriculum development for the CUHK and SIM University in Singapore. I have organized a variety of training workshops for industry managers in China and have also invited professors from NIU and other American universities to participate as facilitators at these workshops. In addition, I have also provided service in the area of international research. I was invited to serve as an overseas reviewer for Research Grant Council of Hong Kong which provides government funding to top research projects in Hong Kong. I also served as an overseas examiner for Master of Philosophy degree program of Hong Kong Polytechnic University.

In addition to my personal development, I have provided some international opportunities for my NIU colleagues. In 1999, I served as a member of the organizing committee for the first international symposium on hospitality and tourism education in China and was able to invite nine NIU faculty members from the School of FCNS and College of Education to attend the conference, thus helping to build a bridge between NIU and the East. Besides working on international training and education, I was one of the few professors invited to participate in the Summer Olympic Games in Beijing, China in 2008. I was assigned

*Continued on page 19.*
Michelle Pickett, (B.S. in Family and Individual Development, 1999), was recently chosen as the NIU Director of the Academic Advising Center. After earning her BS degree, she worked for five years as an Assistant Director of Admissions for NIU, and then worked at the College of Education for three years as their Coordinator for Recruitment. In June 2007 she began working in the NIU Academic Advising Center as an advisor. She served as the Acting Director of the Center for 18 months before successfully competing for her current position. In addition to advising students, Michelle is responsible for training and supervising the staff of six academic advisors.

Michelle is committed to increasing the quality of students’ experience at NIU and enjoys the challenge of constant problem solving that her job requires. She draws on her FCNS background to help students navigate through difficulties surrounding their academic careers and personal development. Michelle explains: “My goal is to consider all aspects of who students are when working with and developing programs for them.”

In addition to her employment, Michelle is pursuing a doctorate in Adult and Higher Education here at NIU (with the anticipated graduation date of December 2013). Her qualitative dissertation explores the work-life balance of African-American female administrators in higher education. This research provides a platform from which she teaches the undergraduate class IDSP 302 Topics in Black Studies: Cultivating African-American Women Leaders.

Michelle has a special place in her heart for the School of FCNS because of how the faculty and subject material shaped the way she views herself, her family, her friends, and indeed the whole world. If the opportunity ever presented itself, Michelle admits that she would love to one day share her passion for Family and Child Studies by teaching in the NIU FCNS department.

Congratulations to Michelle for her professional growth and leadership!

The 2010 Annual Conference of the Illinois Council on Family Relations (ICFR) was held at the Holmes Student Center on March 26, 2010. The theme of the conference, which was chaired by Professor Shi-Ruei Sherry Fang, was Immigrant Families. The keynote speaker was Dr. Chien-Juh Gu from Western Michigan University, who spoke about family relations and psychological well-being among Taiwanese immigrant women. Her findings that these women felt more family distress than professional distress was a theme that was echoed in many of the presentations about diverse groups of immigrants to America.

The School of FCNS, and in particular the Family and Child Studies program, was well represented by speakers at the conference. Family and Child Studies professors who spoke included Professor Xiaolin Charline Xie, who spoke on grandparents: continuation of cultural practices; Assistant Professor Yan Wang, who spoke on cultural differences in parent-child relationships and Assistant Professor Jane Rose Njue, who spoke on choices in parenting African immigrant adolescents in the U.S. In addition, four graduate students from FCNS made separate presentations. Wendy Kraft, John Wagner, Whitney Lau and Brad Procek, graduate students in AFCS, SMFT, Nutrition and Dietetics, and SMFT respectively, presented their research and experience related to immigrant families.

The Hospitality Administration program provided student volunteers who assisted with the registration table at the conference, which was attended by about 50 faculty, students, and social service agency professionals from Illinois, Wisconsin, and Michigan.
Assistant Professor Jane Rose Njue was a keynote speaker at the Pan-African Family Strength International Conference in Mombasa, Kenya from July 21-23, 2010 which was hosted by Kenyatta University. The conference featured additional speakers from the U.S. as well as speakers from Kenya, Botswana, Nigeria, Uganda, Tanzania, Swaziland, Russia, Australia, New Zealand, United Arab Emirates, and Mexico. Topics included: enduring marriages in Kenya, psychosocial determinants of quality of life among Kenyan families, traditional versus modern socialization in contemporary African families, and family and community factors that foster resiliency of youth in Kenyan schools.

Following the conference, Njue led a Kenyan Family Cultural Study Tour throughout different parts of Kenya so that participants could experience both traditional and modern Kenyan culture. They visited a coffee factory, a tea factory, shopping malls, rice plantations, and various waterfalls, as well as the Great Rift Valley, the Nairobi National Park and Museum. However the real highlights of the tour were the personal connections created with the Kenyan people.

Tour participants had the opportunity to converse with excited Kenyans about their constitutional reform that was in process. The participants brought cupcakes and milk to a school for the deaf and blind where the students sang to them in their native language. They visited a high school where one of the participants gave an encouraging speech to the students. They visited a school that had no electricity where the students had to wait until the sun rose so that they could read. These children also sang and in response, the participants donated money to pay for electricity so that the students could continue to learn. The participants also visited two universities, Kenyatta University in Nairobi and St. Paul University in Limuru.

The tour visited a Maasai village to eat food, see dances, explore how the Maasai live, and play with Maasai children. They also visited a women’s group which spread out a lavish feast and ceremony to accept the visitors into their community. The participants represented a diverse group of cultures (German, Russian, Australian, Chinese, American, etc.) and each individual was given an opportunity to make a speech during the feast. Njue recalls the powerful unity and solidarity of the human spirit during this feast. She was struck by the spirit of humanness that lingers everywhere and crosses cultures and boundaries. “You can accomplish anything if you put your mind to it,” says Njue “but you need to work with others.”

Because the tour was perfectly timed with the wildebeest migration over the Serengeti, the participants had the opportunity to witness millions of wildebeest cross the river. They ended the tour with a safari in the Maasai Mara where they got to see elephants, lions, rhinoceros, buffalo, and cheetahs. Commenting on the whole tour experience, Njue says “It was an incredible success.”

The family strengths or strong families approach is based on the assumption that research and practice which focuses on family dysfunction will find family dysfunction. If researchers do not ask the question, “What enables families to survive and thrive” they will not get an answer to this question. Identifying the strengths of families – including families that are experiencing difficulties – and finding ways to enhance existing strengths is a more positive approach.
In Spring 2010, Child Development and Early Childhood Studies majors in FCNS became eligible to apply for the Illinois Director Credential (IDC) level 3 for bachelors degree students after graduation and completion of the necessary coursework. Associate Professor Linda Derscheid enabled this credentialing opportunity by working with the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) and filing the necessary paperwork. Derscheid saw the opportunity to have the already high quality of our programs’ education, training, and student development acknowledged by this state agency. Furthermore, the IDC is an administrative credential that is recognized as meeting the standard of management and leadership capabilities by the National Association for the Education of Young Children (NAEYC). The IDC builds upon the Early Childhood Education (ECE) level 5 credential for which NIU is already an entitled institution. Susan Bowers, Associate Professor, earlier had created the necessary reports to qualify NIU as an entitled institution for both the ECE and the Infant Toddler (IT) level 5 credentials. The ECE Credential level 5 defines what a person working with children birth to age 8 years of age should know and be able to demonstrate after having completed a bachelors degree with the appropriate education and experience within the early care and education field. The ITC is a credential for practitioners who work with children up to age 3. It validates the specialized knowledge, skills, and experience needed to work with infants and toddlers. Practitioners applying for the ITC level 5 must first meet the requirements for the ECE Credential level 5 with additional coursework. Following the fulfillment of the ECE, Child Development or Early Childhood Studies majors are eligible to apply for the IDC, if they have taken four courses needed in administration and leadership. All of these credentials facilitate their job marketability after graduation. In the competitive job market additional credentialing can provide the needed difference to win sought after positions and result in higher salaries. In addition, employees who hold these credentials assist childcare programs that seek to receive national accreditation and/or state funding for programs serving low-income families through the Quality Rating System (QRS).

Lilian Alvarez (FSS, 2010) was named a National Council on Family Relations Scholar in Spring, 2010. Students who win this honor have a GPA of at least 3.5 and also have been active in service to their community and profession. Alvarez was the Spring 2010 president of FCNS’s Student Advancement Committee and also served as a member of the executive committee for the Illinois Council on Family Relations (ILCFR). She is pictured at graduation with FCNS chair Laura S. Smart.

Ashley Walters, FSS 2010, presented her research at the first annual NIU Undergraduate Research Day on April 29, 2010. Walters’ research topic, entitled The Price of Poverty, compared poverty levels of five countries. Mentored by Professor Xiaolin Xie, Walters prepared a poster which was displayed along with 107 other student presentations. The event showcased the work of excellent undergraduate students from across the university.

Walk Against Violence

Family and Individual Development majors Megan Flack, Candace Anderson and Christine Munz organized Walk With Women Against Violence on November 21, 2010. The walk was sponsored by the School of FCNS. About 40 students and community members participated in the walk, which was held to raise awareness of the many resources in the DeKalb community which support nonviolence. Flack completed her BS degree in December, 2010.
Why I chose the FCNS Child Development Lab

In June of 2007 Katie Davison, who is employed at NIU’s Center for Governmental Studies, set out to find new child care for her son. After researching child care facilities, she decided to give the FCNS Child Development Laboratory (CDL) at NIU a chance—and she has never looked back. “When you have someone else caring for your children, you feel like you are in a precarious position as a mother,” says Davison. “You want to work, and in many cases need to work, but you also don’t want to miss anything. At CDL, I don’t feel like I’ve missed anything—I’ve gained! I feel like I am giving my children so much by putting them in this school—the best of what early childcare programs have to offer.”

Davison was immediately struck by the transparency that the CDL offers interested parents. From the start, Davison was invited by staff to come anytime to visit her child. Davison joked: “They told me I could sit in the observation booth all day if I wanted.” Parents are encouraged to be a part of their child’s experience. Parents are seen as contributing members of the CDL community where their voice matters and they can always talk to the director, teachers, or practicum students. Even in challenging situations the teachers and students are professional, educated, courteous, and well prepared. While there is no pressure, parents are encouraging to have as much daily interaction with their children as they desire. “The reality is that I need a place for my children to be when I work;” says Davison, “and I can’t always be engaged in everything they do, and that’s okay, but I can be involved in areas that work for me and my family.”

Through her years as a CDL parent, she has learned how the lab purposefully addresses the important components of early childhood development through their application of developmentally appropriate practice. Specifically, Davison is impressed that the curriculum at the CDL is research and theory based; right on the cutting edge of childhood education. Equally, other departments have the opportunity to utilize the lab school for research and observation. Davison said at least once a year she signs a waiver allowing her children to participate in a research study. Most recently, her son participated in a study through the Department of Kinesiology and Physical Education where they measured the children’s physical activity level throughout the day using a devise that the children wore around their waists. Davison feels that being on a university campus is mutually beneficial for the children. They are exposed to an academic atmosphere where they see that education and academia are not threatening, but are a natural and normal part of life.

Every semester, parents and children are assigned to a new Child Development (CD) student whose primary responsibilities are to nurture and document developmental milestones (emotional, physical, mental, and social) that the child achieves throughout the semester.

At the end of semester, the CD students share with the parents specific documentation about what developmental milestones were reached—complete with concrete examples and information such as the date, the time, and pictures capturing the child achieving their milestone! Needless to say, Davison has a binder at home chock full with documentation about the progress her child has made under the guidance of the CDL.

Continued on page 10.
Parents are also invited to be an integral part of the learning process. Davison’s entire experience with the CDL has been one of “mutual relationship with respect to learning, which is such an asset.” She has constant opportunities to teach the CDL staff about her child, and in return, the CD students and teachers in the CDL have taught Davison “invaluable parenting techniques” that have revolutionized her parenting confidence and ability at home.

Davison has learned more constructive approaches to handling her children when having a temper tantrum, how to help a strong willed child out of a tough situation, and how to approach sensitive topics. Now when subsequent difficulties arise, “I can rely on these fundamental coping mechanisms and conflict resolutions skills,” explains Davison. “They have given me great parenting skills. I am being equipped with concrete tools to use with my children.” “We are all educating each other to build this better population of children and parents,” says Davison. “The CDL is educating a whole community.” Indeed, Davison has taken this opportunity to share techniques she has learned with other families and friends.

The FCNS CDL is not just a center for developing personal growth, parenting skills, and academic achievement, but also a conduit for learning about cultural diversity. Davison loves the diversity that her child experiences in the classroom and that she can experience with the other parents through participation on the Parent Advisory Board or at the semi-annual open house events. “Everyone is sharing and learning from each other all the time” says an enthusiastic Davison, “There is a culturally diverse group of children and families all participating together.” Children have an opportunity to interact with male CD practicum students, female CD practicum students, and their classmates and teachers are from different backgrounds. Davison further explains that “All of the children are equal no matter their religious, ethic, cultural, socio-economic, or university affiliated backgrounds.” Davison describes the CDL as a microcosm of an ideal world, where everyone is expected to follow the same rules and the teachers foster respect, and equality, while educating each child with the same level of quality. No thread sticks out; instead, each child is interwoven into the rich cultural tapestry that makes up the CDL.

Davison is a fervent supporter and advocate on behalf of the FCNS CDL, and hopes NIU is fully aware of the treasure they have in their midst and what a holistic asset it is to the NIU community. “If the CDL offered K-8, I would be 100% all in. I am confident that my child is getting the best—not ‘pristine, beautiful shiny best,’ not necessarily all bells and whistles—but the best care and education.” Davison summed up her experience, explaining the biggest value of the Child Development Lab “is what walks out of the building everyday—the parents, the students, the teachers, and the children.” “I don’t say ‘daycare,’ I say my children go to a ‘school,’” explains Davison. “They do not babysit my children; they are a model for excellence in an early childhood setting.”

Students graduating with the BS in Family and Child Studies have been eligible since 2000 to apply for initial certification as a Family Life Educator through the National Council on Family Relations http://ncfr.org. Every five years, the program must re-submit syllabi for all courses that must be taken to fulfill ten knowledge areas for Family Life Educators. NIU’s FCS program was re-approved in 2005. At that time, in addition to coursework, an approved internship or practicum, in which students practice family life education, was added. The program was re-approved by NCFR a second time in 2010. To earn full certification as a CFLE, graduates must obtain initial certification and then work for two years as a Family Life Educator.

Students in the Family Social Services and Child Development emphases in FCS who complete the required coursework (with a grade of C or better), including FLE internship, are eligible to apply. There has been growing interest in CFLE among FSS students over the past several years. Family and Individual Development (FID) graduates must earn teacher certification in family and consumer sciences in order to be eligible to apply for CFLE, with student teaching of family and consumer sciences serving as the FLE practicum. A national examination is available for graduates whose degrees do not meet the standards set by NCFR.
Textiles, Merchandising and Educational Services

Coordinator: Bette Montgomery, Ph.D

If you would have asked her thirty years ago she would have answered “There’s no way I’ll teach!”, but since that time Kandace Brink’s life has changed dramatically. After graduating from Eastern Illinois with a B.S. in Family and Consumer Sciences, Brink began working at a retail store and eventually as the manager for Ulta Cosmetics and Salon. Throughout this experience, Brink realized that some of her favorite responsibilities included teaching high school student employees about fashion and customer service. She came to NIU to pursue post-baccalaureate studies and, in 2003, earned a Teaching Certificate in Secondary Education in Family and Consumer Sciences, specializing in Textiles, Apparel and Merchandising.

One year after completing her teaching certificate, Brink landed a job at St. Charles North High School and has poured her heart and soul into teaching. She is currently the lead teacher for Technology and Family and Consumer Sciences, working with principals, coaches, and the other lead teachers on the Professional Learning Committee (PLC) as a liaison between her teachers and the school administration. The PLC also engages in open discussion about the progress of students and ways to effectively collaborate between different departments. “Everyone is open minded” said Brink, “and they are willing to sacrifice to help their students.”

While attending NIU, Brink learned just as much about teaching as she did about fashion. Brink learned about how to work with different personalities and a diverse teaching staff which helps her work more effectively on the PLC. Her favorite classes include Fashion Design, International Foods, and Interior Design and, because she experienced excellent teaching techniques at NIU, she always tries to include relevant current news, real life stories, and engaging class activities into her lesson plans. Furthermore, because Brink was comfortable approaching her professors at NIU who made her feel that “I can do this!” Brink goes the extra mile to provide the same for her high school students.

“The thing about teaching,” said Brink, “is that you are continually working, whether it be summer, after school, or on vacations. In some ways, you are always ‘on.’” Brink shared that she tries to engage regularly in thoughtful reflection in order to better herself as a teacher. Over the past six years, she has learned to turn bad things into opportunities, not dwell on mistakes, be open to change, and always ask for help. As a cooperating teacher for Family and Consumer Science student teachers from NIU, Brink has plenty of opportunities to share her wisdom and experience.

Brink loves her work saying, “This is one of the best jobs you could ever have! I get to give back and see changes in the students.” In closing, Brink commented, “If you are a good teacher, your job should become harder every year—learning new information and finding better ways to teach your students.”

Kandace Brink (right) and students.
Sally Arnett Continues Work on Green Collar Workforce Curriculum


Early in 2010, 75 high school students participated in the service learning projects that taught awareness of green jobs and careers, workplace skills, and general life skills centered on the theme of sustainability. Their projects included community garden projects, park beautification, and recycling wedding dresses for secondary uses. Students involved in the project said that what was most important to them was their excitement regarding learning about new career options, and learning about new opportunities and resources that changed their view of academic studies.

Arnett presented the exciting news and progress of the project at the Connections Conference organized by the Illinois Association for Career and Technical Education (IACTE) as well as at the 2010 ACTE annual conference. If you want to contact Dr. Arnett about her work you can do so at sarnett@niu.edu.

Kohl’s Student Campus Ambassadors

Fall of 2010 marked the launch of the Kohl’s Corporation Student Campus Ambassador Program. Kohl’s selected TAM students Ashley Ames, Britney Arnold, Kimberly Bailey and Lauren DeVries as the first group of company representatives on campus. In Summer 2010, each student completed a store management internship in the areas of Yorkville, Champaign and Chicago. Following the completion of their ten-week summer programs, each student was extended an offer as a Manager in Training for Summer 2011 as a direct result from their “outstanding performance as Interns.” Along with the full-time offer, these enthusiastic young women are responsible for networking with student organizations as well as their professors to get the word out to fellow classmates. Additionally the team helps with recruitment during career fairs. They work as a group along with multi-media presentations in an effort to share their experiences with fellow classmates. FCNS congratulates these students on their academic and professional success!

Kohl’s Supports TAM

Kohl’s Corporation awarded $5,000 to students in Associate Professor Julie Hillery’s Principles of Retailing class in May, 2010. TAM students who were members of the winning teams were: Denny Theresa and Jillian Tanaka, first prize; Ashley Ames and Erica Devine, second prize, and Anamarie Gatze and Caitlin Rodriguez, third prize. To compete for prizes, students worked in teams which included both TAM students and students from the College of Business. Each team studied a current retailing trend, examining it in relation to Kohl’s marketing strategy. Congratulations to the winners!
HA Program received scholarships from The J. Willard and Alice S. Marriott Foundation

The Hospitality Administration (HA) program received $32,000 in new recruitment scholarships from The J. Willard and Alice S. Marriott Foundation (Marriott Foundation). In April 2009, Professor Lan Li and Chair Laura Smart submitted a grant proposal entitled “Student and Faculty Enhancement for the Hospitality Administration Emphasis” to the Marriott Foundation. In September 2009, the Marriott Foundation provided the scholarship fund to promote excellence in undergraduate study in Hospitality Administration. Four scholarships ($8000 each) will be awarded to newly admitted freshman or transfer students who come from under-represented groups, including students who are the first in their families to attend university. The first scholarships will be awarded in Fall 2011 and will help students realize their dream of a university education in Hospitality Administration.

The J. Willard and Alice S. Marriott Foundation was established in 1965 with the purpose of giving back to the community. Under the current direction of J.W. Marriott, Jr. and Richard E. Marriott, the Marriott Foundation is dedicated to helping youth secure a promising future, especially through education on the secondary and higher education levels, mentoring and youth leadership programs. Equally important are organizations that help provide relief from hunger and disasters, support people with disabilities, and create gainful employment opportunities for vulnerable youth and adults.

The HA program at NIU has also been working with Marriott International for many years. Mr. Jeffrey Wolff, Marriott International Vice President of Guest Experience and Rooms Operations -The Americas, was the founding chair of NIU HA Advisory Committee. Over the years, Marriott International has contributed scholarships and sponsored study trips for HA students at NIU. Industry leaders from Marriott International are frequent speakers to and recruiters of our students.

Lukaszuk speaks at U.S. Open Tennis Teachers Conference

Thirty speakers are chosen each year to speak on a variety of topics to coaches of professional tennis athletes at the United States Open Tennis Teachers Conference in New York City. In August 2010, Associate Professor Judith Lukaszuk returned for the fourth time in 10 years as the only speaker on sports nutrition. Her topic was “nutritional supplements to help your athlete gain a competitive edge.” About 35 coaches attended her session. A perk of being invited to give the lecture is attending the U.S. Open tennis matches. Lukaszuk attended the opening ceremonies, which featured singer Gloria Estafan. Lukaszuk stayed long enough to see Venus Williams and Roger Federer win their first round matches before returning to her job at NIU.

Crop Walk

Assistant Professor Amy Ozier is the liaison between the community coordinators of CROP Walk and NIU. CROP stands for Communities Responding to Overcome Poverty. Crop Walk in DeKalb is named in honor of Sondra King who worked to end world hunger. Twenty-five percent of funds raised by a local Crop walk go to local organizations like Hope Haven, and 75% goes to international organizations. For example funds raised in 2009 were given to buy blankets for Haitian earthquake survivors.

The 2010 Crop Walk was advertised by Ozier’s Global Nutrition class along with the NIU Student Dietetic Association and student chapter of Bread for the World. The community and NIU students were able to raise an astounding $27,000 by participating in CROP. Ozier was inspired by her students’ personal reflections about the impact the 2010 Crop Walk had upon creating awareness about local and international hunger.
Meals on Wheels

For one project in Associate Professor Beverly Henry’s Seminar class, three Nutrition and Dietetics graduate students assessed education program materials for DeKalb area clients of Meals-on-Wheels services. Aftan Bryant, Man Sze Sham, and Jaimee Wallo contacted Leah Brown Jordan (BS ND, 2006), the director of Meals-on-Wheels in DeKalb, to find out what was most needed. The students were told that the organization’s handouts had been created in the 1990’s by an organization which no longer exists—so Bryant, Sham, and Wallo set right to the task to develop new informational pamphlets for clients.

Periodically, education efforts are offered to complement the foods provided by Meals-On-Wheels program and staff questioned the helpfulness of current materials. The objective of the handouts is to provide education about nutrition and to motivate participants to apply the information to making more healthy food choices. However, some Meals-on-Wheels participants believe their health is too poor to bother trying to improve it and some may struggle with print information that is hard to read. Believing that it is never too late for taking care of oneself, the students wanted to provide information that the clients would find helpful.

First the students asked a few Meals-on-Wheels participants to provide feedback regarding which types of information would be most helpful to them. The students then returned to the drawing board, researched how to present information to this population, and created 3 handouts. Handouts were distributed to clients along with their daily meals. A few days later, the students participated in delivering meals and talked with participants about the new handouts. Finally the students stopped at a congregate meal site (where members of the community get meals) and polled those present for their reactions to the new handouts. Graduate student Jaimee Wallo enthusiastically described how checking in with the program participants gave them a clearer view as to what the barriers are for older adults and healthy eating.

As a result of the students’ class project, the handouts were very well received and the redesigned handouts are being used with the Meals-on-Wheels program. Because Meals-on-Wheels has limited funding, and color handouts seem preferable, Bryant and Wallo submitted a grant proposal so that the Meals-on-Wheels program could provide color versions of the handouts. They are hopeful that more funding could help Meals-On-Wheels staff better able to serve the participants’ needs. Further work with next year’s Seminar students could include further revisions and education material development.

The partnerships between NIU and the DeKalb area provide opportunities for students, agencies, and residents. The MS in Nutrition and Dietetics provides students with multiple opportunities to apply what they are learning about nutrition to real-life situations. Students hone their assessment skills and apply what they have learned about community nutrition information needs to meeting those needs in a meaningful way.

National Eating Disorder Week

Assistant Professor Amy Ozier collaborated with NIU Recreation Services and Dr. Anne Kubal of NIU Counseling and Student Development to host the National Eating Disorders Week in February 2010. Hundreds of students and community members participated throughout the week and about 170 were present at the panel discussions held on the NIU campus.

The panel, sponsored by the School of FCNS, was composed of female participants who had previously experienced an eating disorder. Each member of the panel had a long and challenging journey with her eating disorder and felt it was important to share her story to show there is hope in achieving recovery.

2010 was the fourth year that the Genes Project was presented to the university community. The message conveyed was to be “happy in your genes.” Students, faculty, and staff members were invited to decorate blue jeans of all shapes and sizes to celebrate the individuality of each jeans owner. There were over 50 pairs of jeans which represented a campus wide participation. One nutrition and dietetics student asked her young niece to decorate a pair of jeans which facilitated several discussions between the NIU student and her niece about feeling good about oneself, enjoying food, and the risks of eating disorders.
Beverly Henry Continues with Recipe Testing Project

In the 2010 Resource we reported on Associate Professor Beverly Henry’s successful testing of recipes for a cookbook published in 2009 by the National Heart, Lung, and Blood Institute (NHBLI). In 2010, NHBLI asked Henry and Instructor Beth Lulinski to work with another group of Nutrition and Dietetics (ND) students to assist in testing recipes for a new cookbook geared toward families and children which would contain recipes that were accessible, easy to put together, and most importantly, which contained recipes to create foods that kids—and adults too—would go for.

This project involved the collaboration with NIU’s FCNS Child Development Lab (CDL). Nine undergraduate students from FCNS 310 Lifecycle Nutrition course developed and implemented cooking demonstrations of a total of 16 of the recipes for the cookbook for the preschool children in the CDL. Coinciding with the cooking demonstration they delivered nutrition education lessons. The children were encouraged to participate with preparation of certain parts of the recipes when appropriate. Some of the recipes they enjoyed making were fruit skewers, make-your-own-trail mix, and turkey meatballs. Once prepared the food was stored and used for the children’s lunch later that day. During lunchtime the staff members of the CDL assisted the undergraduate students with gathering feedback from the children. This feedback will be shared with the NHBLI for review and revisions of the recipes. This project presented multiple opportunities for NIU students and staff. The FCNS 320 students and graduate assistants were excited and happy to have worked on the project and the CDL staff and children particularly enjoyed the learning experience and the tasty and healthy food.

Lulinski describes this endeavor as a “hectic project.” She was responsible for ordering food, coordinating and supervising the kitchen staff (students), and coordinating and supervising the Child Development lab taste testing. Two to three Nutrition and Dietetics students would demonstrate a specific recipe for children, talk about nutritional value, explain any unusual facts about the food, and then let the children taste the food. The students tested about eighty different recipes.

Henry’s students spent hours testing the recipes in the foods lab and then even more time tweaking certain recipes after they received feedback from the child taste-testers. They volunteered to conduct presentations at two local schools and the Child Development Lab to discover if children would actually enjoy the food. Lulinski admits that some of the recipes initially were considered fairly “adventurous” for kids, but were gobbled up just the same! (The children at the local schools had received permission from their parents to participate in the taste testing during physical education classes.) These ND students went the extra mile with props, posters, interactive presentations, and organized tasting sessions. If you ask the ND students about their involvement with the testing, prepping, and demonstrations, their faces light up with pride. For this was not just a fictitious assignment for a grade, but a hands-on test for a national organization which required interaction with the community and tough critics who were not shy about giving a “thumbs up” or “thumbs down.”

Judith Lukaszuk Conducts Vitamin D Study

Associate Professor and Didactic Program Director in the Nutrition and Dietetics Program Judith Lukaszuk received grant funding for a study entitled “Vitamin D Status, Body Fat, and Waist Circumference in Caucasian Women: Is There An Inverse Correlation?” The Medical Nutrition Practice Group, a dietetic practice group of the American Dietetic Association, provided the grant to conduct the study. Data collected included serum blood levels of Vitamin D, a BMI value, and a three-day food record of female Caucasians aged 18-50. The hypothesis of the study is that higher weight will correlate with lower blood serum levels of Vitamin D. This is important, as Vitamin D plays vital functioning as both a vitamin linked to a hormone created within the body and deficiencies shown to be correlated with heart disease, diabetes, breast cancer, prostate cancer, migraines, and depression. While exposure to the sun is the simplest way to increase Vitamin D levels this presents a problem due to the risks of skin cancer. In addition to food intake high in Vitamin D supplements may also be taken, but these should always be taken under a doctor’s recommendation and the blood serum levels monitored regularly.
In 2010, Kelly Brasseur (M.S., Nutrition and Dietetics, 1996) became the director for community nutrition at Northern Illinois Food Bank (NIFB), a nonprofit organization that collects, processes, and distributes food to soup kitchens, pantries, shelters, youth, and senior programs in 13 counties. At NIFB, Brasseur provides direction and leadership to four county coalition groups to ensure public wellness initiatives include the needs of the low income people served through the food bank and its partner agencies. Brasseur has developed nutrition criteria for food procurement and purchasing to help the food bank better serve its mission of providing nutritious food to those in need.

Before coming to Northern Illinois Food Bank, Brasseur was the Clinical Nutrition Manager at Centegra Hospital in McHenry for nine years where she developed both inpatient and outpatient nutrition programs. She spent over five years in nutrition support providing enteral and parenteral nutrition for wound care and catastrophically ill patients at Kindred Hospital. Brasseur has been an editor for the American Dietetic Association Nutrition Care Manual, published in Nutrition in Clinical practice and has presented for both the American Dietetic Association and American Society for Enteral and Parenteral Nutrition.

While working at the hospital, Brasseur became aware of patients who were unable to obtain the necessary nutrition they needed after they were discharged. In other words, she noticed a glaring gap between nutrition (food and supplements) that was available to patients within a hospital system and what these patients could afford at home. Her experience prepared her with the resources and knowledge to help individuals and organizations cope with this current dilemma. For example, she works with low income senior groups many of whom have multiple medical problems. Many seniors with heart disease, diabetes and cancer require modified foods and supplements, but because these products are more expensive, the seniors have to choose between buying more nutritious food, or purchasing their medication.

Brasseur helps community food pantries improve the quality of food products that they order through the food bank. She also creates nutrition programs to provide a continuum of care. This concept is not just about “whole grains” or high fiber, rather it is about making better choices with the resources they have available. She supports soup kitchens, shelters, food pantries, group homes, low income senior programs, school pantries (partnered with the Federal School Food Service Program), and other mobile feeding sites to provide nutritious food for those in need. Because the types of donated food items are ever-changing, Northern Illinois Food Bank purchases some staple foods to ensure that core items are always available to its agencies. Brasseur created criteria for purchasing food to achieve a selection that overall represents more nutritious foods.

The Northern Illinois Food Bank is currently building a new facility including a Community Nutrition Center which features a demonstration kitchen and classrooms where nutrition classes and cooking demonstrations can be held for community partners, agency staff and volunteers. Other agencies, such as hospitals and schools, can use the demonstration kitchen to train their staff regarding food and nutrition.

In addition to her duties as director of the Northern Illinois Food Bank, Brasseur also continues to contribute to the Advisory Board for the School of Family, Consumer, and Nutrition Sciences as well as the Dietetic Internship program by providing NIU Dietetic Interns opportunities in various food pantries and shelters in the 13 counties within her jurisdiction.

Brasseur says that “If we can just move the bar a little, we’ve done something better.” Her dedication to feeding hungry people with nutritious food perfectly parallels the values of the Northern Illinois Food Bank which not only gave out 35 million pounds of food, but was also recognized by Feeding America, a nationwide organization, as the recipient of the prestigious “2010 Food Bank of the Year” award. It is clear that this FCNS graduate was made the director of community nutrition because she has never really been content with “a little.”
Recognized Achievers 2009-2010

2009 Dean's Lists
Ana Abeid
Desiree Adams
Rachel Adams
Kavita Adatia
Teresa Affrunti
Brisa Alegria
Nicole Aloisio
Lilian Alvarez
Priscilla Anast
Amanda Arceri
Kathryne Armstrong
Sarah Arnold
Kelli Bacon
Kayla Bankord
Nicholas Barkan
Carolyn Barnet
Cristine Barrera
Kristin Beall
Cassie Bello
Elaine Beltran
Emily Berg
Joselyn Berrios
Dana Berti
Christina Bishop
Erin Blecka
Abigail Blurton
Jessica Boateng
Angelia Bollmann
Amanda Boston
Kelly Bradley
Carrie Brate
Susan Brenner
Jillian Broome
Todd Brown
Sarah Bruhn
Therese Bruning
Jennavieve Bubeck
Anne Cahalan
Nicole Caputo
Catherine Carone
Jessica Carrivale
Andrea Catalano
Lisa Chakeen
Kathy Clark
Mallory Clark
Candice Clemente
Jaclyn Cores
Amanda Cox
Shelly Crowley
Courtney Daly
Sybria Davis
Patricia Davoren
Sarah Deeter
Joshua Delamater
Rebecca Denbraven
Theresa Denny
Lara Dewolf
Madelaine Dickinson
Carly Dillavou
Michelle Doti
Jennifer Doyle
Leah Droze
Vincent Dugo
Noell Ealey
Katlin Ellis
Hector Enriquez
Cristina Escalante
Fatima Espinosa
Michele Fields
Megan Flack
Jacqueline Flerick
Mary Foerster
Jacqueline Fontillas
Rebecca Fitzshall
Elise Gagliardi
Amy Gandy
Laura Gaus
Lindsay Gerhardt
Kari Gilstead
Meghan Ginter
Katy Glade
Lindsay Glass
Lindsay Gonka
Jennifer Gordon
Christina Gowen
Jessica Graziano
Chase Grimmer
Lisa Gualano
Heather Gustus
Alexa Haeflinger
Regina Haka
Takeisha Harley
Britney Harris
Lindsey Harris
Aleesha Harrison
Patricia Heidel
Anna Heitz
Clarissa Hill
Kathrine Hinman
Vasiliki Holevas
Erin Holman
Denell Holschuh
Nicole Hoxsey
Tanya Hunt
Saher Imtiaz
Denise Jaszczurowski
Ashley Johnson
Irene Johnson
Caitlin Jones
Jennifer Jones
Jessy Joseph
Michele Kalmbach
Sarah Karczewski
Megan Kary
Audra Kemp
Krystal Kennedy
Sarah Kerkett
Molly Kinkade
Kathrine Kleppe
Hillary Klomann
Amanda Knipp
Margaret Knott
Tara Korinko
Elizabeth Kroening
Karine Krusemark
Kelly Kulkuski
Jennifer Kutz
Christina Land
Megan Laurent
Jami Lipps
Jennifer Litwin
Anne Lorenc
Kayla Lunde
Erin Lutz
Julia MacGregor
Jeffrey Machaj
Tiffany Madison
Katherine Markowski
Catherine Mammen
Rebecca Marrs
Melissa Martino
Alyssa McArthur
Vendula Menclova
Christine Menzel
Vendula Mercer
Adrienne Minier
Jennie Miskell
Kaylee Mitchelson
Jacob Mitmoen
Kelly Moriarty
Amber Morris
Jacquelyn Morris
Stephanie Mosquera
Kelly Mullany
Christine Munz
Kelsey Naas
Tanya Nachreiner
Corlyn Newman
Jillian Nowacyk
Stephanie Okuma
Carol Orrego
Jennifer O'Toole
Amy Paftenroth
Nathan Paquet
Taryn Parham
Sarah Paul
Samantha Paulsen
Beth Pearson
Demi Pelsor
Heather Peregut
Amy Perryman
Lucy Pickerill
Marissa Piehl
Alexa Powell
Cassandra Pyne
Katherine Quinn
Cristina Racana
Alexander Radovich
Jennifer Raimondi
Nicol Reeder
Destiny Riley
Chase Riva
Elizabeth Rosignal
Rebekah Rottman
Michelle Rzepka
Leida Sanchez
Tana Sanders
Coreen Schall
Erin Schlueter
Jennifer Schuett
Jessica Schultz
Nicole Smith
Mary Shaffer
Victoria Shapiro
Blair Spencer
Lauren Spencer
Summer Spires
Matthew Stark
Ashley Staver
Linda Stoklasa
Cassie Stoner
Chelsi Straughn
Sarah Stuckey
Carrie Summers
Beata Swider
Dustin Takla
Jillian Tanaka
Jaimee Tyler
Michelle Tyska
Samantha Urhausen
Amy Vallaro
Rebecca Vander Hamm
Julie VanPelt
Martha Vargas
Elizabeth Villalobos
Anna Wells
Katherine Wenzel
Stephanie Wexell
Dashau Williams
Michelle Williams
Lisa Young
Stephanie Young
Stephanie Zielinski
Corina Zittlow
2009-2010 FCNS Scholarships and Honors

The Georgiana W. Sie Scholarship
Morgan Ruffin

The Celine Neptune Scholarship
Christina Escalante, Linh-Han Nguyen, Morgan Ruffin

National Council on Family Relations Student Honor
Lilian Alvarez

Upper Division Honors
Saher Imtiaz, Ashley Walters

Kappa Omicron Nu (Fall 2009)
Kavita Adatia
Lilian Alvarez
Amanda Arceri
Christine Bishop
Whitney Bieber
Ashley Brenner
Kathryn Butz
Anne Cahalan
Kelsha Ann Clark
Anna Beth Coil
Kellie Cook
Katherine Hinman
Maya Hudak
Tanya Hunt
Tanya Ingraham
Jennifer Jones
Jessy Joseph
Samantha Lane
Jennifer Litwin
Hillary Meyer
Kaylee Mitchelson
Katherine Okkema
Amy Perryman
Katherine Quinn
Linda Stoklasa
Jillian Keiko Tanaka
Antoinette Williams
Stephanie Zielinski

Kappa Omicron Nu (Spring 2010)
Jessica Collinsgrove
Michele Fields
Jacqueline Flerick
Lisa Gualano
Rebecca Marrs
Rachele Matuszak
Alyssa McArthur
Jennie Miskell
Candis Nikolic Corilyn Newman
Samantha Paulsen
Natalie Sansonetti

Family & Child Studies

Academic Excellence Award
Kelsey Naas

Outstanding Family & Child Studies Senior Award
Michele Kalmbach

Distinguished Performance Awards
Wendy Kraft, John Wagner

Leadership Award
Kristy Lee Watkins, Ashley Walters

Textiles, Merchandising & Educational Services

Outstanding Student Teacher Award
Kathryne Armstrong, Elizabeth Rosignal

Model Student Award
Sarah Aarseth

Smiling Face Award
Ashley Ames, Anamarie Gatze

Nutrition, Dietetics & Hospitality Administration

Outstanding Senior & Dean’s Award
Corilyn Newman

Academic Excellence
Danielle Deremo, Jennifer Schuett

Service Awards
Kathy Clark, Monique Davis

Cup & Saucer Award
Hillery Klomann
Recognized Achievers cont.

**ADA Outstanding Didactic Program in Dietetics (DPD)**
Ana Abeid

**Outstanding Dietetic Intern**
J’aime Stratton

**Alpha Eta**
J’aime Stratton

**Leadership Award**
Matthew Stark

**Salute-to-Excellence Award**
Gina DeFano, Amanda Knipp

**Hollywood Casino Scholarship**
Theresa Stafford

**SAC Special Achievement Awards**

- **Extra Effort Award**
  Emily Capone, Megan Mackinnon

- **Mentoring Award**
  Jill Crossland, Cesar Magallanes

- **Role Model Award**
  Nick Barkan, Jill Crossland

- **Student’s Choice Teaching Award**
  Kelly Champion

**Faculty Honors**

- **Lankford Teaching Award**
  Amy Ozier

- **Fisher Service Award**
  Lan Li

- **Sullivan Research Award**
  Aimee Prawitz

**Outstanding Student Awards**

**Midwest Association of Graduate Schools Thesis Award Nominee**
Thomas Jordan
Dr. Judith Lukaszuk, Thesis Advisor

**2010-2011 NIU Graduate Fellowship**
John Wagner

**Outstanding Women Students**
Alyssa Gray, Jennifer Schuett

**Outstanding Service Award**
Sondra King Outstanding Service Award
Christina Post, Cassi Stoner

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**Lan Li . . . continued from page 5**

To manage the human resources component for Aramark Beijing Olympic Catering Project and worked with student volunteers and international catering staff from 11 different countries. These international services have enriched my teaching in the NIU classroom and have also given my professional development an international perspective.

In summary, I believe that public service is an important role for scholars. It is not only one of the effective means for me to support the mission of our university but it also brings a sense of fulfillment to me in life. By offering our time, expertise and resources to our communities, we hope to improve the quality of life for our community members.
Faculty Scholarship

Refereed Articles


Peer Reviewed Chapters


Books


Conference Proceedings


Refereed Presentations


Miller, J. E., Bowers, S., Gerst., K., & Doty., J. (2010, November). Feminist strategies in online family and child studies courses. Teaching Roundtable presented at the annual meetings of the National Council on Family Relations, Minneapolis, MN.


Xie, X. (2010, November). Viewing the transnational journal with a life course perspective. Paper presented at the annual meetings of the National Council on Family Relations, Minneapolis, MN.


Received Externally Funded Grant


Invited Presentations


Let us hear from you!

We are always interested in what our alumni are doing and encourage you to drop us a line, send a photo, and send a business card to keep us informed. Also, please let us know if your mailing address has changed or will be changing.

Send all information by mail to The Resource, School of Family, Consumer, and Nutrition Sciences, Northern Illinois University, 1425 W. Lincoln Hwy, DeKalb, Illinois, 60115; fax to 815-753-1321; or e-mail lederscheid@niu.edu.

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We have made every attempt to provide accurate information.
We apologize for errors and ask you to send corrections to lederscheid@niu.edu.